

# ICMIL XIV

## INTERNATIONAL CONFERENCE ON MINORITY LANGUAGES XIV

11-14 SEPTEMBER 2013    GRAZ, AUSTRIA

*treffpunkt sprachen*  
PLURILINGUALISM RESEARCH UNIT



United Nations  
Educational, Scientific and  
Cultural Organization

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*treffpunkt sprachen*  
Plurilingualism Research Unit

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The Plurilingualism Research Unit  
of *treffpunkt sprachen* at the University of Graz  
welcomes you to the

# ICML XIV

INTERNATIONAL CONFERENCE  
ON MINORITY LANGUAGES XIV

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# ORGANISERS



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# THANKS

We would like to thank the following for their kind support of the 14th International Conference of Minority Languages: the Vice-Rector for Research and Junior Researchers' Promotion of the University of Graz Prof. Dr. Peter Scherrer, the Office of International Relations of the University of Graz and the Austrian UNESCO Commission.

## DOMINATED LANGUAGES IN THE 21<sup>ST</sup> CENTURY

Although linguistic plurality and its socio-political stratification or outline in dominant and dominated languages is subject to constant and accelerating change due to global migration, the general perception of minorities - at least in Europe - is still based on strangely romantic folkloristic notions of the 19th century, namely as rural, conservative, immobile relics of another (archaic) culture with another language. This admittedly pointed definition, which implicitly also reflects the European nation state ideology, negates all socio-political and socio-cultural developments of the last decades. At least some aspects of this definition – first and foremost the “otherness”, but when it comes to so-called indigenous minority languages also all other aspects of the definition – still dominate the public discourse on minorities and minority languages. This discourse of otherness in contrast to the established and postulated normality of the majority always insinuates a sense of inferiority of minority groups and languages.

Two facts probably do not need to be stressed: Firstly, academic research on dominated languages is not independent and unaffected by general, stereotypical notions and current public discourse. Secondly, differences in status between languages and the thus resulting differentiation between majority and minority languages, or rather dominant and dominated languages, in the 21st century cannot be treated according to specifications of the 19th century. While European minority rights still remain rooted in the tradition outlined above, it is and was the duty of minority language research based on social sciences to primarily follow current developments. The upcoming conference aims to bring the latter aspect, which is also reflected in the history of the ICML, to the foreground and to address some relevant aspects against the background of the ideal of a pluralistic society:

- Changes in the linguistic landscape of Europe as a consequence of migration
- The relationship between indigenous and migrant minority languages
- Role and status of minority languages in pluralistic societies
- Dominated languages and the relevance of ICT (Information Communication Technology)
- Majority languages in a minority position

While ICML XIV in Graz will continue the tradition of ICML to discuss these questions with respect to minority languages of Europe, this conference also sets out to expand the scenery of ICML and therefore especially invites proposals concerning the study of minority languages in other parts of the world.

# ICML XIV

## OVERVIEW

Wednesday, 11 September 2013

CQ : Colloquium | P : Paper

FD : Final discussion | IP : Individual Paper

15:00 - 16:30	REGISTRATION	Foyer E
16:30 - 17:00	CONFERENCE OPENING	
17:00 - 18:00	<b>Key Note 1</b>	HS15.04
18:00 - 20:00	WINE RECEPTION	Foyer E

Thursday, 12 September 2013

08:30 - 09:30	REGISTRATION AND COFFEE	
09:30 - 10:30	<b>Key Note 2</b>	HS15.04

	PANEL 1	PANEL 2	PANEL 3	PANEL 4	PANEL 5	PANEL 6
10:30 - 11:00	CQ1, P1	CQ2, P1	CQ3, P1	IP	IP	IP
11:00 - 11:30	CQ1, P2	CQ2, P2	CQ3, P2	IP	IP	IP
11:30 - 12:00	CQ1, P3	CQ2, P3	CQ3, P3	IP	IP	IP
12:00 - 12:30	CQ1, P4	CQ2, P4	CQ3, P4	IP	IP	IP
12:30 - 13:00	CQ1, FD	CQ2, P5	CQ3, P5	IP	IP	IP

13:00 - 14:00 LUNCH BREAK

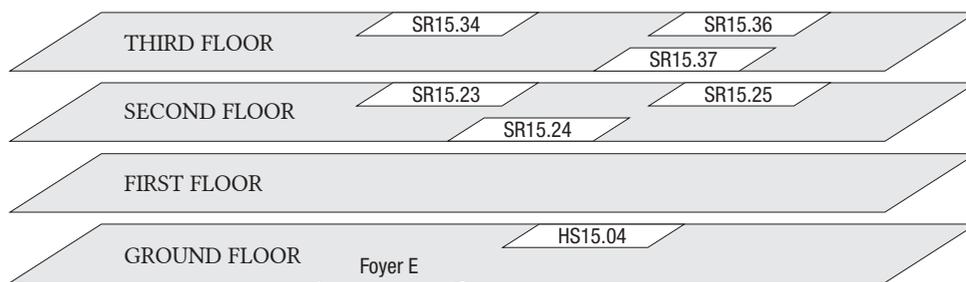
14:00 - 14:30	IP	CQ2, P6	CQ3, P6	IP	IP	IP
14:30 - 15:00	IP	CQ2, P7	CQ3, P7	IP	IP	IP
15:00 - 15:30	IP	CQ2, P8	CQ3, FD	IP	IP	IP

15:30-16:00 COFFEE BREAK

16:00 - 16:30	IP	CQ2, P9	IP	IP	IP	IP
16:30 - 17:00	IP	CQ2, P10	IP	IP	IP	IP
17:00 - 17:30	IP	CQ2, P11			IP	IP
	SR15.23	SR15.24	HS15.25	HS15.34	HS15.36	HS15.37

17:30 - 18:00	PRESENTATION OF THE TOURING EXHIBITION "SPRACHENLANDSCHAFT DELUXE" (public session)	Foyer E
19:00	RECEPTION	

# RESOWI Center of the University of Graz



PANEL 1: SR15.23    PANEL 2: SR15.24    PANEL 3: SR15.25  
 PANEL 4: SR15.34    PANEL 5: SR15.36    PANEL 6: SR15.37

## Friday, 13 September 2013

09:00 - 10:00	<b>Key Note 3</b>	HS15.04
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	PANEL 1	PANEL 2	PANEL 3	PANEL 4	PANEL 5	PANEL 6
10:00 - 10:30	CQ4, P1	CQ5, P1	IP	IP	IP	IP
10:30 - 11:00	CQ4, P2	CQ5, P2	IP	IP	IP	IP
11:00 - 11:30	CQ4, P3	CQ5, P3	IP	IP	IP	IP

11:30-12:00    *COFFEE BREAK*

12:00 - 12:30	CQ4, P4	CQ5, P4	IP	IP	IP	IP
12:30 - 13:00	CQ4, P5	CQ5, P5	IP	IP	IP	IP
13:00 - 13:30	CQ4, P6	CQ5, P6	IP	IP	IP	IP

13:30 -14:30    *LUNCH BREAK*

14:30 - 15:30	<b>Key Note 4</b>	HS15.04
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15:30 - 16:00	CQ4, P7	CQ6, P1	IP	IP	IP	
16:00 - 16:30	CQ4, P8	CQ6, P2	IP	IP		
16:30 - 17:00	CQ4, FD	CQ6, P3	IP			
	SR15.23	SR15.24	HS15.25	HS15.34	HS15.36	HS15.37

17:30 - 18:30	<i>CONFERENCE CLOSING SESSION &amp; SMALL REFRESHMENTS</i>	Foyer E HS15.04
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## Saturday, 14 September 2013

~ 9:00 - 18:00	<i>EXCURSION</i>
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# ICML XIV

## PROGRAMME

CQ : Colloquium | P : Paper

Wednesday, 11 September 2013

FD : Final discussion | IP : Individual Paper

15:00 - 16:30	REGISTRATION	Foyer E
16:30 - 17:00	CONFERENCE OPENING	
17:00 - 18:00	<b>Key Note 1</b> INDRAJIT BANERJEE, UNESCO, Paris, France <b>Promoting cultural and linguistic diversity in cyberspace: challenges and opportunities</b> (see page 22)	HS15.04
18:00 - 20:00	WINE RECEPTION	Foyer E

Thursday, 12 September 2013 **MORNING PROGRAMME**

08:30 - 09:30	REGISTRATION AND COFFEE	
09:30 - 10:30	<b>Key Note 2</b> ANNE PAUWELS, SOAS, University of London, United Kingdom <b>The future of multilingualism and future multilingualisms in Europe</b> (see page 23)	HS15.04

	PANEL 1	
	<b>Colloquium 1: Digital corpora of endangered languages: a case of Judeo-Spanish</b>	
10:30 - 11:00	<b>CQ1, P1:</b> JELENA FILIPOVIĆ, University of Belgrade, Serbia <b>Transdisciplinary aspects of documentary linguistics and digitalization of endangered languages</b> (see page 27)	
11:00 - 11:30	<b>CQ1, P2:</b> ANA STULIC-ETCHEVERS, SOUFIANE ROUISSI, University of Bordeaux 3, France <b>Digital environment in service of an endangered language: Judeo-Spanish on the Web</b> (see page 28)	SR15.23
11:30 - 12:00	<b>CQ1, P3:</b> MICHAEL STUEMUND-HALÉVY, Research Institute of the Jews in Germany <b>Audiovisual documentation of Judezmo</b> (see page 29)	
12:00 - 12:30	<b>CQ1, P4:</b> IVANA VUČINA SIMOVIĆ, University of Kragujevac, Serbia <b>The relevance of Serbian and Croatian (Serbo-Croatian) written sources for research on the Balkan Sephardim and for initiatives for revitalization of Judeo-Spanish</b> (see page 30)	
12:30 - 13:00	CQ1, FD	

PROGRAMME – Thursday, 12 September 2013

	PANEL 2	
	<b>Colloquium 2: Managing Linguistic Diversity: 'A Special Russian Way'?</b>	
10:30 - 11:00	<b>CQ2, P1:</b> LOTTA JALAVA, University of Helsinki, Finland <b>Minority languages and their maintenance on the Taimyr Peninsula</b> (see page 32)	SR15.24
11:00 - 11:30	<b>CQ2, P2:</b> NADEZHDA MAMONTOVA, Russian Academy of Sciences, Moscow, Russia <b>Nomadizing in online space. Discussions on the Evenki language and identity on blogs</b> (see page 32)	
11:30 - 12:00	<b>CQ2, P3:</b> ANNIKA PASANEN, University of Helsinki, Finland <b>Revitalization of endangered languages in the Russian Federation</b> (see page 32)	
12:00 - 12:30	<b>CQ2, P4:</b> OUTI TÁNCZOS, University of Helsinki, Finland <b>Who is responsible for minority language maintenance? A case of Karelian language law</b> (see page 33)	
12:30 - 13:00	<b>CQ2, P5:</b> NIKO PARTANEN, University of Helsinki, Finland <b>Language shift in Komi and Karelia: comparing the stages and dynamics through sociolinguistic interviews and ethnographic data</b> (see page 33)	

	PANEL 3	
	<b>Colloquium 3: Status reversal: Dominant languages in subordinate position</b>	
10:30 - 11:00	<b>CQ3, P1:</b> MARTIN EHALA, University of Tartu, Estonia <b>Stages of status reversal</b> (see page 36)	SR15.25
11:00 - 11:30	<b>CQ3, P2:</b> YULIA ZAITSEVA, JULDYZ SMAGULOVA, KIMEP University, Kazakhstan <b>Russian in Kazakhstan: A new minority language?</b> (see page 36)	
11:30 - 12:00	<b>CQ3, P3:</b> SHOLPAN ZHARKYNBEKOVA, ASSEL AKZHIGITOVA, DÁMIRA AKYNOVA, ALIYA AIMOLDINA, L. N. Gumilyov Eurasian National University, Kazakhstan <b>Promotion of English in a multi-ethnic space of Kazakhstan and its impact on dominant languages</b> (see page 36)	
12:00 - 12:30	<b>CQ3, P4:</b> ANASTASSIA ZABRODSKAJA, Tallinn University, Estonia <b>Ideologies towards Russian among heritage speakers in the Baltic states</b> (see page 37)	
12:30 - 13:00	<b>CQ3, P5:</b> PETTERI LAIHONEN, University of Jyväskylä, Finland, ISTVÁN CSERNICKÓ, Ferenc Rákóczi II Transcarpathian Hungarian Institute, Beregszász-Beregovo, Ukraine <b>Changing nation states, imperiums and languages: the official language in Sub/Transcarpathia (Ukraine) in the 20th century and today</b> (see page 37)	

**PROGRAMME – Thursday, 12 September 2013**

PANEL 4		HS15.34
10:30 - 11:00	<p><b>IP:</b> ENRIQUE URIBE-JONGBLOED, Universidad de La Sabana, Chía, Colombia</p> <p><b>Minority language media studies: A eurocentric area of studies?</b> (see page 115)</p>	
11:00 - 11:30	<p><b>IP:</b> VERONICA MAELE, University of London, United Kingdom</p> <p><b>The linguistic landscape of discourse in the new media: Language choice and code-switching in Malawian diaspora-based online newspaper.</b> (see page 87)</p>	
11:30 - 12:00	<p><b>IP:</b> JOSU AMEZAGA-ALBIZU, EDORTA ARANA-ARRIETA, University of the Basque Country, Spain</p> <p><b>Communication spaces in Europe, in the multilingual context of television</b> (see page 54)</p>	
12:00 - 12:30	<p><b>IP:</b> LUCIJA ČOK, IRINA CAVAION, University of Primorska, Koper, Slovenia</p> <p><b>Virtual and live in second language classroom</b> (see page 64)</p>	
12:30 - 13:00	<p><b>IP:</b> NEVAL BERBER, European Academy (EURAC), Bozen, Italy</p> <p><b>Teaching minority literature in multicultural and multilingual contemporary societies</b> (see page 56)</p>	

PANEL 5		HS15.36
10:30 - 11:00	<p><b>IP:</b> MOHAMED PITCHAY GANI MOHAMED ABDUL AZIZ, University of Malaya, Malaysia</p> <p><b>The ethnolinguistic vitality of the Malay language in Singapore</b> (see page 91)</p>	
11:00 - 11:30	<p><b>IP:</b> NOA NISHIMOTO, Kyoto University, Japan</p> <p><b>Language documentation on Rurutu, a minority language spoken in French Polynesia</b> (see page 93)</p>	
11:30 - 12:00	<p><b>IP:</b> HIROYUKI MIYAWAKI, Dalian Ocean University, China</p> <p><b>The aftereffects of Japanese language dominance in the former Japanese colonies</b> (see page 90)</p>	
12:00 - 12:30	<p><b>IP:</b> ABHIMANYU SHARMA, University of Bern, Switzerland</p> <p><b>Indian language policy towards linguistic minorities: Rationalization or reductionism?</b> (see page 109)</p>	
12:30 - 13:00	<p><b>IP:</b> DÖRTE BORCHERS, University of Münster, Germany</p> <p><b>Small linguistic communities and literary production</b> (see page 60)</p>	

PANEL 6		HS15.37
10:30 - 11:00	<p><b>IP:</b> RHIAN SIÂN HODGES, Bangor University, Wales, United Kingdom</p> <p><b>An educational phenomenon? New Welsh speakers in the Rhymini valley: Learners or Users? A parental perspective</b> (see page 77)</p>	
11:00 - 11:30	<p><b>IP:</b> ENLLI THOMAS, W. GWYN LEWIS, DAFYDD APOLLONI, Bangor University, Wales, United Kingdom</p> <p><b>Exploring children's use of Welsh as a minority language in the face of English dominance</b> (see page 113)</p>	

PROGRAMME – Thursday, 12 September 2013

11:30 - 12:00	<b>IP: ANDREW JAMES DAVIES,</b> Aberystwyth University, Wales, United Kingdom <b>Perceptions and attitudes amongst bilingual post-16 students in Wales towards Welsh-medium study</b> (see page 67)	HS15.37
12:00 - 12:30	<b>IP: NIA WILLIAMS, ENLLI THOMAS,</b> Bangor University, Wales, United Kingdom <b>Increasing children's exposure to the Welsh language in English language schools and communities: the case of Welsh in Wales</b> (see page 121)	
12:30 - 13:00	<b>IP: STUART DUNMORE,</b> University of Edinburgh, United Kingdom <b>Minority language maintenance in the 21st century? The language usage, ideologies and identities of former Gaelic-medium students in Scotland</b> (see page 69)	
13:00 - 14:00	<i>LUNCH BREAK</i>	

Thursday, 12 September 2013 **AFTERNOON PROGRAMME**

	PANEL 1	
14:00 - 14:30	<b>IP: MAGALI BOEMER,</b> Pluri-LL - Groupe de Recherche sur le Plurilinguisme, University of Namur, Belgium <b>Language-in-education policy in German-speaking Belgium (1945-1963): a historical sociolinguistic account of a majority language in a minority position</b> (see page 59)	SR15.23
14:30 - 15:00	<b>IP: JOHAN LUBBE,</b> University of the Free State, South Africa <b>Right of minority groups to mother-tongue education versus the right to receive education in the language of choice – an analysis on the basis of litigation in South Africa since 1996</b> (see page 85)	
15:00 - 15:30	<b>IP: HICHAM BOUGHABA,</b> Abdelmalek Essaadi University, Tetouan, Morocco <b>The language of instruction in the Moroccan context and the challenges it poses to Berber-speaking children</b> (see page 61)	
15:30-16:00	<i>COFFEE BREAK</i>	
16:00 - 16:30	<b>IP: VIKTÓRIA FERENC,</b> Research Institute for Hungarian Communities Abroad, Budapest, Hungary <b>Language-in-education policies at minority higher education – the case of Hungarian communities in Transcarpathia (Ukraine) and in South-Slovakia</b> (see page 71)	SR15.23
16:30 - 17:00	<b>IP: CHRYSO HADJIDEMETRIOU,</b> University of Sheffield, United Kingdom <b>Cypriot Greek, Standard Greek and supplementary Greek schools in London</b> (see page 76)	
17:00 - 17:30	<b>IP: MUNTASIR AL-HAMAD, HAFID ALAOU,</b> Qatar University, Doha-Qatar <b>Language Transfer from English into Arabic: From a translational perspective by Arab-British heritage learners</b> (see page 53)	

**PROGRAMME – Thursday, 12 September 2013**

	PANEL 2	
14:00 - 14:30	<b>CQ2, P6:</b> JANNE SAARIKIVI, University of Helsinki, Finland <b>Rapid extinction or relative revitalization? Karelian and Komi language communities in comparison</b> (see page 33)	SR15.24
14:30 - 15:00	<b>CQ2, P7:</b> SVETLANA EDYGAROVA, University of Helsinki, Finland <b>Dominant and minority language ideologies: the case of the Permian languages</b> (see page 34)	
15:00 - 15:30	<b>CQ2, P8:</b> RAMAZAN ALPAUTOV, Moscow State Institute of International Relations, Russia <b>The linguistic situation in Dagestan in the context of a possible ratification of the European Charter for Regional or Minority Languages by the Russian Federation</b> (see page 34)	
15:30-16:00	COFFEE BREAK	
16:00 - 16:30	<b>CQ2, P9:</b> FEDERICA PRINA, European Centre for Minority Issues, Flensburg, Germany <b>Linguistic rights, minority languages and the Russian Higher Courts</b> (see page 34)	SR15.24
16:30 - 17:00	<b>CQ2, P10:</b> REETTA TOIVANEN, University of Helsinki, Finland <b>Management of multilingualism in the Barents Sea area</b> (see page 35)	
17:00 - 17:30	<b>CQ2, P11:</b> KONSTANTIN ZAMYATIN, University of Helsinki, Finland <b>Evolution of language ideology in Post-Soviet Russia and the fate of the state languages of its National Republics</b> (see page 35)	
	PANEL 3	
14:00 - 14:30	<b>CQ3, P6:</b> ISTVÁN HORVÁTH, Romanian Institute for Research on National Minorities <b>Status and strategy: the Hungarian minority of Romania after 90 years</b> (see page 38)	SR15.25
14:30 - 15:00	<b>CQ3, P7:</b> JOSEP SOLER-CARBONELL, University of Tartu / Tallinn University, Estonia <b>Challenging the majority-minority divide: the case of Catalan and Spanish in Catalonia</b> (see page 38)	
15:00 - 15:30	<b>CQ3, FD:</b> Towards a theory of status reversal	
15:30-16:00	COFFEE BREAK	
16:00 - 16:30	<b>IP:</b> IRJA SEURUJÄRVI-KARI, University of Helsinki, Finland <b>'We took back our mother tongue' – The revitalization of the Sámi Language</b> (see page 108)	SR15.25
16:30 - 17:00	<b>IP:</b> ELENA VEDERNIKOVA, University of Tartu, Estonia <b>Maintaining the Mari language via culture and religion</b> (see page 117)	

PROGRAMME – Thursday, 12 September 2013

	PANEL 4	
14:00 - 14:30	IP: MATTHIAS WOLNY, University of Heidelberg, Germany <b>Vernacular use, tourism and immigration. Current trends in the linguistic landscape of Venice</b> (see page 123)	HS15.34
14:30 - 15:00	IP: CARMELA PERTA, Università G. D'Annunzio, Italy <b>Minority languages in Italy. Consequences of the interactions between 'old' and 'new' Albanians</b> (see page 98)	
15:00 - 15:30	IP: SVENJA BRÜNGER, Friedrich Schiller University Jena, Germany <b>Strategies for lexical enrichment and modernization in Mòcheno, a language island variety in Northern Italy</b> (see page 63)	
15:30-16:00	COFFEE BREAK	
16:00 - 16:30	IP: ZAIRA VIDAU, Slovene Research Institute, Trieste, Italy <b>The public use of minority and regional languages in the local administrations of the Friuli Venezia Giulia region in Italy</b> (see page 119)	HS15.34
16:30 - 17:00	IP: BARBARA SALERNO, Cultural Association "Chambra d'òc", Italy, CARLO ZOLI, Smallcodes srl, Italy <b>The first digital library of Occitan valleys of Italy 'Tresor de Lengua Textual Corpus'</b> (see page 103)	
	PANEL 5	
14:00 - 14:30	IP: MICHAŁ GŁUSZKOWSKI, Nicolaus Copernicus University, Poland <b>Can the literary variant of Russian help to prevent death of the Russian dialect spoken by the Old Believers in North-Eastern Poland?</b> (see page 74)	SR15.36
14:30 - 15:00	IP: NICOLE DOŁOWY-RYBIŃSKA, Polish Academy of Sciences, Warsaw, Poland <b>Dilemmas of identity and language among Young Kashubs in the light of 21st-century cultural changes</b> (see page 68)	
15:00 - 15:30	IP: SANITA LAZDIŅA, Rēzekne University College, Latvia, HEIKO F. MARTEN, Tallinn University, Estonia <b>When a regional language benefits from tension between two national languages: Are policies towards Latgalian in Latvia really changing?</b> (see page 84)	
15:30-16:00	COFFEE BREAK	
16:00 - 16:30	IP: HANNA VASILEVICH, European Center for Minority Issues, Flensburg, Germany <b>Belarus: Minoritarization of the titular language?</b> (see page 116)	SR15.36
16:30 - 17:00	IP: SEZİN ÖNEY, Bilkent University, Turkey <b>'Salvation' by language?: The role of linguistic rights in resolving the Kurdish question</b> (see page 97)	
17:00 - 17:30	IP: AGNES GROND, University of Graz, Austria, MEHMET BOZYIL, University of Teacher Education Styria, Austria <b>The language of the Tigris fishers in Diyarbakır, environmental changes and language shift</b> (see page 75)	

**PROGRAMME – Thursday, 12 September 2013, Friday, 13 September 2013**

	PANEL 6	
14:00 - 14:30	IP: ÉAMONN Ó BRÓITHE, National University of Ireland, Galway, Ireland <b>Literacy practices in minoritised language communities</b> <i>(see page 94)</i>	SR15.37
14:30 - 15:00	IP: PÁDRAIG Ó RIAGÁIN, Trinity College Dublin, Ireland <b>The validity and reliability of sociolinguistic indicators in survey-based research: A comparative review of European and Irish survey research 1990-2010</b> <i>(see page 95)</i>	
15:00 - 15:30	IP: JAN VAN DER WEST, EDWIN KLINKENBERG, Frisian Academy, Netherlands <b>A new language survey in Fryslân – Frisian revisited?</b> <i>(see page 120)</i>	
15:30-16:00	COFFEE BREAK	
16:00 - 16:30	IP: HILDA VELÁSQUEZ, Baptist University of the Americas, United States <b>Spanish, the most spoken language in the U.S. among minorities, and its role inside of the American society</b> <i>(see page 118)</i>	SR15.37
16:30 - 17:00	IP: VERENA HOFSTÄTTER, University of Vienna, Austria <b>Minority languages in the Canadian Arctic: The Inuit language and language policy development in Nunavut</b> <i>(see page 78)</i>	
17:00 - 17:30	IP: GUNTER SCHAARSCHMIDT, University of Victoria, Canada <b>Diglossia in the revitalization and maintenance of Doukhobor Russian in British Columbia, Canada</b> <i>(see page 105)</i>	
17:30 - 18:00	PRESENTATION OF THE TOURING EXHIBITION “SPRACHENLANDSCHAFT DELUXE” <i>(public session)</i>	Foyer E
19:00	RECEPTION	

**Friday, 13 September 2013 MORNING PROGRAMME**

09:00 - 10:00	<b>Key Note 3</b> JOSEPH MARKO, University of Graz, Austria <b>Minority language rights in Europe</b> <i>(see page 24)</i>	HS15.04
	PANEL 1	
10:00 - 10:30	<b>Colloquium 4: The European Charter for Regional- or Minority Languages</b> CQ4, P1: STEFAN OETER, University of Hamburg, Germany; Committee of Experts (ECRML) <b>The Language Charter and the challenges of how to deal with migrant languages</b> <i>(see page 39)</i>	SR15.23

PROGRAMME – Friday, 13 September 2013

10:30 - 11:00	<b>CQ4, P2:</b> JARMO LAINIO, Stockholm University, Sweden; Committee of Experts (ECRML) <b>The impact of the Charter – from top-down legal matters to bottom-up initiatives</b> (see page 40)	SR15.23
11:00 - 11:30	<b>CQ4, P3:</b> JOANNA LEWIŃSKA, Warsaw University, Poland <b>The sociolinguistic and didactic implications of the application of the European Charter for Regional or Minority Languages by Poland</b> (see page 41)	
11:30-12:00	COFFEE BREAK	
12:00 - 12:30	<b>CQ4, P4:</b> SIGVE GRAMSTAD, Committee of Experts (ECRML) <b>Part II of the Language Charter as a fall back option of Part III</b> (see page 42)	SR15.23
12:30 - 13:00	<b>CQ4, P5:</b> VESNA CRNIĆ-GROTIĆ, University of Rijeka, Croatia; Committee of Experts (ECRML) <b>Minority languages before administrative bodies</b> (see page 42)	
13:00 - 13:30	<b>CQ4, P6:</b> ROBERT DUNBAR, Sabhal Mòr Ostaig UHI/University of the Highlands and Islands, United Kingdom <b>Territoriality, the structure of governance, and minority language policy</b> (see page 43)	

PANEL 2		
<b>Colloquium 5: The bilingual situation of small Finno-Ugric languages in Russia</b>		
10:00 - 10:30	<b>CQ5, P1:</b> TANJA EFREMOVA, Eötvös Loránd University, Budapest, Hungary <b>Discourses about the Mari language situation in the media and talkings of Mari speakers</b> (see page 47)	SR15.24
10:30 - 11:00	<b>CQ5, P2:</b> BOGLÁRKA JANURIK, University of Szeged, Hungary; University of Tartu, Estonia <b>Characteristics of Erzya-Russian bilingual language use in Radio Vaygel</b> (see page 47)	
11:00 - 11:30	<b>CQ5, P3:</b> ZSUZSA SALÁNKI, University of Budapest, Hungary <b>'Nowadays we also dare to use our mother tongue on the bus.' Attitudes towards Udmurt and Russian language in modern Udmurt society</b> (see page 48)	
11:30-12:00	COFFEE BREAK	
12:00 - 12:30	<b>CQ5, P4:</b> ISTVÁN KOZMÁCS, University of Szeged, Hungary <b>'Pure' Udmurt or spoken Udmurt? Code-switching in the Udmurt language press</b> (see page 48)	SR15.24
12:30 - 13:00	<b>CQ5, P5:</b> BEATRIX OSZKÓ, Hungarian Academy of Sciences, LARISA PONOMAREVA, Kudimkar, Russia <b>Internet – a potential way of the maintenance of the Komi-Permyak language</b> (see page 48)	
13:00 - 13:30	<b>CQ5, P6:</b> CSILLA HORVÁTH, University of Szeged, Hungary <b>Occupy the Web! The presence of Ob-Ugric languages on web 2.0 domains</b> (see page 49)	

PROGRAMME – Friday, 13 September 2013

	PANEL 3	
10:00 - 10:30	<p><b>IP:</b> ANA SIVAČKI, University of Belgrade, Serbia,  MARIJA ILIĆ, Serbian Academy of Science and Arts, Serbia,  VALDETE OSMANI, University of Belgrade, Serbia</p> <p><b>Language use and ethno-political conflict: The case of Albanian in contemporary Belgrade</b> (see page 112)</p>	SR15.25
10:30 - 11:00	<p><b>IP:</b> MARIJA ILIĆ, Serbian Academy of Science and Arts, Serbia  SANDRA BULJANOVIĆ, MÓNIKA BALLA, University of Belgrade, Serbia</p> <p><b>Hungarian in contemporary Belgrade: The role of language ideologies</b> (see page 79)</p>	
11:00 - 11:30	<p><b>IP:</b> ANITA SKELIN HORVAT, University of Zagreb, Croatia</p> <p><b>Heritage language use of young Czech minority members in Croatia</b> (see page 111)</p>	
11:30-12:00	COFFEE BREAK	
12:00 - 12:30	<p><b>IP:</b> LEOŠ ŠATAVA, Charles University, Prague, Czech Republic</p> <p><b>Ethnic and language situation of Aromanians in Macedonia. Young people as an indicator of ethnic identity and attitude to the language</b> (see page 104)</p>	SR15.25
12:30 - 13:00	<p><b>IP:</b> KSENIJA KOLEROVIC, University of Manchester, United Kingdom</p> <p><b>The Vlachs from north-eastern Serbia: From disputed language to disputed identity</b> (see page 82)</p>	
13:00 - 13:30	<p><b>IP:</b> CSANÁD BODÓ,  Eötvös Loránd University, Budapest, Hungary</p> <p><b>Emerging languages and dialects: Enregisterment of language varieties in East Central Europe</b> (see page 58)</p>	
	PANEL 4	
10:00 - 10:30	<p><b>IP:</b> ESTITXU GARAI-ARTETXE,  University of the Basque Country, Spain</p> <p><b>Minority language advertising: The case of the Basque language and subordinated creation processes</b> (see page 73)</p>	SR15.34
10:30 - 11:00	<p><b>IP:</b> MIREN MANIAS-MUÑOZ, JOSU MARTINEZ, PATXI AZPILLAGA-GOENAGA, EMAN Research Unit, Basque Country, Spain</p> <p><b>Cinema in Basque: from production to the market</b> (see page 89)</p>	
11:00 - 11:30	<p><b>IP:</b> GARBIÑE BEREZIARTUA-ETXEBERRIA, JASONE CENOZ,  University of the Basque Country, Spain</p> <p><b>Adolescents and writing: informal vs. formal Basque</b> (see page 57)</p>	
11:30-12:00	COFFEE BREAK	
12:00 - 12:30	<p><b>IP:</b> FELIX ETXEBERRIA, University of the Basque Country, Spain</p> <p><b>Oral competence in Basque of native and immigrant pupils</b> (see page 71)</p>	SR15.34
12:30 - 13:00	<p><b>IP:</b> BEÑAT MUGURUZA, DURK GORTER,  University of the Basque Country, Spain</p> <p><b>Attitudes towards the use of Basque in a multilingual university classroom</b> (see page 92)</p>	

PROGRAMME – Friday, 13 September 2013

13:00 - 13:30	IP: JULIAN MAIA, University of the Basque Country, Spain <b>The word order in Basque sentence: From ideological symbolism towards communicative pragmatism</b> (see page 88)	SR15.34
	PANEL 5	
10:00 - 10:30	IP: SARA BREZIGAR, Institute for Ethnic Studies, Ljubljana, Slovenia <b>Avoiding the dinosaur path: A framework for the evaluation of the status quo and developmental perspectives of national minorities</b> (see page 62)	SR15.36
10:30 - 11:00	IP: MARINA ANDEVA, ANNA MARIA BOILEAU, DANIELE DEL BIANCO, Istituto di Sociologia Internazionale di Gorizia (I.S.I.G.), Italy <b>Enhancing linguistic minorities participation: comparative analysis, models of linguistic minorities' accommodation</b> (see page 55)	
11:00 - 11:30	IP: SUSANNA PERTOT, Slovene Research Institute, Trieste, Italy <b>'Today, as twenty years ago, we sail safely between the Slovene and the Italian language.' Comparison between generations of Slovene minority students on the perception of their internal use of Slovene and Italian</b> (see page 99)	
11:30-12:00	COFFEE BREAK	
12:00 - 12:30	IP: DEVAN JAGODIC, Slovene Research Institute, Trieste, Italy <b>Between 'second' and 'foreign' language: The process of teaching and learning Slovenian among the majority adult population in Italy</b> (see page 80)	SR15.36
12:30 - 13:00	IP: TANJA COLJA, Slovene Research Institute, Trieste, Italy <b>Emergent literacy in a bilingual environment: the case of the children attending the kindergartens with Slovenian as teaching language in Italy</b> (see page 66)	
13:00 - 13:30	IP: EVA WOHLFARTER, University of Vienna, Austria <b>Language biographies of Carinthian Slovenes in Vienna</b> (see page 122)	
	PANEL 6	
10:00 - 10:30	IP: EVA ECKERT, Anglo-American University, Prague, Czech Republic <b>Czech Roma: The dominated minority in Czech Republic</b> (see page 70)	SR15.37
10:30 - 11:00	IP: KRISTYNA KONOVALOVA, University of Graz, Austria <b>Lexical borrowings from Russian and new-vocabulary formation in North Russian Romani literature</b> (see page 83)	
11:00 - 11:30	IP: TOBIAS SCHRANK, University of Graz, Austria <b>Building a domain-specific corpus for a low-density language in the framework of RomIdent</b> (see page 107)	
11:30-12:00	COFFEE BREAK	
12:00 - 12:30	IP: BARBARA SCHRAMMEL-LEBER, ASTRID SABAINI, University of Graz, Austria <b>ROMLEX – the lexical database of Romani varieties</b> (see page 106)	SR15.37

**PROGRAMME – Friday, 13 September 2013**

12:30 - 13:00	<b>IP:</b> ERIKA ADAMOVÁ, KIMMO GRANQVIST, MIRKKA SALO, ANTON TENSER, University of Helsinki, Finland <b>Finnish Romani and other northern dialects of Romani in the Baltic Sea area</b> (see page 52)	SR15.37
13:00 - 13:30	<b>IP:</b> CARLO ZOLI, SILVIA RANDACCIO, Smallcodes srl, Firenze, Italy, CLAUDIA SORIA, CNR Italy <b>The status, corpus planning and speakers' attitude on Romagnol (ISO 639-3: rgn)</b> (see page 124)	

**Friday, 13 September 2013 AFTERNOON PROGRAMME**

14:30 - 15:30	<b>Key Note 4</b> WALTER SCHICHO, University of Vienna, Austria <b>The Power of Languages under Domination</b> (see page 25)	HS15.04
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PANEL 1		SR15.23
15:30 - 16:00	<b>CQ4, P7:</b> VERONA NÍ DHRISCEOIL, University of Sussex, United Kingdom <b>Revisiting the debate: Language as a 'right'</b> (see page 44)	
16:00 - 16:30	<b>CQ4, P8:</b> SUREN ZOLYAN, Committee of Experts (ECRML) <b>European Charter for Regional or Minority Languages – achievements and challenges</b> (see page 45)	
16:30 - 17:00	<b>CQ4, FD</b>	

PANEL 2		SR15.24
<b>Colloquium 6: Perspectives on spaces in between – translocal experiences of choices in plurilingual settings</b>		
15:30 - 16:00	<b>CQ6, P1:</b> GABRIELE SLEZAK, University of Vienna, Austria <b>Dialoguing languages and ideologies. Linguistic resources and their perception in monolingual administrative settings in Austria</b> (see page 50)	
16:00 - 16:30	<b>CQ6, P2:</b> DANIELA WALDBURGER, University of Vienna, Austria <b>Comorian in a transnational context</b> (see page 51)	
16:30 - 17:00	<b>CQ6, P3:</b> SHEENA SHAH, Georgetown University Washington, USA <b>Maintaining a heritage language and culture in the diaspora: The case of the Gujarati community in South Africa</b> (see page 51)	

PANEL 3		SR15.25
15:30 - 16:00	<b>IP:</b> LUCIJA ŠIMIČIĆ, University of Zadar, Croatia, LANA PETERNEL, Institute for Migrations and Ethnic Studies, Zagreb, Croatia <b>How does a minority of a minority cope with a lack of recognition: The case of Italian minority in Moslavina, Croatia</b> (see page 110)	

PROGRAMME – Friday, 13 September 2013, Saturday, 14 September 2013

16:00 - 16:30	IP: PAOLA BOCALE, University of Cambridge, United Kingdom GIANCARLO MANZI, University of Milan, Italy <b>'I'm now proud of my linguistic and cultural heritage': The revitalization of Italian in the Crimea</b> (see page 57)	SR15.25
16:30 - 17:00	IP: ELENA LASTOCHKINA, University of Tartu, Estonia <b>What is the future of Mari language?</b> (see page 63)	
PANEL 4		
15:30 - 16:00	IP: FEDOR ROZHANSKIY, ELENA MARKUS, University of Tartu, Estonia <b>Minorities in and outside the main community: the case of minor Finnic languages</b> (see page 101)	SR15.34
16:00 - 16:30	IP: EVA SAAR, HEINIKE HEINSOO, University of Tartu, Estonia <b>Attempts at creating the Votic and Ingrian literary language in the 20th and 21st century</b> (see page 102)	
PANEL 5		
15:30 - 16:00	IP: TOM PRIESTLY, University of Alberta, Canada <b>The influence of women on Slovenian minority language retention in Austrian Carinthia</b> (see page 100)	SR15.36
17:30 - 18:30	CONFERENCE CLOSING SESSION & SMALL REFRESHMENTS	Foyer E HS15.04

Saturday, 14 September 2013

~ 9:00 - 18:00	EXCURSION
	<p>Our excursion programme includes a visit at the Artikel-VII-Kulturverein – Pavelhaus/Pavlova hiša as well as a tour through the picturesque landscape of the wine route in Southern Styria and neighbouring Slovenia.</p> <p>The association <b>Artikel-VII-Kulturverein – Pavlova hiša</b> represents the Slovene minority group in Styria and acts as a centre that promotes relations between Austria and Slovenia. The centre hosts cultural events, organizes language classes and is involved in research projects concerned with language documentation and the documentation of oral history of the area. We will get a tour through the exhibition and will get information about the Slovene minority of Styria.</p> <p>The Pavelhaus/Pavlova hiša is located in Southern Styria on the border to Slovenia. <i>Pavel Haus – Pavlova hiša, Laafeld Potrna 30, Radkersburg-Umgebung</i></p> <p>Afterwards we will continue our excursion in the <b>Südsteirische Weinstraße</b> (Wine route in Southern Styria). Famous for its picturesque landscape ("Styrian Tuscany"), its culinary delights and exquisite wines it also allows magnificent views across the border to Slovenia. We will visit one of the typical wine taverns ("Buschenschank") and will have an opportunity to enjoy the delicious local food and wine.</p>

# ICML XIV

## KEY NOTES

Wednesday, 11.09.2013 | 17:00-18:00 | HS 15.04

Key Note 1

INDRAJIT BANERJEE, UNESCO, Paris, France

## PROMOTING CULTURAL AND LINGUISTIC DIVERSITY IN CYBERSPACE: CHALLENGES AND OPPORTUNITIES

Over the last few decades, much attention has been allocated to technological advancement and understanding of its tangible and intangible implications to a society at large. From one side, the growing globalization of technologies offers new opportunities for a transmission of information and knowledge as resources in education, science, culture, politics and economics. However, it does not automatically guarantee and ensure that everybody would be able to participate, contribute and benefit equally. On the contrary, it is seen as a powerful stimulator of digital divide among nations, communities and individuals. Particularly, it raises a range of concerns among governments, professional community and users of minority and lesser-used languages.

Dr Banerjee intervention's underpinning aim is to explore and share with participants of the international conference how UNESCO addresses cultural and linguistic diversity in cyberspace issues. The speaker will outline the challenges and obstacles faced promoting cultural and linguistic diversity within the international agendas, frameworks, and programmes. The key emphasis of the intervention will be placed on an unique normative instrument "UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace" adopted by UNESCO General Conference in 2003.

The intervention will draw on UNESCO's work and experience gained implementing projects, as well as collaboration with diverse academia, policy, industry and civil society stakeholders around the world.

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ANNE PAUWELS, SOAS, University of London, United Kingdom

## THE FUTURE OF MULTILINGUALISM AND FUTURE MULTILINGUALISMS IN EUROPE

In one of the first volumes dealing with language and globalization Block & Cameron (2002: 1) note that “globalization is nothing if not a fashionable term – it pervades contemporary political rhetoric and is a keyword of both academic and popular discourse on economy, technology and culture.” A decade later the use of the term has intensified as well as become omnipresent in societies around the world. Its centrality in exploring, examining and understanding developments and events is taken as self-evident. Globalization is seen as a process that impacts on everyday life, including our communication modes and language practices. It overcomes geographical constraints potentially reducing other boundaries or differences (e.g., social, cultural, linguistic, economic). The factors that facilitate globalization include vastly enhanced communications and transportation technologies, that have allowed for a massive increase in short-term and long-term transnational mobility of people, as well as economic and trade systems that require access to resources world-wide and that are increasingly service-based.

These enhanced communication technologies and the increased mobility associated with globalization have been most influential in shaping new multilingual constellations and practices. They have brought about new forms of language contact and given rise to multilingual situations which are very dynamic, constantly changing and, which often involve a much greater number of languages and speakers. For example, it is no longer exceptional to find well over 100 languages being used regularly in many cities of Europe. It is also not surprising to find a large number of speakers of Asian and African languages among the student population in European primary schools. Although Europe is not a stranger to language contact, multilingualism and minority languages, given its linguistic past, the more recent multilingual constellations emerging in Europe as a result of globalization pose significant challenges to the concepts of minority language and language maintenance as well as to managing these ‘new’ multilingualisms. Employing a case study approach I will explore some of these challenges and also discuss the consequences for the management of the new multilingualisms in Europe.

### Reference

Block, David & Cameron, Deborah (eds.). 2002. *Globalization and language teaching*. London: Routledge.

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JOSEPH MARKO, University of Graz, Austria

## MINORITY LANGUAGE RIGHTS IN EUROPE

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Following the last round of enlargement, the EU has ca. 500 million inhabitants living in 27 Member States with 23 official languages to be used, but many more European languages are in use, namely about 250. Hence, multilingualism is an undeniable fact. However, there are some states in the EU which follow the French, Jacobin constitutional tradition and prohibit the use of any other language than French in public affairs, in particular vis-à-vis state authorities and in the public educational system. On the other hand, with even smaller cities like Graz with 300.000 inhabitants in which approximately 150 languages are spoken, it is simply impossible to give every person, even if long-term resident, the right to use his or her mother-tongue in dealings with the authorities and to expect to meet a civil servant being able to respond in this language. In between these two extreme positions are, however, various possibilities how to protect the use of minority languages and how to foster multilingualism against all right-wing populist policies which do not accept cultural and linguistic diversity as a value guaranteed by Article 22 of the EU Fundamental Charter of Human Rights.

Languages and language rights affect every aspect of living together. They are part of the processes of socialization in the family and public educational system and thereby essentially contribute to individual as well as collective identity formation. They are also the most important instrument of communication in all spheres of life, private and public, not the least for state administration. Hence, a plethora of conflicts may arise which have to be – peacefully – settled in a law suit. Just to enumerate a few problems which had to be settled by case-law: May a citizen require the spelling of his name in the passport different from the alphabet of the official language? How many children of minority membership must be registered in a school to teach them in the minority language? How many members of a minority must live in a municipality to be entitled to use the minority language before administrative authorities and courts or for the establishment of bi-lingual topographical indications? Can minority members effectively participate in public affairs and the economic system or is the use of a minority language discriminated against in the labor market?

In order to understand these conflicts in European states, but also their settlement by national as well as supranational courts, legal as well as political discourses and their underlying ideological premises have to be dealt with. Legal discourses until the very day divide the scholarly community as well as legal practitioners because of the wrong dichotomy of individual versus group rights. Political discourses as well as more specific debates on the further development of immigration law in Europe are haunted by electoral successes of right-wing populist parties and their anti-immigration agendas, thereby cementing again a dichotomy between the rights of “old” minorities versus “new” minorities stemming from immigration.

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WALTER SCHICHO, University of Vienna, Austria

## THE POWER OF LANGUAGES UNDER DOMINATION

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Hegemonic power justifies its rule through “enlightenment” (vs. “barbarism”), “knowledge” (vs. “ignorance”) and “competence” (vs. “inability”). There is not much difference between colonisers, superpowers, national governments or bureaucracies, transnational companies and global players in development aid when it comes to establish and to secure power over others. Language (in its broadest sense) is the most efficient tool to do this. The hegemonic discourse consists not only of rules which decide What can be said by Whom, but also How it can be done, by the use of which languages, styles and genres.

African societies are marked by an extremely asymmetric distribution of power. This equally applies to internal and external relations. The role former colonial languages are attributed, the control over the flow of information and the distribution of knowledge, and finally the imposition of concepts guiding politics, education and development are strongly marked by asymmetric power relations.

But the exercise of power and strategies of control also met and meet resistance and counterstrategies of the “subalterns”. The “power of languages under domination” is rooted in multilingual competence and repertoires, in code switching, language use characterised by opaqueness and ambiguity, the richness of the “own” language compared to the “aridity” of the dominating code, verbal skills to play with premises and implications, the familiarity with local contexts and knowledge, the art to translate and finally the different ways how to refuse to communicate.

African linguistics, in its essence a colonial discipline, did not much care about the resistance of the subaltern. Therefore, the description of resistance and counter-strategies relies on narratives, anecdotes, side notes in documents, and especially on African literature and participant observation. An alternative or complementary approach uses critical discourse analysis of colonial and postcolonial descriptions of languages and the mainstream discourse in African linguistics.

In “Discipline and Punish” Michel Foucault describes what he calls “microphysics of power” as a net of social relations marked by conflicts, struggle and “at least temporary reversal of power relations”; it is this “reversal” my contribution is focussing on.

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# ICML XIV

## COLLOQUIA

Thursday, 12.09.2013 | 10:30-13:00 | Panel 1, SR 15.23

Colloquium 1

### **CQ1** DIGITAL CORPORA OF ENDANGERED LANGUAGES: A CASE OF JUDEO-SPANISH

Conveners: Jelena Filipović, Ana Stulic-Etchevers

The main objective of this colloquium is to discuss the relevance of digital corpora for revitalization of Judeo-Spanish. Although this linguistic variety has for a long time been an object of academic research, recently it has also become a vehicular language of academic communication and a variety taught in a small number of institutions of higher learning across the world. On the other hand, Judeo-Spanish, as many other Jewish languages, hasn't received any productive support from the authorities of the countries where the Sephardic population traditionally lived or nowadays lives. For the members of the Sephardic communities across the world the Judeo-Spanish language has become a source of cultural markers (Riley 2007 : 41), i.e., lexicalized or encoded symbols of Sephardic cultures (Romeu Ferré and Díaz-Mas 2011).

In spite of long history of initiatives for documenting Judeo-Spanish, to the present day, there have been no systematic attempts to document all the varieties of Judeo-Spanish in a way which would allow for a multidisciplinary and transdisciplinary approach to its revalorization and revitalization. In view of the fact that by UNESCO's criteria for evaluation of language vitality Judeo-Spanish is not among the most endangered languages in the world (due to the fact that is heavily documented in written sources, albeit scattered and unavailable to most interested parties), its revitalization is presently understood as a way of maintaining the language through documentary activities leading to formation of complex digital corpora which would make authentic texts, systematic linguistic descriptions, dictionaries, hypertext contextual annotations and other relevant sources available to interested scholars and students in different fields of Sephardic studies, as well as those interested in language contact phenomena, Balkan studies, historical linguistics, anthropological linguistics, and the like (Rouissi and Stulic-Etchevers 2012; Filipović 2013; Rouissi and Stulic-Etchevers 2013). The papers to be presented in this colloquium explore the ways in which specific aspects of digital or digitized linguistic content can contribute to the revalorization and revitalization of this language.

An argument is developed throughout the colloquium that digital corpora not only contribute to historical analysis of subtle interrelations between the language and

its community of speakers, but that if based on a transdisciplinary research paradigm, they can be used as an integral part of language policy and planning efforts aimed at maintaining/revitalizing an endangered language. Such language policy and planning may have serious pedagogical implications, turning this endangered linguistic variety into a resource not only within the interested academic community, but also potentially for a number of members of Sephardic communities across the world.

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Thursday, 12.09.2013 | 10:30-11:00 | Panel 1, SR 15.23

Colloquium 1 | Paper 1

JELENA FILIPOVIĆ, University of Belgrade, Serbia

# Transdisciplinary aspects of documentary linguistics and digitalization of endangered languages

Transdisciplinary research in different academic fields is understood as “participatory, interdisciplinary research that can contribute to the solution of complex persistent problems” (Jäger 2008: vii-viii). It is viewed as an interdisciplinary approach in which

solutions are sought through collaborative learning within interested academic and professional communities of practice. This leads to a completely new definition of documentary linguistics implying that language corpora should be put to use to a number of linguistic and other related disciplines. Such an approach to language documentation and digitalization is a prerequisite for any purposeful socially engaged activity which goes way beyond mere language description and storage of raw linguistic data. Consequently, endangered language digitalization should stay clear from ‘purified and hybridized’ categories which take individuals away from their language and culture. For that reason, it is necessary to develop researchers’ critical awareness, i.e., reflexivity, which helps them define their epistemological positions, positive and negative aspects of their roles as insiders or outsiders and help them understand better positions of others involved in the same research, both as informants and as colleagues or co-workers. A dialogic perspective needs to become an integral part of such research procedures, in which voices of the others, the speakers, both living and those long gone, should be heard and documented within an epistemological framework which recognizes the subjectivity of knowledge construction. The above claims are supported through a case study analysis of Judeo-Spanish and efforts to revitalize it in the context of the 21st century linguistic documentation paradigm.

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Thursday, 12.09.2013 | 11:00-11:30 | Panel 1, SR 15.23

Colloquium 1 | Paper 2

ANA STULIC-ETCHEVERS, SOUFIANE ROUISSI, University of Bordeaux 3, France

## Digital environment in service of an endangered language: Judeo-Spanish on the Web

Taking as a starting point an observation study of the Web content, in this paper we analyze the presence and the visibility of the Judeo-Spanish on the net. The main objective is to explore in which way the Web content, as well as the related social activities, can contribute to maintaining an endangered language and encouraging its transmission. By removing the constraints of time and of place, the Web makes possible that the individuals, who otherwise couldn’t have been engaged in communication, communicate and collaborate in digital environment. This possibility, we believe, could be used to support the revitalization process in an effective way. Through the study of the particular case of Judeo-Spanish, we wish to identify the questions and the opportunities brought up by the wide usage of internet and to propose a model of analysis potentially relevant to other endangered languages.

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MICHAEL STUEMUND-HALÉVY, Research Institute of the Jews in Germany

## Audiovisual documentation of Judezmo

The project goals are twofold: on the one hand, it will complement already existing data by new recordings to cover a broad range of narratives and especially dialogues. On the other, there will be a systematic study of the word order and its connection to information structure. In order to obtain systematic data on a variety of situations, we use an oral discourse completion task embedded in an ethnographic interview.

Unlike former projects, we will use modern and qualitatively advanced techniques, such as WAV-formatting for sound recordings using high quality microphones. We intend to annotate all compiled data linguistically and meta-linguistically according to the general norms of language documentation. As such, all data will be available to future generations of the Sefardí community and it will also be useful for linguists, anthropologists and other interested persons. Along with recording and videotaping narratives (including elicitation from picture stories), we concentrate on dialogues, i.e. the interaction between several speakers, and we will also work together with a photographer in order to take photos of the last remaining speakers. The interviews, recordings and transcriptions will mainly be carried out by young investigators connected with the community and researchers who are native speakers of Bulgarian (fluent in Spanish and Judezmo) who are not part of the community but skilled in phonetic transcription.

Along with thorough documentation, we hope to attempt a typological classification (also involving Sprachbund phenomena) of Bulgarian Judezmo on the basis of the recorded data. We believe that a systematic investigation of the morphological-syntax interface and its relation to information structure will help to clarify the linguistic status of Bulgarian Judezmo. Concerning morphology it would be interesting, especially given the centuries-old contact between Judezmo and Bulgarian, to explore whether Judezmo is losing its infinitive like the other languages forming part of the Balkan Sprachbund, and whether next to loan words grammatical features of core grammar that are properties of the Balkan Sprachbund can be attested. If this proves to be the case, one could indeed claim that Judezmo is a contact language in its own right.

In preparation for the project, we have designed a preliminary collection of questions to get as much information as possible from the informants we will interview. We intend to record the linguistic practices (private and public aspects of language use, acquisition and transmission, vitality), the context of use and the local traditions of the Sefardic-Bulgarian speech communities (audio recording and selective video recording). We will also take photographs (of fieldwork settings, environment, events and consultants) for the archival records:

- i) Date and place of birth, personal and family history, family records, religious and marital patterns, community and professional patterns.
- ii) Attitudes, beliefs and ideologies about languages (Baker 1992), domains of language use, age and sex distribution of speakers, degree of bilingualisms, etc. Speakers of Judezmo think of their language as jargon, patois, slang – a corrupt language that is not a language, but a shame, backward and useless.

- iii) Speakers' perceptions about speech varieties (female vs. male language, different age groups, regional diversities, puristic attitudes, etc.
- iv) Gathering of word lists, romanzas, songs (kantikas, kantes), proverbs (riflanes), turns of phrase (dichos), folktales (kuentos), riddles (enigmas). Proverbs and stories are still an essential part of folk speech everywhere in the Sefardic world, and, in this, the Bulgarian Sefardim are no exception.
- v) Set up meetings between two or more speakers (verbal strategies, participant, observation, lexical interferences, triggering, etc.). The most interesting vocabulary emerges only in spontaneous speech (colloquialisms, overuse of Bulgarian words, slips of the tongue, speech errors, etc.) in what speakers themselves choose to say in different contexts (Mosel 2001). How does the speech community identify its members, internally and with respect to outsiders?
- vi) Filming of classroom activities (Judezmo lessons: cooking classes offered by the Ladino Clubs in Sofia and Plovdiv).
- vii) Asking speakers to choose a synonym or antonym for an underlined word in a sentence; completing a sentence in an imaginative or funny way; describing a photo, a picture.
- viii) Documentation of an emergent code: neologisms, coinage, syntactic innovation, contact convergence and borrowing (Woodbury 2011).
- ix) Reading abilities and skills (for Judezmo texts in Rashi, Latin and Cyrillic characters, see Abrams 2008; Studemund-Halévy 2010 and 2013).
- x) Translation abilities and translation skill (the ability to avoid the use of specific lexical items by means of circumlocution and paraphrasing). This linguistic and sociolinguistic survey will be conducted in cooperation with the local Jewish authorities.

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Thursday, 12.09.2013 | 12:00-12:30 | Panel 1, SR 15.23

Colloquium 1 | Paper 4

IVANA VUČINA SIMOVIĆ, University of Kragujevac, Serbia

## The relevance of Serbian and Croatian (Serbo-Croatian) written sources for research on the Balkan Sephardim and for initiatives for revitalization of Judeo-Spanish

Until recently, non-Judeo-Spanish texts in Sephardic studies have been used only sporadically with an objective to provide information on extralinguistic features of communicative practices in this ethnic language. As the interest of researchers and laypersons in Sephardic culture and Judeo-Spanish has increased over the last two decades, a need has been recognized for a more systematic and systemic documentary activity on collecting and analyzing a wider range of written sources. In this presentation, a call is made for the inclusion of sources in languages other than Judeo-Spanish which would help researchers create a more comprehensive documentary database of the language itself and its speakers' communicative practices. The focus of the present paper is the classification and analysis of Serbian and Croatian (Serbo-Croatian) texts from the 19th and 20th centuries that deal with the Balkan Sephardim (especially from the territories of former Yugoslavia)

and their language. The main goal of this meta-linguistic analysis is to enable an insight into social and historical context of Sephardic social life and linguistic practices in the past, and to contribute not only to a creation and a more systematic use of language documentation and digital corpora in studies on social and cultural history of the Sephardim and Judeo-Spanish linguistics, but also to support initiatives for maintenance and revitalization of Judeo-Spanish as an endangered language.

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Thursday, 12.09.2013 | 12:30-13:00 | Panel 1, SR 15.23

**Colloquium 1**

## Final discussion

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Thursday, 12.09.2013 | 10:30-17:30 | Panel 2, SR 15.24

**Colloquium 2**

### **CQ2** MANAGING LINGUISTIC DIVERSITY: 'A SPECIAL RUSSIAN WAY'?

Conveners: the MINOREURUS research team, University of Helsinki

The aim of the colloquium is to assess the management of linguistic diversity in Russia in a wider European context and discuss the pros and cons of minority language protection vis-à-vis the solutions in other European countries.

Russia, with more than two hundred autochthonous languages in its territory, represents an exceptional case of linguistic plurality on the Eurasian continent. However, the sociolinguistic situations of the minority language communities in Russia remain largely understudied. Many important sources are available only in Russian, and the international scientific community lacks comparative approaches to minority language protection that make a reference to Russian cases.

During the simulation process of the possible application of the European Charter for Regional or Minority Languages in 2009–2011, the Russian authorities argued that minority language protection in Russia provides better conditions than in many EU countries. Management of linguistic diversity is being presented as another example of Russia as a unique country that has its own 'special way'. Whether this is, in fact, the case can be assessed from different perspectives. Through the reports provided by Russian authorities and NGOs, as well as the recommendations by the ECRML experts, Russian minority language protection is an issue of international evaluation.

LOTTA JALAVA, University of Helsinki, Finland

## Minority languages and their maintenance on the Taimyr Peninsula

The paper gives an overview of the current linguistic situation in the area, and evaluates language attitudes of the local Dolgan, Nenets, Nganasan, Evenk and Enets people. The required and already implemented efforts for maintaining linguistic diversity, especially in the urban environment, are discussed.

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NADEZHDA MAMONTOVA, Russian Academy of Sciences, Moscow, Russia

## Nomadizing in online space. Discussions on the Evenki language and identity on blogs

Internet blogs have become an alternative platform for discussing Evenki issues. The paper focuses on the content of such blogs and demonstrates the ways the Evenki language is used there.

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ANNIKA PASANEN, University of Helsinki, Finland

## Revitalization of endangered languages in the Russian Federation

The paper that is based on the NGO activities by the author concerns revitalization efforts among the minority language communities in Russia. In most cases they are not leading to reversing language shift. Why not? What could the Russian Federation learn from other countries in the field of language revitalization, and is there something that the EU countries could learn from Russia?

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Thursday, 12.09.2013 | 12:00-12:30 | Panel 2, SR 15.24

Colloquium 2 | Paper 4

OUTI TÁNCZOS, University of Helsinki, Finland

## Who is responsible for minority language maintenance? A case of Karelian language law

Based on a critical discourse analytic study on articles published in Karelian-language newspapers in 1998 and 2004, the paper investigates who was presented as responsible for the success or failure of the language law proposal, what role legislation was given in the preservation of the Karelian language and who was expected to take action for language maintenance.  
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Thursday, 12.09.2013 | 12:30-13:00 | Panel 2, SR 15.24

Colloquium 2 | Paper 5

NIKO PARTANEN, University of Helsinki, Finland

## Language shift in Komi and Karelia: comparing the stages and dynamics through sociolinguistic interviews and ethnographic data

The paper presents a sociolinguistic comparison of Komi and Karelian villages undergoing language shift.  
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Thursday, 12.09.2013 | 14:00-14:30 | Panel 2, SR 15.24

Colloquium 2 | Paper 6

JANNE SAARIKIVI, University of Helsinki, Finland

## Rapid extinction or relative revitalization? Karelian and Komi language communities in comparison

The paper analyzes the demographic and language attitude-related factors behind the fates of two medium-sized language minorities in Russia. Whereas the Karelian language became seriously threatened in just a few decades (from the 1960s to the 2000s), the Komi language only lost some of its speakers and is (perhaps) in a process of revitalization.  
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Thursday, 12.09.2013 | 14:30-15:00 | Panel 2, SR 15.24

Colloquium 2 | Paper 7

SVETLANA EDYGAROVA, University of Helsinki, Finland

## Dominant and minority language ideologies: the case of the Permian languages

The study illustrates the language ideologies that prevail in Komi and Udmurt communities. It is demonstrated that they are similar to those prevailing among the ethnic Russians and this may prove destructive for the endangered minority languages.

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Thursday, 12.09.2013 | 15:00-15:30 | Panel 2, SR 15.24

Colloquium 2 | Paper 8

RAMAZAN ALPAUTOV, Moscow State Institute of International Relations, Russia

## The linguistic situation in Dagestan in the context of a possible ratification of the European Charter for Regional or Minority Languages by the Russian Federation

The paper analyzes the case of multilingual Dagestan, regarded as the most complicated for the implementation of the Charter provisions in Russia.

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Thursday, 12.09.2013 | 16:00-16:30 | Panel 2, SR 15.24

Colloquium 2 | Paper 9

FEDERICA PRINA, European Centre for Minority Issues, Flensburg, Germany

## Linguistic rights, minority languages and the Russian Higher Courts

The paper examines the jurisprudence on minority languages in the Russian higher courts, highlighting the linkages between these judgments and Russia's specificities in majority-minorities relations. It will show that rulings by the Russian Constitutional Court and the Russian Supreme Court reveal two fundamental concerns: centre-regions relations in Russian federalism; and a perception of equality as akin to homogeneity.

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Thursday, 12.09.2013 | 16:30-17:00 | Panel 2, SR 15.24

Colloquium 2 | Paper 10

REETTA TOIVANEN, University of Helsinki, Finland

## Management of multilingualism in the Barents Sea area

The paper will assess the mutual learning processes in dealing with linguistic diversity in Norwegian, Finnish and Russian municipalities in the Barents Sea area and will discuss the role of external vs. internal factors in the production of action considered to be fair management of language diversity in different contexts.

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Thursday, 12.09.2013 | 17:00-17:30 | Panel 2, SR 15.24

Colloquium 2 | Paper 11

KONSTANTIN ZAMYATIN, University of Helsinki, Finland

## Evolution of language ideology in Post-Soviet Russia and the fate of the state languages of its National Republics

The paper will assess the mutual learning processes in dealing with linguistic diversity in Norwegian, Finnish and Russian municipalities in the Barents Sea area and will discuss the role of external vs. internal factors in the production of action considered to be fair management of language diversity in different contexts.

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Thursday, 12.09.2013 | 10:30-15:30 | Panel 3, SR 15.25

Colloquium 3

## **CQ3** STATUS REVERSAL: DOMINANT LANGUAGES IN SUBORDINATE POSITION

Conveners: ANASTASSIA ZABRODSKAJA, MARTIN EHALA

The general aim of the session is to throw light on dominant languages in subordinate position in different settings. The three-hour colloquium is comprised of seven papers. The colloquium will start with brief introductory remarks from the organizers (5 minutes). Then each contributor will take 20 minutes to present the paper. The colloquium will end with a general discussion with contributors and audience members.

MARTIN EHALA, University of Tartu, Estonia

## Stages of status reversal

Although the political and legal events that fix the language status reversal are short-lived, the process itself is long, starting usually well before the critical event and continuing well after it. A few characteristic stages can be distinguished in this route: emancipation; status contestation; status rise; status reversal; status reinforcement and status settlement. The process involves some changes in the usage of languages concerned and negotiation of collective identities of groups that use these languages. The paper reviews some of the well-known language reversal cases such as Russian in the Baltic states, Afrikaans in South African Republic, English in Quebec, to outline common patterns in the status reversal process.

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YULIA ZAITSEVA, JULDYZ SMAGULOVA, KIMEP University, Kazakhstan

## Russian in Kazakhstan: A new minority language?

This paper begins with description of socio-economic, political, educational and demographic factors that led to shift of Russian from dominant to minority position. The paper also critically evaluates the present power, social and ethnic conflicts shaping the current language policy of Russian language maintenance in society. Based on ethnographic study of one urban secondary school, the paper focuses on the ways Russian is constructed in this particular site.

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SHOLPAN ZHARKYNBEKOVA, ASSEL AKZHIGITOVA, DAMIRA AKYNOVA,  
ALIYA AIMOLDINA, L. N. Gumilyov Eurasian National University, Kazakhstan

## Promotion of English in a multi-ethnic space of Kazakhstan and its impact on dominant languages

The predominance of two ethnic groups (titular Kazakh and Russian) has determined the dominance of Kazakh and Russian in Kazakhstan. At the same time a dynamic spread and universal popularization of English have significantly modified the linguis-

tic landscape of Kazakhstan, and this fact makes actual the issue of language choice among ethnic minorities of Kazakhstan. A present paper focuses on the problem of language choice and its role in the communicative activity among ethnic minorities of Kazakhstan.

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Thursday, 12.09.2013 | 12:00-12:30 | Panel 3, SR 15.25

**Colloquium 3 | Paper 4**

ANASTASSIA ZABRODSKAJA, Tallinn University, Estonia

## Ideologies towards Russian among heritage speakers in the Baltic states

I will discuss the findings of qualitative studies carried out among Baltic Russian-speakers. One of the purposes of these studies was to find out what the use of Russian indicates about its relative value and attitudes towards it among heritage speakers. The paper will provide insights into the actuality of Russian existence and vitality in the Baltic context where a first language is the main boundary feature between titular groups, whose ethnic identity relies heavily on native fluency in Estonian, Latvian or Lithuanian, and the rest.

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Thursday, 12.09.2013 | 12:30-13:00 | Panel 3, SR 15.25

**Colloquium 3 | Paper 5**

PETTERI LAIHONEN, University of Jyväskylä, Finland,  
ISTVÁN CSERNICSKÓ, Ferenc Rákóczi II Transcarpathian Hungarian Institute,  
Beregszász-Beregovo, Ukraine

## Changing nation states, imperiums and languages: the official language in Sub/Transcarpathia (Ukraine) in the 20th century and today

Sub/Transcarpathia is an extreme case of border changes in 20th century Europe. In the same vein, the official languages have changed from Hungarian to 'Czechslovak' and to Ruthenian, Russian and finally Ukrainian. These changes and the accompanying policies towards the dominated languages will be illuminated historically through examination of the linguistic landscape. The present situation will be investigated through the language ideologies and practices of Hungarians living in two villages with a focus on their relationship to the new official language, Ukrainian.

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ISTVÁN HORVÁTH, Romanian Institute for Research on National Minorities

## Status and strategy: the Hungarian minority of Romania after 90 years

With a small interlude (1940-1945), the Hungarians of the historical region of Transylvania became one of the largest linguistic minorities of Europe. Since 1918, for almost a century in this historical region Hungarian language had a constantly subordinated status. The paper will seek to explain the relative sustained vitality of the Hungarian based on geo-demographic arguments, a short historical overview of the dynamic of socio-economic status of the group and the changes of the language policies of the Romanian state affecting the position of Hungarian language.

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JOSEP SOLER-CARBONELL, University of Tartu / Tallinn University, Estonia

## Challenging the majority-minority divide: the case of Catalan and Spanish in Catalonia

In terms of its L1 speakers, Catalan is in a minority position. However, nowadays, the language is present in virtually all spheres of life, formal and informal ones. Spanish speakers in Catalonia, although in a majority position, find it useful, necessary and attractive to know and use Catalan to a certain extent. I will discuss some of the current challenges facing Catalan, rethinking the majority-minority divide.

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## Final discussion: towards a theory of status reversal

What are the prototypical paths of the language status reversal, what are its typical consequences for the languages and communities concerned?

## **CQ4** THE EUROPEAN CHARTER FOR REGIONAL- OR MINORITY LANGUAGES

Conveners: DIETER W. HALWACHS, University of Graz, Austria

The European Charter for Regional or Minority Languages of the Council of Europe is the most important instrument for the protection of national minority languages in Europe. The Charter is a convention designed on the one hand to protect and promote regional and minority languages as a threatened aspect of Europe's cultural heritage and on the other hand to enable speakers of a regional or minority language to use their language in private and public life. Its overriding purpose is cultural. It covers regional and minority languages, non-territorial languages and less widely used official languages. The colloquium summons contributions of members of the Committee of Experts of the Charter as well as other papers dealing with the Charter or closely related topics.

Friday, 13.09.2013 | 10:00-10:30 | Panel 1, SR 15.23

Colloquium 4 | Paper 1

STEFAN OETER, University of Hamburg, Germany; Committee of Experts (ECRML)

### The Language Charter and the challenges of how to deal with migrant languages

The European Charter for Regional or Minority Languages is limited in its formal scope of application to languages traditionally spoken on the territory of member states, thus deliberately excludes languages of more recent migrants. There exist a number of arguments that speak in favour of such a distinction. A more thorough sociolinguistic analysis demonstrates, however, that migrant languages have a number of features in common with traditional minority languages. A lot of migrant communities have managed to transfer their home languages over several generations now. Children growing up in these communities are in similar situations than most minority community children, being alphabetised in the majority language of the state they are living in. Assimilationist schooling models risk to discriminate children with a first language other than the majority language, and tends to hinder these children in the development of their linguistic potentials. Comparable findings may be made in other areas of language use.

The paper will ask whether and to what degree we can transfer to migrant languages the rich repertoire of institutional solutions that has been found in the context of protection of minority languages. The Language Charter has stored this repertoire and transformed it into a systematic tool-box of progressive language policy. Although not formally applicable, the Charter could be used as a source of inspiration for lan-

guage policies dealing with certain types of migrant languages. It must still be dealt with as a question to what degree the repertoire of the Charter may be used sensibly in policies dealing with migrant languages – but the underlying hypothesis of the paper is that such policy transfer might make sense in a number of cases. Growing linguistic diversity in urban areas is not a phenomenon that might be expected to diminish – just to the contrary. When state institutions are wondering how to deal with such new constellations of linguistic diversity in urban areas, it makes a lot of sense to use the Language Charter as a source of inspiration for policy design, the paper argues. A differentiated analysis is needed that identifies the concrete conditions where such an inspiration might be useful and where a transfer of institutional arrangements could help in dealing productively with the challenges of linguistic diversity in urban areas. A decided policy in favour of multilingualism is not only possible, the paper argues, but could change our perceptions and convert the challenge of linguistic diversity into a positive resource for societal development.

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Friday, 13.09.2013 | 10:30-11:00 | Panel 1, SR 15.23

Colloquium 4 | Paper 2

JARMO LAINIO, Stockholm University, Sweden; Committee of Experts (ECRML)

## The impact of the Charter – from top-down legal matters to bottom-up initiatives

This presentation starts out from the dominant language policy top-down perspective, and describes from the perspective of its consequences for a NGO action the promotion of language transmission among young or to-be parents. It describes the process backwards from a practical language promotion product over various actions, considerations and decisions taken to fulfill it.

The presentation deals with three dimensions:

- the process backwards from the bilingual language package for to-be or recent parents on the challenges of the bilingual upbringing of a child, from the production of a language package to the planning, funding and the necessary practical and theoretical decisions made for its initiation and delivery,
- the different levels of knowledge and international cooperation needed to make it a realistic project, by adopting ideas from bottom-up language policies elsewhere in Europe, with similar products, and,
- national and international language policies, that in the first place created the legal and practical frameworks which facilitated the process.

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JOANNA LEWIŃSKA, Warsaw University, Poland

## The sociolinguistic and didactic implications of the application of the European Charter for Regional or Minority Languages by Poland

In the “European Year of Languages” (2001) the European Commission altogether with the Council of Europe and UNESCO encouraged member states to support lifelong language learning, develop plurilingualism and increase an awareness of Europe’s linguistic and cultural heritage by the protection of all languages (cf. Extra and Yagmur 2005). Thus, the protection and the promotion of linguistic diversity by developing and maintaining societal and individual multilingualism is one of the major goals of the European Union: “Commitment to diversity in European society is now being recognised as one of the key requirements for its successful future development” (Franceschini 2009: 27).

Two fundamental documents provide the standards for the protection of minority or regional languages in Europe: European Framework Convention on National Minorities (1998) and the European Charter for Regional or Minority Languages (ECRML) (1998). According to the Article 12 of the Framework Convention all European citizens have the right to learn the minority language. The Charter provides member states of the EU with the instruments which enable a comparison and an evaluation of the position of minority or regional languages in Europe (cf. Extra and Gorter 2008). ECRML: provides for a control mechanism to evaluate how the Charter is applied in a State Party with a view to, where necessary, making Recommendations for improvements in its legislation, policy and practices (Council of Europe 2011:2).

By ratification of the European Charter for Regional or Minority Languages on 12th of May 2003 the Polish authorities expressed the positive attitudes towards minority and regional languages in Poland. Moreover, by ratifying the Charter Poland is legally bound to protect the minority and regional languages. In 2011 a Report including the recommendations of the Committee of Experts on the application of the Charter by Poland was published.

In my presentation which consists of three parts I will focus on the major recommendations included in the Report on the application of the Charter by Poland. At the beginning, the arguments in favour of protecting linguistic diversity in Poland will be discussed. Later on, the role and the situation of language minorities in Poland after its accession to the European Union will be presented. Finally, the sociolinguistic and didactic implications based on the analysis of the above mentioned Report will be formulated.

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SIGVE GRAMSTAD, Committee of Experts (ECRML)

## Part II of the Language Charter as a fall back option of Part III

Part II of the Charter establishes a common core of principles which apply to all regional or minority languages within the State Party, a sort of minimum level of protection and promotion. Part III of the Charter contains a series of specific provisions concerning the protection and promotion of specific regional or minority languages in the various sectors of society. The individual states are free, within certain limits, to determine which of these provisions will apply to each of the languages given Part III protection. In addition, a considerable number of provisions comprise several options of varying degrees of stringency, one of which must be applied «according to the situation of each language» (Explanatory Report to the Charter, Council of Europe 1993). According to Article 2.2 of the Charter, the State Party must apply at least 35 paragraphs or sub-paragraphs chosen from among the provisions of Part III, including provisions from all articles apart from Article 14. This means that a valid ratifications concerning Part III protection of a given language may exclude a number of provisions listed in Part III. If the area of protection dealt with in the omitted Part III provisions are covered by Part II, the obvious line of action would be to apply the relevant Part II provision. Article 7 of the Charter (Part II), is titled «Objectives and principles», and the introduction to paragraph 1 of the article uses the term «according to the situation of each language». The paper will present an examination of the practice of the Committee of Experts regarding cases where provisions from Part III are not included in a ratification, and where consequently the relevant Part II provision is applied. One point of interest is whether the evaluation of the situation, based on the relevant Part II provision, is so close to the omitted Part III provision that, for all practical purposes, the Committee of Experts has applied the Part III provision which the State Party has not included in its instrument of ratification. Another point of interest is how the Committee of Experts in such cases has dealt with the terms «objectives and principles» and «according to the situation of each language».

The presentation will be limited to the area of education, dealt with in Article 8 (Part III) and in Article 7 paragraphs 1f and 1h.

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VESNA CRNIĆ-GROTIĆ, University of Rijeka, Croatia; Committee of Experts (ECRML)

## Minority languages before administrative bodies

Article 10 of the European Charter for Regional or Minority Languages provides for the use of these languages before state, regional or local administrative bodies. It is one of

the obligations under Part III of the Charter, therefore, an option that states parties to the Charter may opt for in their ratification instrument. The obligation is conditional on many factors. The Charter does not speak of numbers of the speakers, but it does require that in a certain area there is the “number of residents who are users of regional or minority languages” that is high enough to “justify the measures”. Furthermore, the use will be “according to the situation of each language” but even then “as far as this is reasonably possible”. In state practice, the Committee of Experts has met with thresholds and percentages that it had often found arbitrary and unjustified.

Article 10 of the Charter is partly similar to a corresponding provision of the Framework Convention for the Protection of National Minorities. If we compare the Charter to Article 10 para. 2 of the Framework Convention we can see that the conditions laid down also refer to traditional presence or substantial numbers of members of the respective minority. The Framework Convention further requires that the request is made by the members of this minority and that “such a request responds to a real need”. It is the purpose of this article to show the practice of the relevant monitoring bodies under both treaties and how do states parties to these Council of Europe treaties reconcile their international obligations.

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Friday, 13.09.2013 | 13:00-13:30 | Panel 1, SR 15.23

Colloquium 4 | Paper 6

ROBERT DUNBAR,

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## Territoriality, the structure of governance, and minority language policy

International, national and sub-national legal standards relevant to minority languages frequently employ the ‘territoriality principle’—essentially, the principle that minority language services available to the individual will depend on the location within the state in which the individual finds him- or herself. In the Council of Europe’s European Charter for Regional or Minority Languages (ECRML), for example, state obligations with respect to the provision of minority language services are usually qualified by the stipulation that such obligations only apply in areas in which users of regional or minority languages are present in sufficient numbers to justify the provision of minority language services. The ‘territoriality principle’ is premised on a number of assumptions, one of which relates to administrative efficiency: given that the provision of minority language services requires an infrastructure (not least, trained staff with requisite minority language skills), the associated costs are tougher to justify, and basic provision is tougher to meet, in areas in which the demand for minority language services is likely to be low, due to low concentrations of speakers. Article 7 1 b of the ECRML requires States to respect the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of such languages. Aside from this, though, the ECRML has very little to say about the political and administrative structures—

and in particular, political and administrative boundaries—of the state, something which is also generally true of other international standards relevant to linguistic minorities.

As Article 7 1 b of the ECRML implies, however, such structures can have a significant impact on the protection and promotion of such languages, and this issue will be explored in greater detail in this presentation. After considering how treaty bodies such as the Committee of Experts under the ECRML have dealt with this issue, the experience of selected states will be examined illustrate the nature of the problem that the design of political and administrative structures and, especially, boundaries, can pose for minority language policy, with particular reference to Gaelic in Scotland. The areas with the greatest concentrations of Gaelic speakers are to be found in the Western Isles, the Isle of Skye, and in a couple of the smaller southern Hebridean islands, particularly Tiree. However, very few political or administrative boundaries correspond with these areas, with the result that the obligations and related language policy of public bodies serving these areas differ considerably, with unsatisfactory consequences for overall language policy for Gaelic. These implications will be spelled out, and possible solutions will be critically explored.

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Friday, 13.09.2013 | 15:30-16:00 | Panel 1, SR 15.23

Colloquium 4 | Paper 7

VERONA NÍ DHRISCEOIL, University of Sussex, United Kingdom

## Revisiting the debate: Language as a ‘right’

Worldwide migration and unprecedented economic, political and social integration has brought with it serious challenges to the continued survival of minority languages. UNESCO estimates that about 90% of the world’s languages may be replaced by dominant languages by the end of the 21st century. Given the magnitude of this threat, debates about language protection have been to the forefront of political, legal and academic debate. In general, there is consensus, that in order for minority languages to survive, they need some form of state support. Opinions differ however, on how best to offer this support, whether through educational policies, community based initiatives or through administrative policies and specific language legislation granting speakers of minority languages the right to use their language, not only in the private sphere but also in the public sphere.

Recent decades have witnessed an increase in the adoption of specific language legislation as a means of providing a support to minority languages, particularly for nationalist minority language groups. The increase can, amongst other factors, be linked to a shift within international human rights law recognising the legitimacy of positive measures to ensure the continuity of, and respect for, aspects of minority identities, particularly language. Despite such recognition however, there are significant gaps between rhetoric and reality, both within the international human rights framework and also within domestic legislative regimes adopted by states seeking to respect, protect and fulfil language ‘rights’.

This paper seeks to return to basics as it were, and consider the nature and scope of language as a ‘right’ and to question whether, by its very unique nature, as a method of communication, law can only do so much. Unlike other group rights, language rights

impose onerous burdens on the 'other' to fulfil the language right. Language participation of minority language speakers in the public sphere can, for example, only be achieved with special efforts by majority members. Language rights often require majority members to learn the minority language and use it in the public sphere. In this regard, the cultural burden on majority members is a distinct feature of language rights. The right to religious freedom for example, which can also be recognised as a cultural and group right does not impose the same cultural burden on the majority. Without this burden however, the right cannot be fulfilled effectively, in a linguistic sense. Drawing from research on Ireland, Wales and Canada, the paper will offer an opportunity to revisit the language rights debate and the role of law as a tool supporting minority languages in the context of austerity and the general scepticism about human rights in the twentieth first century.

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Friday, 13.09.2013 | 16:00-16:30 | Panel 1, SR 15.23

Colloquium 4 | Paper 8

SUREN ZOLYAN, Committee of Experts (ECRML)

## European Charter for Regional or Minority Languages – achievements and challenges

1. The European Charter for Regional or Minority Languages (Charter) has a prominent impact upon preservation and development of regional or minority languages (RML). However, the existing practice and its periodic monitoring and evaluation by Committee of Experts allow revealing some methodology problems derived from the conceptual cornerstones of the Charter.
2. The Charter reflects the socio-linguistic situation which was peculiar to West Europe. Due to the early beginning of the processes of formation of centralized states, the linguistic landscape of West Europe is rather homogeneous and minorities usually are located within definite territory. Today the number of RML has increased dramatically.
3. Respectively, the Charter is applicable mainly to languages for which it is easy to specify "the territories where RML were traditionally used, and where the number of users justifies the measures stipulated in the provisions of the Charter. It presupposes the existence of such separate area and the immanent linkage between language and territory. The notion of non-territorial language was introduced as an exception from general rule. Now most of the languages covered by Charter seem to be non-territorial.
4. The Charter extrapolates on the RML the idea of standard language intended to perform all state functions. So it promotes a lot of state-running activities and only to such extent is orientated towards the practical needs of the speakers. Therefore, the Charter implies the so-called "mini-state". In certain cases such approach seems to be reasonable, but in general for the most of RML there are no such great territories and number of speakers for making tangible a lot of provisions of Part 3.
5. The other conceptual fallacy is the separation of language from its speakers. The main objective of the Charter is the protection of languages, like landscape or cultural sites.

Sometimes the Charter leads to formal approaches. It diverts recourses and does not allow concentrating policy on the most important benchmarks.

6. Globalization and mobility caused a change of the idea of multilingualism. Now the differentiated linguistic proficiency in different languages and in different kinds of language activities is commoner. All this requires new approaches taking in account qualitative and pragmatic characteristics. Besides, the linguistic rights of RML speakers should be considered as not attached to a particular area, but transportable.
7. Finally, there is a gap between legal status of the Charter and political mechanisms for evaluation of its implementation. The Charter does not envisage any sanctions for non-fulfillment of its provisions. Moreover, the professional independent expertise is subordinate in respect to the interests of governments: the final decision is to be adopted by Committee of Ministers.
8. The main concepts of the Charter were formed in the late 80's. For its improvement it is necessarily first of all to reconsider its methodological framework.

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Friday, 13.09.2013 | 16:30-17:00 | Panel 1, SR 15.23

Colloquium 4

## Final discussion

Friday, 13.09.2013 | 10:00-13:30 | Panel 2, SR 15.24

Colloquium 5

## **CQ5** THE BILINGUAL SITUATION OF SMALL FINNO-UGRIC LANGUAGES IN RUSSIA

Convener: ZSUZSA SALÁNKI

The Finno-Ugric people of Russia form indigenous minorities, who traditionally live in the countryside. But still the number of those living in towns has risen especially over the last two decades. Consequently, a dominant number of speakers has got into absolute linguistic minority position regarding everyday language usage. Usually the change in young speakers' language use is considered as the reason for the language shift that is taking place nowadays. However, this is only a consequence. The actual reason is urbanization and the changing of the traditional lifestyle and family model that urbanization involves.

In our colloquia we would deal with the present situation of some Finno-Ugric minority languages of the Volga District and Siberia. Our research is partly based on a number of sociolinguistic surveys, partly we discuss media and other endeavours that aim at increasing and stimulating the use of minority languages.

TANJA EFREMOVA, Eötvös Loránd University, Budapest, Hungary

## Discourses about the Mari language situation in the media and talkings of Mari speakers

The paper shows different discourses tied to the Mari language situation. It compares discourses constructed in the media of minority (Mari) and majority (Russian) on the one hand and discourses which could be found in the interviews of Mari speakers on the other hand. The purpose of research is to work out practical recommendations for creating a discourse, which would take into consideration Mari speakers' interests and doubts concerning the use of Mari and Russian, difficulties emerging in the process of language socialization etc. Thus this discourse would be more effective in preserving the Mari language. In theory and methodology the research is based on discourse studies.

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BOGLÁRKA JANURIK, University of Szeged, Hungary; University of Tartu, Estonia

## Characteristics of Erzya-Russian bilingual language use in Radio Vaygel

This paper studies the language use of Erzya-Russian bilinguals in the broadcasts of Radio Vaygel. The aim is to describe the strategies both radio presenters and interviewees use to avoid Russian code-switches in their speech. The general policy at the radio and also in other Erzya media is to use a „purified” monolingual variety of Erzya. Interviewees, however, are not always able to abide by these unwritten rules. In this paper, the author focuses on flagged switches and mixed constructions that arise as a result of the accommodating intentions of the radio guests

This paper begins with description of socio-economic, political, educational and demographic factors that led to shift of Russian from dominant to minority position. The paper also critically evaluates the present power, social and ethnic conflicts shaping the current language policy of Russian language maintenance in society. Based on ethnographic study of one urban secondary school, the paper focuses on the ways Russian is constructed in this particular site.

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ZSUZSA SALÁNKI, University of Budapest, Hungary

## ‘Nowadays we also dare to use our mother tongue on the bus.’ Attitudes towards Udmurt and Russian language in modern Udmurt society

This contribution introduces the attitudes towards the Udmurt and Russian language, with special attention to language conflicts and problems of language usage in towns. The material was collected via field-work among Udmurt students, as representatives of the future intellectual. The results show that among the youth the proportion of those who prefer speaking in Udmurt has already halved. They also see the future of the Udmurt language in a pessimistic way. However the opinion of all urban informants contradicts this: Udmurt is used more frequently. Also it is not typical any more that somebody is rebuked for speaking Udmurt in a public area. One possible explanation is a positive change in the social public thinking. [salanki.zsuzsanna@btk.elte.hu](mailto:salanki.zsuzsanna@btk.elte.hu)

ISTVÁN KOZMÁCS, University of Szeged, Hungary

## ‘Pure’ Udmurt or spoken Udmurt? Code-switching in the Udmurt language press

The aim of this paper on the Udmurt language is to show the influences of Russian on Udmurt in the texts of the newspaper „Udmurt Dunne”. The paper presents the tendencies according to different grammatical phenomena (word-building; forms of geographical names; the different ways of expressing comparison etc.).

BEATRIX OSZKÓ, Hungarian Academy of Sciences, LARISA PONOMAREVA, Kudimkar, Russia

## Internet – a potential way of the maintenance of the Komi-Permyak language

In the case of Komi-Permyak language examine two different topics: the articles of Wikipedia and chats. The Komi-Permyak Wikipedia similarly to an online, collaboratively

edited material has more than 3 000 articles. They show the thematic groups of the encyclopedia and analyze different types of articles. Connecting this categorization they demonstrate the relationship/connection between the topic of the article and the amount of Russian influence in it. The other types of documents are the chats of social pages, Facebook and the Russian Vkontakte. These dialogues represent the more personal spheres of life and for this reason are suitable to detect new genres among the texts of this web2.0-community. They analyze some dialogues according to the new categories.

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Friday, 13.09.2013 | 13:00-13:30 | Panel 2, SR 15.24

Colloquium 5 | Paper 6

CSILLA HORVÁTH, University of Szeged, Hungary

## Occupy the Web! The presence of Ob-Ugric languages on web 2.0 domains

In terms of its L1 speakers, Catalan is in a minority position. However, nowadays, the language is present in virtually all spheres of life, formal and informal ones. Spanish speakers in Catalonia, although in a majority position, find it useful, necessary and attractive to know and use Catalan to a certain extent. I will discuss some of the current challenges facing Catalan, rethinking the majority-minority divide.

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Friday, 13.09.2013 | 15:30-17:00 | Panel 2, SR 15.24

Colloquium 6

## **CQ6** PERSPECTIVES ON SPACES IN BETWEEN – TRANSLOCAL EXPERIENCES OF CHOICES IN PLURILINGUAL SETTINGS

Conveners: DANIELA WALDBURGER, GABRIELE SLEZAK

In the context of African linguistics the legitimacy of dominant administrative monoglot standards – e.g. the former colonial languages - remains often uncontested because of their reproducing effect of existing power relations. But this dominant ideology emphasizing linguistic uniformity in plurilingual societies raises questions of the possibility of alternative ways of communication under the surface of power and rule, as such ideology potentially excludes (large) groups of society from power. If they are unable or unwilling

to fit the hegemony of administrative standard, what are the consequences for their communicative practices, how does this affect their possibilities and which strategies do they develop in order to fulfill their communicative needs?

In our colloquium we would like to focus on the various strategies / linguistic practices individuals adopt in plurilingual societies which are counter to those of the ruling “administrative elite”. Communicative practices include dynamic concepts of languages in use, which - because developed in practice - do not follow linguistic normativity. The presentations reveal from different points of view this “space in between”, which opens up new possibilities for individual strategies of language use in complex translocal societies.

- Dealing with questions of power, status, politics and ideology we focus on
- 9) the functions and roles attributed to particular linguistic resources in plurilingual society. Beyond that: the continuous flux they are affected by due to varying social values in a politico-economic sense which is changing from one context to another;
  - 10) patterns of use of linguistic resources against monolingualizing tendencies looking beyond particular communicative events;
  - 11) speakers’ perceptions on locally valid functions onto the ways of speaking of people (their own and those of their communicative counterparts/the “other”). As well as the experiences of groups who are involved in translocal processes / mobility and their positioning towards the language in power (in an administrative sense) seen in the context of their own complex experience of mobility and dynamic processes; the evaluative aspect of understanding concerning the “presupposability” of functions for linguistic resources;
  - 12) experiences and strategies of inclusion and exclusion based on use of linguistic resources, e.g. in the context of administratively monolingual oriented institutions (Including the consequences for successful communication).

Friday, 13.09.2013 | 15:30-16:00 | Panel 2, SR 15.24

Colloquium 6 | Paper 1

GABRIELE SLEZAK, University of Vienna, Austria

## Dialoguing languages and ideologies. Linguistic resources and their perception in monolingual administrative settings in Austria

Based on data of a transdisciplinary research project at the University of Vienna this paper focuses on how speakers perceive and evaluate their own and the other communicative participants’ linguistic resources in the context of bureaucratic institutions. The analysis will include speakers with a migratory experience from African countries as well as officials working in courts, migration offices, police stations in Vienna.  
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DANIELA WALDBURGER, University of Vienna, Austria

## Comorian in a transnational context

The linguistic repertoire of the Comorian living in Marseille (F) potentially includes six different languages and their varieties: Comorian (consisting of four island specific dialects or rather varieties: ShiNgazidja/Grande Comore, ShiMwali/Mohéli, ShiNdzواني/Anjouan, ShiMaore/Mayotte), Swahili, Arabic, French, Malagasy and ShiBushi. Based on the analysis of the sociolinguistic context on the Comoro islands and in France as well as the examination of language attitude and language use, status, prestige and function, it will be illustrated how individual and collective multilingualism has evolved.

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SHEENA SHAH, Georgetown University Washington, USA

## Maintaining a heritage language and culture in the diaspora: The case of the Gujarati community in South Africa

This presentation reports on the successes and struggles of the Gujarati community in South Africa to maintain its ethnic language and culture in a diaspora context. Findings are based on interview data obtained in Gujarati and English from forty current students and graduates of a Hindu-ethos school. Participants were found to have difficulties with the Gujarati language, even after 12 years of Gujarati instruction at the school, and increasingly viewed the Gujarati language as unimportant in defining their identity. On the other hand, ethnic culture and religion were viewed as integral aspects of their Gujarati identity and were successfully maintained both in the home and through various community organizations. I compare the findings obtained in South Africa with those obtained with Gujaratis in other similar diaspora contexts to illustrate successes encountered and failures faced by heritage language communities to maintain their heritage languages and cultures in the diaspora setting.

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# ICML XIV

## INDIVIDUAL PAPERS

Friday, 13.09.2013 | 12:30-13:00 | Panel 6, SR 15.37

Individual Papers

ERIKA ADAMOVIĆ, KIMMO GRANQVIST, MIRKKA SALO, ANTON TENSER,  
University of Helsinki, Finland

## Finnish Romani and other northern dialects of Romani in the Baltic Sea area

In our paper, we will present the ongoing four-year project "Finnish Romani and other Northern dialects of Romani in the Baltic Sea area" (Jan 1, 2013–Dec 31, 2016). The project is carried out at the Department of Finnish, Finno-Ugrian and Scandinavian Studies at the University of Helsinki. It will produce and make available extensive data on Finnish Romani and other Northern dialects of Romani. Data collection will be based on the RMS questionnaire (Elšik & Matras 2001a) translated into Finnish, Polish, Estonian and Russian. 121 new dialect samples will be collected in Finland, Sweden, Poland, Lithuania, Latvia, and Russia. The researchers will check the transcriptions and publish the samples on the Language Bank of Finland (CSC) and in the RMS database. Other outputs of the project include an atlas of Northern dialects of Romani in the Baltic Sea area and a descriptive grammar of Finnish Romani. The project will furthermore document the history of the Romani language and 19th century manuscripts in Romani. Two PhD theses will be prepared as a part of the project.

The project will contribute to researcher training and building up a Finnish research community in Romani Linguistics. The project will further contribute to making University of Helsinki one of the main centers in the international network of research on Romani language. Other aims of the project are to establish research networks in the Baltic Sea area and Central European countries, to advance networking between institutions and NGOs working on the Romani language and other Roma issues and to make connections in the Romani communities in different countries in the Baltic Sea area and Central Europe.

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MUNTASIR AL-HAMAD, HAFID ALAOUI, Qatar University, Doha-Qatar

## Language Transfer from English into Arabic: From a translational perspective by Arab-British heritage learners

Arabic Supplementary Schools in Britain are parallel educational system which was established as a natural response to preserve the cultural, linguistic and religious identity of the Arab expatriates in Britain. The students in this system are mostly heritage learners who acquired an Arabic dialect which is restricted to the social domain; however, Arabic for them is a second language.

One of the main challenges facing these schools is relying on curricula designed by foreign governments to be taught in a different cultural and linguistic environment. Therefore, the educational goals would not serve the overall aims of the British supplementary schools.

This paper will discuss the various linguistic errors practiced by the target students at exit level in a structured activity where the learners responded to various tests to examine the syntactical, morphological; lexical, and pragmatics.

This study will divide the analysis into two main parts. The first will deal with diglossic features by presenting a stratification of the levels of Arabic, which would lead to the multiplicity of the Arabic dialects spoken in various parts of the Arab world which are reflected in immigrant Arab communities in the West. The second part will focus on bilingualism. These two linguistic phenomena are prevalent among rising Arab youth in the West.

The early finding of the data collected suggested that there are the following language transfer used different translational activities including: borrowing, abbreviation, style-shifting, code-switching... etc. As a result of identifying the linguistic and sociolinguistic challenges, such study will enable the educationalists to set the educational objectives in order to determine the direction of the education and knowledge intended for the target group that is living in Britain.

This research will contribute to the initial plans to design a curriculum outline by the British Council, Qatar University and other partners to cover A and B levels according to The Common European Framework of Reference for Languages.

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## Communication spaces in Europe, in the multilingual context of television

The construction of national communities has been historically not only tied to the territory, but also to the space of communication. Precisely it is in this space where a culture is reproduced, an identity is built up, and a public sphere is based, providing the basis for the civil society and also for the State. As far as the communication space has been limited by the geographic space (as it is the case of the limits to the diffusion of the press, or the radio electric waves), both of them coexisted together within the borders of the nation state. However, in our era the links between national geography and communication are weakening dramatically (e.g. satellite or World Wide Web), offering thus the choice for the construction of non territorial communication spaces. This trend is strengthened by the confluence of two phenomena: the flow of information and people, linked to the globalization; and the accelerated development of communication technologies.

Work on transnationalism or geolinguistic regions show that fact. On the one hand, it is an opportunity for scattered groups to get in contact and to strength their community (included the Diasporas, among them and between them and the community of origin or reference). On the other hand, it is a challenge for the nation states, which have been based, at large, in a sense of a unique culture, identity and civil society –too many times by means of imposition. Our paper will try to show some aspects of these communication spaces, at the global level, through the satellite television. We will defend the hypothesis that media can provide the basis for the construction of a space in which culture, identity and public space are shared and reproduced beyond the territory.

This paper aims to present the preliminary results from a three-year project funded by the Spanish Government (Communication spaces in Europe, in the multilingual context of television). After considering some theoretical approaches towards the notion of communication space and its implications for the construction of the national community, we will attempt to show how satellite television and digitalisation are challenging the until now quite hegemonic spaces of the national languages.

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## Enhancing linguistic minorities participation: comparative analysis, models of linguistic minorities' accommodation

Minority groups can be distinguished - according to an objective criteria - by language, religion or culture and may be national as well as ethnic minorities. As far as linguistic minorities are concerned, there are situations where, a certain regime of language rights allows transitional accommodations for people with limited proficiency of the national language, however opposing the rights of minority-language speakers to enjoy the use of their language in public (public schools, public services). Patten (2004:135-154) calls this regime a 'norm-and-accommodation' regime enforced by 'nation-builders'. The language maintainers, on the other hand, value the importance of having an own language used in public settings. If language as an important part of a person's culture and identity is not recognized by the state and public institutions and thus accommodated, people can be and are put in a disadvantaged position. By people we mean those using a language different from the official state language (or the language of the majority group).

By comparing the linguistic protection and promotion of minority groups in Italy, Slovenia, Montenegro and Albania, the paper tackles the issues of linguistic minorities' accommodation. It presents the results of a research carried out in 2011-2012 on the level of satisfaction of minority groups with regards to specific issues related to their protection and promotion. Data were gathered by means of desk-analysis and questionnaires (translated in the minorities' languages) distributed to the main minority associations in the selected countries. Inferring from the research results, policy insights are elaborated on the use of minorities' language in education, public administration, economic life and mass-media in a EU - non-EU comparative perspective.

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NEVAL BERBER, European Academy (EURAC), Bozen, Italy

## Teaching minority literature in multicultural and multilingual contemporary societies

Over the last two decades, the need for and the importance of creating multicultural teaching programmes have been stressed in several multilingual/multicultural societies. In the United States, Australia and the UK especially, we have witnessed the increasing presence of teaching programmes attentive to integrating ethnic minority content, aiming in this way to increase mutual understanding and promote tolerance in multicultural and multilingual areas. By integrating ethnic contents in existing school programmes, literature has begun to be perceived as an educational tool able to improve and enhance mutual understanding between different linguistic and cultural groups.

In this larger context, in 2011 the European Academy of Bolzano proposed first to develop and then to disseminate in Alto Adige and Trentino majority secondary schools (Italian and German) a teaching programme on minority literature (Ladin and Cimbrian literature in particular), by focusing on the educational characteristics of literary texts. In the process of creating didactic units for the students belonging to majority groups priority was given to the method of literature teaching, thus on “how” to teach in class in order to efficiently promote dialogue between majority and minority groups of this particular Italian Region. Eschewing classical methods of teaching literature, in which the approach is to reconstruct the development of writing in prose or in verse from its origins to the present through a historical lens, this teaching method originated from a deep awareness of socio-cultural instances inherent in literary texts.

This paper will illustrate one particular aspect of this method of reading and interpreting the literary text by referring to the theme of identity formation and language issues within minority communities. It will be shown how reading and interpreting literary texts from a socially and culturally sensitive perspective, that focuses on temporality, relationality and sincretism typical for the concept of identity and relates these issues to language, can enable the majority students to reflect on the modern, fragmented, fluid and multiple, nature of minority identities. But it will be also shown in what way an interactive workshop on minority identities and language issues is also able to launch a discussion on majority identity and consequently to assess the presence of the same “ambiguous” elements and of the same complexity for the majority group.

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## Adolescents and writing: informal vs. formal Basque

This research study analyses the literacy skills of secondary school students in a socio-linguistic context where Basque is the most widely used language. The aim of the study is to compare literacy skills in the school context and outside school when students communicate with each other by using internet. Specifically we would like to know (1) about the relative use of Basque and Spanish when writing a text in an academic context and in non-academic contexts in the students' leisure time; (2) the reasons for using or not using Basque; and (3) the characteristics of the Basque language used by adolescents by looking into the differences between formal and informal written language.

Taking into account that there is a general concern – both in the academic community and elsewhere – about the quality of writing in informal contexts, this paper focuses on the influence that the informal written language of adolescents might have on their written production of the formal context.

Participants were a group of secondary school students in a Basque-medium school. They filled in a questionnaire and a language diary. The data collection also includes Basque language compositions written in classroom and some samples of interaction among participants on the internet. Additional data were obtained through classroom observation, focus group discussions with students and individual interviews with teachers. The results indicate that adolescent speakers of Basque can adapt their literacy skills to the formal and informal contexts.

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PAOLA BOCALE, University of Cambridge, United Kingdom  
GIANCARLO MANZI, University of Milan, Italy

## 'I'm now proud of my linguistic and cultural heritage': The revitalization of Italian in the Crimea

For thousands of years, the Crimea has been an historical crossroad of different cultures, its geography facilitated numerous settlement waves throughout history, making multi-ethnicity one of the region's key characteristics. This talk focuses on the efforts to revitalize the Italian language once spoken in the third biggest city in the Crimea, the multi-cultural town of Kerč, which is home to several minorities, including the Bulgarians, the Belarusians, the Jews, the Armenians, the Germans and the Italians. The Kerč' Italians are

a community that formed throughout the XIX century thanks to a series of consecutive migrations reaching their peak in the 1920's with about 3,000 members. Due to substantial migrations from a geographically quite limited area, the northern coast of Apulia on the Adriatic sea, the majority of the Italians living in Kerč' spoke a form of Northern Apulian dialect mainly originating from the towns of Bisceglie and Trani. During WWII, the entire Italian population was deported to Kazakhstan, through a long journey by sea and land during which at least 500 people died of cold and hunger. During the deportation to Kazakhstan, Kerč' Italians completely lost their original language. Deported forbade their children to speak their language fearing they could be targeted and victimised if heard speaking anything else than Russian. Following de-stalinization, Italians of Kerč' started returning to the town and the process continued after the fall of the Soviet Union. We will present the initiatives of local Italian associations to revitalize the Italian language and culture in Kerč. Nowadays, Kerč' Italians are not interested in reviving the ancient North-Apulian dialect which was once spoken in the town but are focused on the acquisition of Italian in its standard variety. Building on the analytical framework developed by Fishman (1991) and Jones and Singh (2005) to establish the determinants in language revitalization efforts, we argue that in the current Ukrainian political and economic context the efforts to revitalise minority languages carried out by local groups and organizations are likely to be met with success. In the last part of the talk, the strategies employed by the local associations to revitalize Italian will be compared and contrasted to initiatives by other linguistic minorities in the Crimea.

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Friday, 13.09.2013 | 13:00-13:30 | Panel 3, SR 15.25

Individual Papers

CSANÁD BODÓ,  
Eötvös Loránd University, Budapest, Hungary

## Emerging languages and dialects: Enregisterment of language varieties in East Central Europe

Recent advances of minority groups have foregrounded linguistic issues as primary means of identity politics both in the global and the post-socialist context in East Central Europe. Enregisterment (Agha 2003, 2007) as a key concept of newly emergent language varieties will be applied to the sociolinguistic settings of two minority groups, the "Beás" in Hungary and the "Csángó" in Romania. Both minorities have in common that their language varieties are Abstand languages (Kloss 1967). In Southwest Hungary,

Gypsies have a subgroup that speaks Romanian-related dialects – recently labelled the „Beás“ language (with ca. 30 000 speakers). In East Romania, the so-called “Csángós” speak Hungarian-related varieties, which are not regarded as an autonomous language but the most “archaic” dialects of the Hungarian language (spoken by estimated 50 000 speakers). It will be shown that similar sociolinguistic settings can result in quite different processes of enregisterment depending on the role the minority language plays in its historically related Ausbau language community. It will be argued that there are palpable differences in the social significance of the minority group’s language for its respective majority groups in Hungary and Romania. The “Beás” language is virtually not known in Romania, but the Hungarian-related varieties spoken by the “Csángós” are recognized as highly valued Hungarian dialects in Hungary. These differences result in the chance to develop an autonomous language for the “Beás” community but hinder the linguistic emergence of a newly established language in the case of the “Csángó” minority, and they call attention to the linguistic ideologies underlying the enregisterment of languages and dialects at the periphery of established European languages. These case studies allow us to explore the multiple and changing semiotic relationships between minority language varieties and social identity in considerable detail and at a very fine-grained level of particularity.

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Thursday, 12.09.2013 | 14:00-14:30 | Panel 1, SR 15.23

**Individual Papers**

MAGALI BOEMER, Pluri-LL - Groupe de Recherche sur le Plurilinguisme,  
University of Namur, Belgium

## Language-in-education policy in German-speaking Belgium (1945-1963): a historical sociolinguistic account of a majority language in a minority position

Located in the eastern part of Belgium, the German-speaking Community of Belgium (GC) counts as one of the best-protected language communities in Europe. During the federalization of the Belgian state, the GC has evolved from a minority to a rather autonomous language community.

This officially German-speaking part of Belgium is well documented in scientific literature, but we are yet to see the publication of a systematic analytical account of the evolution of language-in-education policy over the last 90 years, especially one that focuses on the interplay between language, education and power. Investigating the past of the German minority in Belgium from a 21st century perspective will provide a better understanding of the current developments in the educational domain, and of how the

French-German language contact has firstly engendered language conflict situations in this minority setting, but is perceived as a benefit nowadays.

In my talk I would like to elaborate on the period following WW II and leading to the (coordinated) language laws (1945-1963), during which the area underwent a rather strong assimilation policy as a consequence of its annexation to Germany during WW II. One could say that this policy reflected the European nation state ideology: the German-speaking had to be assimilated in a cultural and linguistic way, their 'otherness' had to be banished. However, that idea would be abandoned by the Belgian State in the early 1960s with the instauration of the territorial principle. The assimilation policy came to light in education through the suppression of German as language of instruction. It was replaced by the dominant language: French. One step taken in order to reach this goal was the replacement of the German teachers from WWII by Francophone teachers who were not proficient in German.

During the presentation, I will focus on a discussion of formal and semi-formal documents and the way in which they have been commented upon in the local press, starting with some meeting minutes of the Inter-Ministerial Committee that had been constituted in 1947 to discuss the fate of this German minority. Then, I will have a look at the impact of the law Collard that put an end to the school battle between catholic schools and state schools in the 1950s and lastly, the coordinated language laws of 1963 will be discussed. Needless to say, I will pay attention to the reception of those laws as well as to the important role they have played in the evolution of the status of the GC.

The analysed documents have been gathered in libraries, the national archives and the archive of the local newspaper (Grenz Echo) and they have been analysed by means of Critical Discourse Analysis (CDA). A careful analysis will allow me to illustrate what are the consequences of this discrepancy between law and reality and how German as a majority language evolves in this minority position.

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Thursday, 12.09.2013 | 12:30-13:00 | Panel 5, SR 15.36

DÖRTE BORCHERS, University of Münster, Germany

## Small linguistic communities and literary production

The production of literature in any linguistic community depends on the commitment and interest of authors, publishers and readers who create, finance, publish, distribute and consume literature. Literary production in small linguistic communities, however, often differs from that in larger linguistic communities for linguistic as well as for non-linguistic reasons.

The absolute number of authors and readers in small linguistic communities tends to be small too. Often speakers of these languages have less access to economic, educational, political, infrastructural resources, which makes publishing, distributing and accessing literary works in small linguistic communities difficult.

Authors from small linguistic communities have to decide whether to write in a majority or minority language. When writing in the minority language they might have to choose a script and decide on a possible orthography.

In this paper, these conditions of literary production in small linguistic communities will be exemplified by case studies from Nepal. In Nepal, the official language Nepali (Indo-Iranian) is the mother tongue of about half the country's population of 24 million citizens. The other half of Nepal's citizens speak one of about 70 minority languages, most of which belong to the Tibeto-Burman language family. During the past five years the cultural productivity of speakers of minority languages increased significantly<sup>1</sup> due to political decisions made by the democratic governments after the civil war. Now, governmental institutions like NEFIN (Nepal Federation of Indigenous Nationalities) financially and organisationally support authors and film makers from linguistic minorities.

The published literary works from linguistic minorities are influenced by Nepali publications but they have in impact on Nepali literature too. Formerly, Nepali literature was produced by a well-educated elite minority and was written in a special register of Nepali affected by the classical language Sanskrit. Now, reviewers praise the first young writers using a variety of Nepali that is very similar to the spoken language, as for example Buddhisaḡar, author of the novel *Karnāli bluj* (2067/2011, Kathmandu: FinePrint).

This paper informs about the new possibilities of publishing literature by linguistic minorities in Nepal and about who profits from these new possibilities and who doesn't. Addressed will be new trends in the literatures of Nepal and the new role of writers from minority language background.

<sup>1</sup>See for a summary of publications from speakers of Kōic (Nep. Sunuvār) for example Rapachā, Lāl Śyākārelu 2068 (2012). Maulāūdo kirāti kōic sāhitya sābaḡarna rāko. *Ādivāsī janjāti jarnal* 4: 208/265.

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Thursday, 12.09.2013 | 15:00-15:30 | Panel 1, SR 15.23

HICHAM BOUGHABA, Abdelmalek Essaadi University, Tetouan, Morocco

## The language of instruction in the Moroccan context and the challenges it poses to Berber-speaking children

This paper describes the role of parent-child interactions at home in the development of school language, focusing on the features of academic language, among 4- and 6-year-old Berber-speaking children in the north of Morocco, where the language of instruction is Standard Arabic- a language that is notably different from that of the home context. The interactions between parents and children appeared to play a significant part in facilitat-

ing the acquisition of Standard Arabic and the development of literacy skills. Significant factors at play in this process involve the social background of the families and the linguistic-based activities they perform at home.

When children join school for the first time, they are expected to deal with a specific language register that is necessary for the school context and which is different from the informal register they use at home: the register of academic language. This specific register involves the use of language in a complex and decontextualized way (Schleppegrell, 2004).

A number of studies have shown that differences among children in school achievement can be explained in terms of their mastery of this specific language register (Bernstein, 1971; 1975; Cummins, 1991; Heath, 1983). There seems to be large differences in the ways home environments prepare children for the use of academic language (Snow et al., 2001; DeGarmo et al., 1999; Hoff, 2003; Hoff-Gingsberg, 1991). Children with a minorized language like Tarifit, the version of Berber that is spoken in the North of Morocco, are facing a double challenge. First, they have to learn the specific register of school language and second, they have to do so in a language which is not their native language. One of the explanations of the problems these children face at school can be traced back to the language input they have received from their parents (Bernstein, 1971; Hoff-Gingsberg, 1991).

This paper aims to find out to what extent we can identify the features of language that are specific to school language in the input of parents during some home language activities with children. The data consists of naturally occurring speech collected from conversations running between 10 Berber children with their mothers at home. Also, the aim is to identify the factors that lead to differences in the language input provided by the parents.  
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Friday, 13.09.2013 | 10:00-10:30 | Panel 5, SR 15.36

SARA BREZIGAR, Institute for Ethnic Studies, Ljubljana, Slovenia

## Avoiding the dinosaur path: A framework for the evaluation of the status quo and developmental prospectives of national minorities

This paper presents the final results of the postdoctoral research project Evaluation of the status quo and developmental prospectives of the Slovenian national minority in Italy that was carried out between 2009 and 2012 and financed by the Slovenian Research Agency. The aim of the project was to design and operationalise a model for the comprehensive evaluation of the developmental status quo of national minorities, and to use it for the evaluation of the situation of the Slovene minority in Italy. The framework / model for the evaluation of the developmental status quo of national minorities

that resulted from this project is based on the premise that a national minority can be thoroughly examined by analysing its characteristics and developmental challenges and opportunities in six fields of its life, namely:

- a) Language, that includes dynamics related to language acquisition and language use, comparing the status quo of the linguistic minority to the linguistic majority.
- b) Education, that includes dynamics related to education in the minority language and teaching of the minority language, both to the minority and majority population, and is not limited to the schooling system.
- c) Cultural activities, that include sports and other leisure activities, in order to assess to what extent a minority member can actually “live” within the framework of the minority community, if he wishes to do so.
- d) Media, that includes the analysis of the importance and function of newspapers, magazines, Radio, TV and Internet for the examined minorities.
- e) Political participation, that includes the participation of the national minority in the political life of the country where it is settled (outward political participation) and the political activities and structure within the minority itself (inward political participation)
- f) Economic participation, it takes into consideration the minority economy and frames the minority economy into a regional, national, transnational and global context.

Moreover, the model explains the connections between the abovementioned 6 fields. By means of a mixed-methods model of research the proposed framework / model provides an opportunity to both assess the impact of intervening variables and examine the challenges and developmental opportunities of the national minorities under scrutiny.

In the final part of the paper the author applies the model to the Slovenian minority in Italy. The selected intervening variables in this case study are Slovenia’s accession to the EU and the Schengen area and the flow of immigrants to settlements in Friuli-Venezia Giulia, where live members of the Slovene national minority. The paper examines also the developmental perspectives of the Slovenian minority in Italy.

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Thursday, 12.09.2013 | 15:00-15:30 | Panel 4, SR 15.34

SVENJA BRÜNGER, Friedrich Schiller University Jena, Germany

## Strategies for lexical enrichment and modernization in Mòcheno, a language island variety in Northern Italy

Mòcheno is a language island variety of South Bavarian origin still spoken by almost a 1000 people in the Fersina Valley (it. Valle del Fersina) 20 kilometers east of Trento’s capital, Trento. The minority language is in danger of extinction (the UNESCO Atlas of the World’s Languages in Danger of Disappearing classifies Mòcheno as “definitely endangered”). Nonlinguistic as well as linguistic factors are responsible for this,

for instance, the economically motivated migration from this area, the constant linguistic pressure by the dominant Italian national language and the Trentinian Dialect as well as the fact that the Mòcheno language has almost no literary tradition (it was only transmitted orally until its codification by Anthony R. Rowley in 2003).

During the past years, in order to avoid the extinction of the minor language and to guarantee the transmission to future generations, the Autonomous Region Trentino-South Tyrol reinforced their efforts by making Mòcheno a co-official language in the Fersina Valley, by teaching it (in a limited amount of time) at school, and by using it also in the (local) media. The political, educational and social valorization of the language required the modernization of the lexicon. For this reason, several neologisms were compiled under the guidance of the Cultural Institute of the Mòcheno community (in Italian: Istituto Culturale Mòcheno). In 2009 these new formed words entered the “little dictionary of the Mòcheno language” (in Mòcheno: s kloa’ bersntoler beirterpuach) which thus became an ideal linguistic corpus for lexical analysis.

A sample composed of words starting with S shows:

- that most of the overall 233 neologisms (represented by an asteriks) belong to semantic fields like politics, law and administration
- that the expansion of the lexicon occurred primary by forming compounds of original Italian or South-Tyrolean forms following the German formation rules (the structure ‘determinansdeterminatum’) for example: Mòcheno: sakretareomt > Italian: ufficio del segretario; Mòcheno: sezionbolomt > South-Tyrolean: Sektionswahlamt. Furthermore, new words were created by means of native material, for example: de schöff “the order” < schòffen “to order”; de sog “the explanation” < song “to tell”. Only a smaller number of words were borrowed from Italian or German. The neologisms have been spread by the media. However, it is too early to predict whether they will be accepted by the minority community or not. The acceptance might be promoted by the fact that the word formation process is quite transparent for the ordinary man due to the large number of compounded nouns. The latter still needs to be investigated in the future while the strategies for lexical enrichment and modernization in Mòcheno can already be illustrated. The procedures might serve as an example for other small minority languages such as the Cimbrian or Walser language in Northern Italy which are of German origin and are also in the process of emancipation from the dominant national language.

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Thursday, 12.09.2013 | 12:00-12:30 | Panel 4, SR 15.34

LUCIJA ČOK, IRINA CAVAION, University of Primorska, Koper, Slovenia

## Virtual and live in second language classroom

As language is one of the basic discriminants of ethnic and national difference, its typology and intensity of use indicates the dimension and the quality of different cultural spaces, the success of its survival across different generations, the vitality of the language

code, and its level of social attraction and status. Social and political events in Europe, especially in areas of cultural contact, have contributed substantially to radical changes of the original language map. Globalization influences cultural patterns and modes of thought because as a constant interactive process it is always seeking to break down the particular, the unique and the traditional so as to reconstruct them as a local response to a general set of systematic stimuli. The most radical change in interpersonal communication was brought about by computer technology - electronic mediation of contents and connections. An individual's attitude towards the time, place and interactions between the participants of virtual communication is changing that very individual, his perception of the self (Kramsch, 2009).

Overall changes in the society pressed the policy makers and researchers to search for a new definition of the status and use of minority language. The term dominated language in certain environment incorporates the implicit dichotomy of dominant language. Both terms can be appropriate for some linguistic areas, where the discrimination of some languages is in process, but can't be used in general for minority languages. In education it is important to examine those implications. The outcome of such examination speaks in favour of a stronger commitment in education, further development of principles in a more appropriate evaluation of outcomes, a development of new curricula and broadening of didactics in different disciplines.

Within this context we propose to transform the minority language learning and teaching provided in mainstream primary schools of border regions into a long lasting, staunch friendship between adolescents. We call this strategy "Contact Based Language Learning and Teaching" (CoBLaLT), a blended program of virtual and real trans-border contacts characterised by continuity, systematic nature, cooperative learning, able to make the most of Network Based Language Teaching (Warschauer and Kern 2000), Internet-Mediated-Intercultural-Foreign-Language-Education (Thorne 2006) and the uniqueness of real encounters with the speakers of the language pupils are learning. A strategy which puts at the heart of neighbouring/minority language primary classroom values like social integration, personal growth, cultural enrichment for local communities, interpersonal intergroup relationships, within the theoretical framework of intergroup contact hypothesis (Allport 1959, Pettigrew 1998, 2008) and cross-race friendship studies (Tropp and Prenovost 2008, Feddes, Noak and Rutland 2009, McGlothlin and Killen 2010, Turner & Feddes 2011). New ways of assessing pupils engaged in real communication with the target language speakers are about to be experimented by involved teachers who support the project with an innovated pedagogical approach able to value pupils' creativity, spirit of cooperation, multimedia and peer to peer learning. CoBLaLT aims to become a cohesive methodology fulfilling all areas where the geographical proximity of the languages taught admits the possibility of real encounters, that is all European border regions which are at the moment missing a methodological framework for neighbouring language teaching and learning, thought characterised by a multiplicity of cross-border projects.

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TANJA COLJA, Slovene Research Institute, Trieste, Italy

## Emergent literacy in a bilingual environment: the case of the children attending the kindergar- tens with Slovenian as teaching language in Italy

The paper deals with the family factors that influence the development of literacy in children living in the culturally and linguistically mixed area of the Friuli Venezia Giulia region. The aim of the research was to examine how does the emergent literacy develop in children growing up in a bilingual environment and how is this process experienced and/or managed by the parents, whose children attend the kindergartens with Slovenian as teaching language in the Trieste and Gorizia province and the bilingual kindergarten in San Pietro al Natisone/Špeter (Italy). Beyond the children coming from Slovenian-speaking families, these kind of kindergartens have in the last years indeed begun to witness an increasing enrolment of children coming from mixed families or from families where no one speaks Slovenian. The aim of the research was to check how do these different types of families prepare their children's literacy, which are the reading, speaking and writing habits in these families, and to what extent do they influence the development of the children's skills and motivation.

In the pre-school period the child develops pre-reading and pre-writing skills through everyday family activities, thus introducing him/her in the world of literacy. As the mentioned children live in a culturally and linguistically mixed area, they also develop pre-reading and pre-writing skills in two languages and consequently also the skills of a bilingual literacy. The study focuses on the question of bilingual literacy both through the analysis of modern theoretical conceptions and through two empirical parts of the research: the qualitative and the quantitative. The theoretical part displays the concept of literacy and bilingual literacy, together with important family activities, which may influence the development of pre-reading and pre-writing skills in the two languages. The empirical research is based both on the qualitative analysis of five focus groups and on the quantitative analysis of the data, gathered with a structured questionnaire.

The results of the study show the importance of family activities connected to literacy (reading and writing in the presence of the child, reading and storytelling to the child, speaking about printed and audio-video materials, speaking about the alphabet, etc.) and the way in which the number and the frequency of these activities influence not only the child's motivation, but also the level of understanding the contents, the vocabulary and the knowledge of the alphabet. The language, in which the activities are carried out, influences the motivation and the understanding of the contents and of the vocabulary, even if a transfer is possible from one language to the other. The children live in a mixed area and are therefore introduced in the world of bilingual literacy. Shall this bilingual literacy not be balanced, and the aim is improving the skills in the weaker language, a suitable attention needs to be dedicated to the activities in the weaker language.

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ANDREW JAMES DAVIES, Aberystwyth University, Wales, United Kingdom

## Perceptions and attitudes amongst bilingual post-16 students in Wales towards Welsh-medium study

This paper examines recent developments in Welsh-medium and bilingual post-16 learning provision in Wales, and the attitudes and perceptions of students towards Welsh-medium study in Further Education colleges.

Welsh is a minority language in Wales, which is spoken by 19% of the total population over the age of 3, according to the recently-published census (ONS, 2012). The primary driver in recent efforts to revitalize the language has been the continued demand for, and growth of, Welsh-medium education. Since the establishment of the first Welsh-medium school in Aberystwyth in 1939, the late twentieth century saw a steady growth in Welsh-medium education in both the Primary and Secondary sectors. And, this expansion has continued in most areas of Wales into this century. In 2009, 438 of Wales' primary schools (29%) were classed as being Welsh-medium and 55 secondary schools (25%). And, in spite of recording an overall decline in the number and percentage of Welsh-speakers, the 2011 census offers some hope for the future, with some 34.8% of people between the ages of 3 and 19 being recorded as able to speak Welsh (ONS, 2012).

Yet, the extent of Welsh-medium and bilingual provision in Further Education colleges, and take-up among post-16 students, has remained relatively low over this period. Official statistics for Welsh-medium or bilingual study at 16-19 education are collected on the basis of the number and proportion of learning activities which take place in English, Welsh or bilingually at each college. Recent data showed that fewer than 1% of learning activities were delivered through the medium of Welsh (as distinct from bilingually) in Further Education college settings across Wales (Welsh Assembly Government, 2010). In this context, the Welsh Government's recent Welsh-Medium Education Strategy (2010) - the first of its kind - has identified challenging targets for the expansion of Welsh-medium and bilingual provision in the post-16 sector. One of the five key outcomes of the strategy is to see 'More learners aged 16-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning' (Welsh Assembly Government, 2010).

This paper reports on the findings of an applied research study, commissioned by the Welsh Language Board and led by Aberystwyth University, the aim of which was to identify areas of effective practice in promoting post-16 bilingual and Welsh-medium learning to students in Further Education colleges in Wales. The research included focus groups with Welsh-English bilingual post-16 students, conducted at eight different Further Education colleges across Wales. The groups explore the students' career and academic aspirations; their attitudes towards studying in both English and Welsh; and reveal their perceptions about the value and status conferred upon both languages in various occupational and academic sectors. The discussions also address students' own

awareness of the importance of Welsh-medium education in language revitalisation, and explore their own choices in the context of this debate.

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Thursday, 12.09.2013 | 14:30-15:00 | Panel 5, SR 15.36

NICOLE DOŁOWY-RYBIŃSKA, Polish Academy of Sciences, Warsaw, Poland

## Dilemmas of identity and language among Young Kashubs in the light of 21st-century cultural changes

This paper presents the results of field research performed among the Kashubs in 2012. The focus is on the attitudes among young people belonging to this autochthonous linguistic minority towards their culture and language, and on their motivations and strategies for involving themselves on behalf of their culture and language. The field research consisted of participatory observation and interviews with young Kashubs (16-25 years old), combining a cultural (anthropological) and a sociolinguistic perspective. The objective was to investigate young people's views of the Kashubian world, to what extent their knowledge of the minority language is related to attitudes supporting participation and identification with the minority, and whether young people see the language as an important indicator of "being Kashubian".

Young Kashubs are rebelling against the folklorist image of their culture. Being teenagers just like any other, they do not want to be perceived as "simple people living according to age-old customs". Rather, belonging to the minority culture is a conscious choice they made (or not) and which they want to be vocal about. Their attitude towards the Kashubian language is also related to this. Due to the very weak intergenerational transmission of the language in the 20th century (due to factors including the policies of communist-era Poland, the ridiculing of Kashubian and Kashubs, and the treatment of Kashubian as a patois of the Polish language), many young Kashubs did not learn it at home or only gained a passive knowledge of the language there (hearing it at home in conversations between their grandparents and parents, while they themselves were only addressed in Polish). Some learned Kashubian at school, others learned it on their own or took courses.

Four different trends were observed within the attitudes of young people. Firstly, one kind of Kashubian identification is linked to political involvement. For this group, "being Kashubian" is a pretext for participation in social and political life, for speaking out in the media, for organizing protests and campaigns. The Kashubian language, in turn, serves as the banner for this struggle. Most of these individuals suddenly discovered their Kashubian roots and became very strongly engaged in the Kashubian cause, learned Kashubian, and now use the language, even ostentatiously so. Secondly, at the

other extreme are individuals who were brought up in the Kashubian culture, in small villages where most inhabitants speak Kashubian and Kashubian customs are practiced in ordinary life (rather than artificially ordained). These individuals speak more often about the “Kashubian spirit” and see Kashubian culture as very deeply rooted in traditions, folklore, and a lifestyle distinct from the surrounding world. Contrary to how it might seem, these individuals in fact need the ethnic borders more than the political activists. Thirdly, there is a group of individuals choosing a Kashubian identity because of a certain fashion for “being Kashubian,” as a way to make friends, find a job, and engage in active leisure. Fourth group, unfortunately the biggest one, do not care about Kashubian language and culture at all.

Fieldwork among young people belonging to the minority indicates that the 19th-century image of such cultures is changing, but that the position/significance of the dominated languages is also changing: they are turning from languages used within closed societies into language-symbols of political engagement and cultural involvement.

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Thursday, 12.09.2013 | 12:30-13:00 | Panel 6, SR 15.37

STUART DUNMORE, University of Edinburgh, United Kingdom

## Minority language maintenance in the 21st century? The language usage, ideologies and identities of former Gaelic-medium students in Scotland

In the 2001 census 58,652 people over the age of three claimed an ability to speak Scottish Gaelic (henceforward ‘Gaelic’) amounting to less than 1.5% of the total population of Scotland. Gaelic-medium education (GME) started in 1985 with classes opening in Glasgow and Inverness, and expanded quickly through the late 1980s and 1990s, becoming established in communities throughout the country. Since that time hundreds of children have come through the system, in which a certain proportion of teaching is delivered through the Gaelic language, particularly at the primary school level. Crucially, GME is often regarded as one of the principal means by which the language can be revitalised in Scotland (cf. Bòrd na Gàidhlig 2012). Yet until recently little has been known about the degree to which adults who received GME actually use Gaelic or identify personally with the language after formal schooling is completed. Some theorists are particularly critical of an over-reliance on the school in attempting to reverse language shift and foster an enduring identification with the minority (‘Xian’) culture and its social identity (Fishman 1991, 2001). While schools clearly have a role to play, it is often feared that they may become an environment of partial language acquisition alone, while failing to provide lasting socialisation into the language or culture traditionally associated with it. The aim of

my PhD research, based on 46 semi-structured interviews with adults aged 24 and over, is therefore to uncover the longer-term effects of the Gaelic-medium classroom on individuals' relationship to the language after school. Through an analysis of metalinguistic and metapragmatic discourses my investigation will address the following primary research questions: how do former-GME students use and engage with Gaelic in the present day? What sets of language ideologies, beliefs and attitudes do they hold in respect of the language, particularly in relation to their cultural identities as young Gaelic speakers in Scotland? I would like to provide some tentative answers to these questions in this paper, and to offer some suggestions as to the wider question of what bilingual education can contribute to language maintenance in the 21st century.

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Friday, 13.09.2013 | 10:00-10:30 | Panel 6, SR 15.37

EVA ECKERT, Anglo-American University, Prague, Czech Republic

## Czech Roma: The dominated minority in Czech Republic

In the Czech Republic Romani language planning has been a controversial subject. The question informing the current research is whether the European Charter's goal of protecting, maintaining and invigorating Romani is attainable in a culture driven by standard language ideology, Czech society's aversion to multiculturalism and an overall hostility towards the Roma and Romani.

I seek to clarify specific obstacles that stand in the way of attaining positive outcomes from planning Romani, namely that (1) the standard Czech culture opposes diversity and assumes homogeneity; (2) standard Czech ideology renders Romani a stigmatized ethnolect of disadvantage; (3); the task came from above, was greeted with lukewarm social support and ignored by the Roma; and (4) Romani culture and language has shown signs of low vitality and salience. It remains questionable whether further standardization of Romani by teaching it is the way to protect Romani, whether gradual integration of the Roma is a way to maintain a community couched in vernacular culture, and whether Romani should be saved as an identity value for its speakers, a cultural entity, historical database and an academic subject. In conclusion, planning Romani appears to be a remedial strategy of ethnic revitalization and a path to social maturation of the majority.

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FELIX ETXEBERRIA, University of the Basque Country, Spain

## Oral competence in Basque of native and immigrant pupils

We have undertaken a review of the literature on the evaluation of oral language and the difficulties this task involves. We reviewed the instruments used for the evaluation of oral Basque (Euskara) and drew up a methodology for undertaking the measurement of oral production in this language. We examined recordings of oral tests with 393 pupils from the 2nd year of Primary school and 285 from the 6th year, both natives (autochthonous) and immigrants.

The results show that there are significant differences as regards the origin of the pupils, the scoring of pupils of immigrant origin being significantly below that of pupils of native origin. Comparing scores by ages, native pupils increased their score levels on going from 2nd to 6th years, while foreign or immigrant pupils did not change, obtaining similar levels in the 2nd and 6th years of Primary school.

These results confirm those of other research carried out in the Basque Country and Catalonia and of the PISA reports.

The educational implications of these results are obvious: it is necessary to rethink educational practice in our schools so that equality of opportunities and school success amongst native and immigrant pupils might be a reality.

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## Language-in-education policies at minority higher education – the case of Hungarian communities in Transcarpathia (Ukraine) and in South-Slovakia

While education in the mother tongue is among recognised needs of minorities on the secondary education level, the same argument is not so obvious regarding higher education. It is still debated whether higher education should be organised in a language other than the state language; is it necessary at all to have universities teaching in national languages or is it enough to have programmes in “the” world language (in English).

In my paper I analyzed the way of choosing the language of instruction in institutions teaching in Hungarian in Transcarpathia (Ukraine) and South-Slovakia. The aim of the research was to gain information on how the decision-making mechanisms (language-in-education policies) operate in these institutions. I also examined if there any concepts or strategies behind these practices alongside education which could help the realization of important social (as well as linguistic) aims. Final ambition of the research was to offer guidelines for the involved universities elaborating institutional language policies facilitating graduates' high level bi/multilingualism. Seven Hungarian higher education institutions were involved into the research. These include several institution types and colourful language-in-education practices from private or independent institutions founded by the Hungarian government to Hungarian faculties, departments operating within institutions supported by the government.

The main method of the research was the interview. My interviewees were university leaders, practising teachers and students. Our aim was to build up a cohesive corpus on the basis of quotations from representatives of the different aspects of the institutional language policy, and by analysing this corpus form a more realistic notion of our research theme. Our empirical research showed that language teaching and language-in-education practices have wider influential factors and local institutional reasons. The investigation proves that a tendency towards bilingual education appears in case of the institutes. In addition the active participation of the institutes in the development process of the actual practice of the language policy was evaluated in the paper and we tried to identify whether the certain language policy activities or the passiveness are deliberate or forced reaction.

It turned out that language-in-education decisions of the establishments have no strategic background and among the aims set by the institutions, language-in-education questions fostering multilingualism have no special importance. Decisions regarding the medium of instruction are carried out in an ad hoc way, part of them are exfoliating under external circumstances, while others are made in a sphere determined by the ideology of identity strengthening. Pragmatic aspects, professionally proved arguments do not draw attention in language-in-education planning. All of it makes difficult that the Hungarian institutes established in the neighbouring states could turn their minority position into an advantage by training in several languages and push out such successful minority specialists who have terminological competences in several languages and could undertake the role of being the leading intellectual layer of Hungarian communities abroad.

Results show that the relationship between the kin-state and the examined minority regions is very ambivalent and politically determined that makes professional language planning also difficult in the higher education institutions.

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ESTITXU GARAI-ARTETXE, University of the Basque Country, Spain

## Minority language advertising: The case of the Basque language and subordinated creation processes

As markets become increasingly global, the best strategy for persuading international audiences gains significance, and so it does the research on the language used in advertising. Concerning this, it is worth to mention the debate known as ‘Standardization vs. Adaptation’, which questions the advantage of using single standardized messages or, on the contrary, of adapting these two different cultures. Previous investigations have related the mentioned debate with the invasion of English across the world, as well as with associated linguistic phenomena, such as ‘code switching’ and ‘mixing’.

Similarly, a growing number of studies focus on how the language choice in bilingual environments can influence the persuasion and the effectiveness of the advertising message. This investigation on bilingual advertising has been developed mainly from the sociolinguistic perspective and the psycholinguistics one. This existing research analyse the effect that the use of the mother tongue or the majority language could have to attract minority groups. In this respect, it is also worth mentioning the study conducted by the Irish researchers Kelly-Holmes and Atkinson (2008) on the advertisements published in two newspapers in Irish Gaelic. As this concludes, the minority language is confined to certain traditional products and its use is mostly symbolic, a practice that would tend to reinforce the marginal position of Irish Gaelic in Ireland.

Even in brief, the above literature review points out that the up-to-date research focuses primarily on which motivations move audience to choose language, either from the advertiser’s point of view, or from the analysis of the reception of consumer. Nevertheless, these studies on bilingual and multilingual advertising put aside the process of creating the ads, which represents one of the mainstays of advertising. In fact, certain contexts where two languages coexist may get into a situation of diglossia. Such sociolinguistic situation may result in the advertising activity in a poorer version when using the minority language, or even in a simple copy of the original advertisement in the majority language.

This paper aims to contribute to this research problem by analysing the creation process of the advertisements in the specific linguistic context of the Basque Country. Using case study research, the paper analyses six major Basque advertising agencies which are the only with more than twenty employees. These companies work for the main Basque advertisers, and they are thus in charge of creating the advertisements that reach mainstream media. Using qualitative in-depth interviews, the study describes the process of creation and translation, and it defines the relationship between Basque and Spanish languages. Results reveal the supremacy of the Spanish language in the internal work of the agencies, since the campaigns are created first in Spanish to be translated afterward to the Basque. This may seriously undermines the effectiveness of the pieces in Basque, resulting in meaningless phrases, incongruence between text and image, or simply messages that go unnoticed by their lack of soul.

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MICHAŁ GŁUSZKOWSKI, Nicolaus Copernicus University, Poland

## Can the literary variant of Russian help to prevent death of the Russian dialect spoken by the Old Believers in North-Eastern Poland?

The Old Believer movement began in the 2nd half of the 17th century as a protest against the reforms in the Russian Orthodox Church. They were severely persecuted by both church and state authorities, what was the cause of their emigration. Although the Commonwealth of Poland and Lithuania was one of the first and main directions of their migration, in our time the Old Believers (in Russian: staroobryadtsy or starovery) constitute only a small minority group (approx. 1000 people). In spite of the little size of the community, its members still cultivate their religion, language, some elements of culture and tradition, as well as ethnic identity. Their social and linguistic situation underwent the most serious changes after the 2nd World War, while migrations, compulsory resettlements and changes of state borders reduced their population in Poland. The social, civilizational and political changes in the 2nd half of the 20th century brought about the question of language shift and cultural amalgamation of the minority in the last decades. Analyzing the language situation of the Old Believers in Poland, one has to pay attention to its main characteristics:

- a) The Old Believers have never used the literary variant of Russian inside their community – their mother tongue is Northern Russian dialect from the regions of their origin (Pskov, Novgorod, Velikiye Luki).
- b) The Old Believers' dialect is influenced by the Polish language, especially after 1918 when the Polish state regained independence. The phenomenon of interference is observed in all levels of the dialectal system: phonetics, morphology, syntax and lexis, and the Northern Russian dialect became a Russian-Polish hybrid. Because of that, their fellow-countrymen from Russia practically do not understand the dialect of Polish Old Believers.
- c) The Old Believers' dialect is spoken mostly by the rural part of the community (in the homogenous Old Believer villages near the town of Augustów) and the older generation in towns.
- d) Their bilingualism is connected with diglossia. The Russian dialect is used practically only in several domains: family, neighbourhood, traditional works in the household and religion.

The notion of language death in the context of the Russian dialect in Poland may sound strange, while the literary variant of Russian with its dialects is used by millions of people in Russia. The Old Believers in Poland learnt Russian at school till the 1990s and nowadays they have good relationships with Russian-speaking communities in Lithuania and Latvia. They also watch Russian-language TV channels from Belarus and have possibility to take part in various cultural undertakings of the consulate of the Russian Federation, but

because of the structural and lexical differences the literary Russian language is perceived by most of them as a foreign language and can not be a factor which might help to maintain the traditional dialect in its mixed, hybridized form.

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Thursday, 12.09.2013 | 17:00-17:30 | Panel 5, SR 15.36

AGNES GROND, University of Graz, Austria,

MEHMET BOZYIL, University of Teacher Education Styria, Austria

## The language of the Tigris fishers in Diyarbakır, environmental changes and language shift

After the establishment of the Republic of Turkey in 1923, its government started a radical nation-building program of nation building. Ethnic diversity was considered to be a threat to the new state, so as the largest minority, the Kurdish group constituted the main danger. Since language is a prominent component of ethnic identity, the Turkish language reform advanced to the center of Atatürk's attention. From the 1930s onwards, speakers of Kurdish underwent periods of physical assimilation (deprivation of basic survival needs; resettlement of non-Turkish persons into predominantly Turkish areas), virtual assimilation (replacement of non-Turkish personal and place names) and denigration (acceptance of Kurdish, but with a denial of positive attributes). The military government of the 1980s adopted a hard line on minority matters as well. From 2000 onwards, there was an ongoing liberalization in Turkish policy towards minorities. Following the reforms of 2002, courses for minority languages were allowed in private institutions, and in 2012 elective courses for Kurdish were discussed to be established in schools.

Despite this amelioration, the use of the Kurdish language is still connected with backwardness, religious fanaticism, smuggling, etc. Until now there has been a tendency to abandon the mother tongue in favor of the official language, in order to avoid social decline. This ongoing development has not been the subject of empirical research, since the Kurdish language was considered as non-existent in the Republic of Turkey. Publications in this area consist mainly in the personal observations of speakers and researchers.

This study investigates the language use of an extended tribal fisher family in Diyarbakır/South-East Turkey. The biological diversity of the Tigris River furnishes this family's livelihood. The 150 speakers are members of four generations, showing the language shift to be a long-lasting process. Our research is mainly based on a corpus of spontaneously produced spoken language in different domains. Since a plurilingual setting is typical for the east-Turkish society, the languages of the corpus are primarily Kurdish and Turkish, but also Arabic and Aramaic. To illustrate the influence of environmental changes on language use, the analysis focuses the lexical shift to Turkish as a consequence of the ongoing dam constructions along the Tigris River and their dramatic impacts on the biological habitat.

In a second step we conducted interviews about the family members' language and education biographies to obtain deeper insight into the nature of the main factors leading to language change. The aim of our study is the reconstruction of the development from a Kurdish-based plurilingualism in the 1960s-1980s, to an early Turkish-Kurdish bilingualism in the 1980s and 1990s, to the domination of Turkish, with a remarkable reduction in the number of children who fully acquire Kurdish as an L1 (from 2000 onwards). At the same time, we find a new purism against Turkish in the young generation (under the age of 30), which is connected to emergent Kurdish mass media and nationalism. Language policies on behalf of Turkish as well as Kurdish have to be considered as very complex factors of influence on the language use of the young Kurdish generation.

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Thursday, 12.09.2013 | 16:30-17:00 | Panel 1, SR 15.23

CHRYSO HADJIDEMETRIOU, University of Sheffield, United Kingdom

## Cypriot Greek, Standard Greek and supplementary Greek schools in London

The paper focuses on the students' and parents' outlook on Cypriot Greek (CG), Standard Greek and Greek Schools in Northern London. The research falls within the premises of the project 'English in Europe: Opportunity or Threat?' of the University of Sheffield, which looks at the changing role and status of English in Europe and whether English is seen as an opportunity for speakers of other languages or whether it is seen as a threat to national languages of Europe. This paper examines the role of English, Cypriot Greek and Standard Greek in the Cypriot Greek community of North London based on interactions with students attending supplementary Greek schools and their parents. The aim is to see how language maintenance is realised in practice in an overwhelmingly minority, extra-territorial situation. The paper investigates how students and parents perceive their plurilingualism, whether supplementary schools are seen as important for the survival of Cypriot Greek and the Cypriot Greek community of Northern London, and how these opinions can be utilized in order to reverse language shift from CG to English, and explore the possibility of a bidialectal education in supplementary schools.

Studies on the use of Cypriot Greek in classrooms in monolingual Greek schools in Cyprus have shown that CG is present and serves a variety of communicative purposes (e.g. Hadjioannou 2008; Tsiplakou 2007a 2007b). A recent educational reform in Cyprus stresses that 'students are expected to acquire a full overview of the structure of Standard Greek and of the Cypriot Greek variety...to know the basic structural similarities between Standard and Cypriot Greek' (MOEC, 2010a, p. 2). Hadjioannou et al. (2011, p.553) stress that this reform gives 'visibility' to CG in the classroom. The idea of bidialectal classes in an environment where Cypriot Greek may no longer be the first dominant language of the students and where Standard Greek may serve little communicative purposes for the com-

munity members is examined in comparison to the recent educational reform in Cyprus regarding language classes. The paper attempts to examine whether a bidialectal education in Greek supplementary schools can be applied following the example of the educational reform in Cyprus or whether a more Cypriot Greek-oriented education is going to be more beneficial for the communicative needs of the Greek Cypriots in London.

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Thursday, 12.09.2013 | 10:30-11:00 | Panel 6, SR 15.37

RHIAN SIÂN HODGES, Bangor University, Wales, United Kingdom

## An educational phenomenon? New Welsh speakers in the Rhymni valley: Learners or Users? A parental perspective

Minority language education is a powerful mechanism for language planners worldwide, especially as English is an ever present, dominating 'lingua mundi' within an increasingly globalised world. However, school-based language revitalisation is not without its disadvantages. Research has argued education creates new speakers who speak a "schools dialect" (Jones 1998:258) and possess low social usage of the minority language (Hodges 2009). Recent Census figures highlight a decrease of 20, 000 Welsh speakers from 582,000 in 2001 to 562,000 in 2011 (ONS 2012). The decline of rural Welsh language 'heartlands' is juxtaposed with increases (albeit slight) in the post industrial, urban and Anglicised south Wales valleys and in Cardiff. Despite the increasing demand for Welsh-medium education

by non-Welsh-speaking parents in south Wales, heightened concern remains amongst language planners regarding the day to day use of the Welsh language beyond the classroom. Non-Welsh-speaking parents are key language planning decision makers in Wales but what of their opinions regarding their children's actual language use and language ownership in the community? Certain questions arose. Is the Welsh language simply an educational phenomenon as English is their mother tongue? What role does the Welsh language have to play in their daily lives? Will the Welsh language feature in their futures?

This paper explores the social use of the Welsh language by new Welsh speakers and is based on findings from a recently completed PhD study based in the Rhymney Valley, South Wales. The main focus of the PhD was to decipher parents' incentives for choosing Welsh-medium education for their children. Furthermore, these incentives were then contextualised within a broader language use paradigm. It is this language use context which provides the focus of this paper as parents were asked to discuss their children's language use and ownership of the Welsh language at home and within the wider community. Qualitative in-depth interviews were administered amongst parents from the 'meithrin' (Welsh-medium nursery), primary and secondary school sectors in the Rhymni Valley. Parents possessed different linguistic profiles, were of different socio-economic backgrounds and came from various localities within the valley. Research findings highlight the paradox between language ability and language use is evident in the Rhymni Valley. Children from non-Welsh-speaking households rarely conversed together in Welsh, but interestingly they would do so when discussing school work. Children from Welsh-speaking backgrounds were more likely to speak Welsh but also felt pressure to conform to the dominant English language when partaking in social activities. Gender was a key language use deterrent as girls were more likely than boys to use the language both at home and within the community at large. Interestingly, familial and social language usage was most evident amongst younger children of primary school age. The research hopes to address an evident literature gap in the field of language planning and in particular language use and new Welsh speakers in Wales.

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Thursday, 12.09.2013 | 16:30-17:00 | Panel 6, SR 15.37

VERENA HOFSTÄTTER, University of Vienna, Austria

## Minority languages in the Canadian Arctic: The Inuit language and language policy development in Nunavut

Even though there are still about 60 languages spoken in Canada today, the Canadian state recognises only two official languages, English and French, which also guarantees those, and only those the status of official-language minorities in the respective provinces

and territories of the country. Neither immigrant nor indigenous languages benefit from either of these forms of prestige.

While the general perception of minorities in Europe (still) reflects the nation state ideology, the incorporation of indigenous groups into larger society has been articulated in a slightly different way in Canada. All the same, the imagination of a Canadian national identity is closely tied to a naturalising discourse on associating language, culture, ethnicity and nationhood. This discourse also accommodates the negotiations with the original inhabitants of the country.

In the second half of the 20th century the Inuit peoples living in Northern Canada have engaged in a so-called ethno-territorial movement reclaiming those regions where their ancestors first settled some 4500 years ago. With the creation of a new federal territory, Nunavut, in 1999 the federal and territorial governments adopted a proper linguistic legislation which sheds light on the diversity and complexity of the relationship between minorities and majorities “far north”.

The elaboration of a proper Official Languages Act reveals a promising dynamic between Inuit knowledge and virtues and Southern experience. However, including the Inuit perspective in the planning of viable language strategies in Nunavut has significant repercussions on the projected image of the Inuit language in the national and international language rights discourse. In this sense the new legislation plays a vital role in the reconstruction of old and the construction of new relationships between the cohabiting peoples in the Canadian North.

The Nunavut case challenges the common idea of the nature of (minority/majority) relationships between linguistic groups in contact. Thoroughly conducted minority language research could help us to better capture the actual linguistic dynamic in the arctic regions of Canada.

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Friday, 13.09.2013 | 10:30-11:00 | Panel 3, SR 15.25

MARIJA ILIĆ, Serbian Academy of Science and Arts, Serbia

SANDRA BULJANOVIĆ, MÓNIKA BALLA, University of Belgrade, Serbia

## Hungarian in contemporary Belgrade: The role of language ideologies

This paper attempts to reflect on monolingualism / multilingualism in contemporary Belgrade. The city of Belgrade, has more than 1,700,000 inhabitants, with more than 10% of the population whose native language is not Serbian. Apart from the majority Serbian, languages spoken in the city can be roughly divided into two groups: that of Serbian national minority groups (such as Hungarian, Albanian, Roma, Romanian, Greek, and a recently formed one – Chinese) and that of so called ‘world languages’ (such as English, German, French, Russian, Spanish, Italian, etc.). Nevertheless, native minority languages

of the Belgrade groups are very rarely spoken in public. In this paper we would like to indicate possible trends in the minority language use in Belgrade by using a case study of the Hungarian language. Hungarian language use in Serbia has been a subject of many studies, but almost all of them have been related to Vojvodina, the northern Serbian province, where Hungarians represent the biggest minority. Nevertheless, the use of Hungarian in Belgrade has been overlooked, probably due to the small number of Hungarian speakers, with no more than 2,000 native speakers. The data collection instruments used in this research is a sociolinguistic survey.

For the data analysis we use methods of quantitative analysis, interactive and critical sociolinguistics. By analysing domains of Hungarian language use, as well as interpersonal communication and interactive settings in previous research, we came to the conclusion that Hungarian can serve as an example of ‘compartmentalised language’. Namely, we found that Hungarian is confined only to those public domains in which its use is institutionalised, e.g. Department of Hungarian Language and Literature of the University of Belgrade, the Hungarian Embassy, and the Catholic Church of St. Peter. In this paper, we would like to take a step forward by focusing upon language ideologies of our respondents.

We will relate the domains of language use with the survey results concerning language ideologies, and explore correspondences and mutual influences. We would also like to investigate if language ideologies held by the majority population in present day Serbia influence the willingness of the Hungarian speaking population to use Hungarian in the capital of Serbia, or to study it, especially in the case of Hungarian descendants who do not speak the language at all. Our work has thus several theoretical and practical implications. Firstly, we would like to (re)think multilingualism in the big cities of South-East Europe, such as Belgrade. Then, we point at those urban localities in Belgrade which have potentials for a developing multilingualism.

Finally, we attempt to open a dialogue on multilingualism in Belgrade in order to enhance the city’s multilingualism development.

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Friday, 13.09.2013 | 12:00-12:30 | Panel 5, SR 15.36

DEVAN JAGODIC, Slovene Research Institute, Trieste, Italy

## Between ‘second’ and ‘foreign’ language: The process of teaching and learning Slovenian among the majority adult population in Italy

The paper addresses the ever more widespread process of teaching and learning Slovenian as a second/foreign language among the adult population living along the Italian border area next to Slovenia.

In the past twenty years this border region has undergone profound geopolitical and socio-cultural transformations, produced by the former Yugoslavia's dissolution, Slovenia's independence and its subsequent entry in an increasingly integrated European space. The gradual removal of physical and mental barriers between the two nations has positively influenced the relationships between the local autochthonous communities – the Italian majority and the Slovenian minority – which are finally developing in the spirit of a calm and relaxed coexistence. After decades of mutual diffidence and indifference, the minority language is no more perceived and treated as a problem; on the contrary, it could be noticed an increasing interest in learning Slovenian among the majority population. Such interest is witnessed not only by the growing enrolment of pupils coming from Italian families in the local kindergartens and schools with Slovenian as the language of instruction, but also by the multiplication of the Slovenian language courses for adults, organized both by public and private institutions. There are various reasons for such a phenomenon; for instance, they are linked to the raising international prestige of the Slovenian language, to the ever more widespread cross-border mobility for working, residential and tourist purposes, but also to the desire for a deeper knowledge of the neighbor's language as a first step towards intercultural coexistence.

The paper presents the results of a research carried out in 2012 in the frame of the project JEZIKLINGUA, co-financed by the CBC Programme Italy-Slovenia 2007-2013. The aim of the research was to study a series of aspects, connected both with teaching and learning of Slovenian as a second/foreign language among the adult population in the provinces of Trieste, Gorizia and Udine.

After a brief overview of the historical development of teaching and learning of Slovenian among the majority population, the author will analyze the current educational offer, by taking into account a series of empirical data gathered through fieldwork. The educational offer shows its bright side especially in the constant growth of the number of language courses and their participants, while its "qualitative" improvement does not seem as much remarkable. The author will then focus on the learning process, by presenting the results of a survey carried out among 374 participants to the Slovenian courses in the three provinces. A common feature of the target group is that it can perceive Slovenian both as a "second language" (the language spoken inside their own territory) or a "foreign language" (the language spoken outside their territory, in the neighboring state), which is a fact that seems to influence either the learning process or the individual achievements. In the final part of the paper, the research findings are discussed in order to assess, whether the process of learning and teaching Slovenian as a second/foreign language can be considered an opportunity for the Slovenian minority in Italy to expand its traditional target groups by gaining new potential speakers.

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KSENIJA KOLEROVIC, University of Manchester, United Kingdom

## The Vlachs from north-eastern Serbia: From disputed language to disputed identity

The Vlachs from north-eastern Serbia are an autochthonous ethnic group of the Serbian state. Linguistically and in terms of traditional culture they are akin to Romanians, especially to those inhabiting the neighbouring regions of Oltenia and Banat. Although they are a native ethnic group of the Serbian state, the Vlachs have only recently (2007) been recognised by Serbian authorities as a national minority. This recognition meant for the Vlachs the possibility to access the cultural and political rights granted by the Serbian constitution and legislation to all officially recognised minorities. However, to this date the Serbian Vlachs have not been given the full enjoyment of their rights as a minority: for instance, very basic rights, such as the education in their mother-tongue or the use of the Vlach language in local administration, have not been introduced.

This impasse is primarily due to a split within the Vlach political and intellectual elites and within the Vlach community itself. This disagreement regards the understanding of what the Vlach language(-s) is/are and who the Vlachs are. On the one side, there are those who perceive the Vlach language(-s) merely as a dialect(-s) of the Romanian language, and therefore, support the introduction of the Romanian literary language as the official language of the Vlachs. Moreover, the supporters of this position deny to the Vlachs any identity specificity considering them part of the Romanian nation. On the other side are those who maintain that the Vlachs do possess a specific identity, notwithstanding the numerous similarities to Romanians; this part promotes the elaboration of an official standardised Vlach language, formally independent from the Romanian literary language.

The situation experienced by the Vlach community is yet another demonstration of the fact that the linguistic nationalism, as conceived by German romantic authors and practised throughout the nineteenth century, is still at the very basis of the (national) identification of the groups. However, there is one substantial difference between the nineteenth-century nations and nation-buildings and their contemporary counterparts. While the former represented a novelty and came into being via the dissolution of multi-ethnic empires and/or by the unification of culturally similar groups, the latter have to affirm themselves within a panorama of already established nations, national languages and nation-states.

The aim of my paper is to explore the understandings and the uses of the Vlach language (-s) in the process of the Vlach identity building. It will analyse how the relations between Vlach language(-s) and the Romanian literary language are perceived within the Vlach community, especially amongst the Vlach elites involved in the process of Vlach identity building. Moreover, the paper will examine what alternative solutions have been brought forwards for the elaboration of the official Vlach language. Lastly, due attention will be given to the analysis of how the issue of the Vlach language and Vlach identity is approached by Romanian intellectuals' and political establishment.

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KRYSTYNA KONOVALOVA, University of Graz, Austria

## Lexical borrowings from Russian and new-vocabulary formation in North Russian Romani literature

North Russian Romani is quite remarkable compared to other Romani varieties as there is a considerably large corpus of written North Russian Romani texts dating back to the beginning of the 20th century. In the course of my Master Thesis I analysed two types of written North Russian Romani texts: Soviet prose and fairy tale anthologies.

The soviet prose, dating back to the 1930s, is written in the best tradition of social realism and tells us the story of a brave young man or a group of young people, who love their country and do their best to build its prosperity or to protect it from enemies. Most of these North Russian Romani texts are translations of popular soviet authors, who describe the life of soviet citizens. The prose was written according to Stalinist national policy and includes many examples of the so-called “*novojaz*”, the new language of the Soviet Union.

The fairy-tale anthologies were compiled at the beginning of the 20th and at the beginning of the 21st century. These texts are the written version of usually orally told fairy-tales. They show little similarity to the Russian ductus. Still we can find some resembling characters like the bear, the devil or the local idiot, however the role those characters play in North-Russian fairy tales is different to their role in the Russian ones.

The paper will discuss lexical borrowings from Russian in the two types of North Russian Romani text collections. Furthermore, strategies of new vocabulary formation in North Russian Romani will be illustrated on the example of rendering the “*novojaz*” language in North Russian Romani.

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ELENA LASTOCHKINA, University of Tartu, Estonia

## What is the future of Mari language?

Mari language member of the Finno-Ugric division of the Uralic language family, spoken primarily in the Mari El republic, Russia. The three major dialects of Mari are the Meadow dialect, spoken in Mari El and north of the Volga River; the Mountain (Hill) dialect, spoken mostly south of the Volga, between the Volga and Sura rivers (Chuvashiya republic); and the Eastern dialect, spoken around the Kama River. The Meadow and Mountain dialects are quite similar, but each has produced a distinct literary language. The linguistic and cultural history of Mari has been closely tied to that of its closest

The Mari language spoken by nearly 500,000 people, belongs to the Uralic language family. It is spoken primarily in the Mari of the Russian Federation as well as in the area along the Vyatka river basin and eastwards to the Urals. Mari speakers, known as the Mari are found also in the Tatarstan, Udmurtia, and Perm regions.

What is the future of Mari language? 15 article of the Mari El constitution say that Mari language is state, as well as Russian, but for various reasons Mari language is used less often.

What is possible to tell about Mari language today? 25 % of Mari people name that Russian is the native language. Sociolinguistic researches show essential reduction among perfectly knowing the Mari language. (It is ability to speak, read and write).

Language is the most valuable that people have. It is not language, it is not people. Therefore, it is necessary to protect language and for this purpose we must keep and strengthen national mentality of the people.

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Thursday, 12.09.2013 | 15:00-15:30 | Panel 5, SR 15.36

SANITA LAZDIŅA, Rēzekne University College, Latvia,  
HEIKO F. MARTEN, Tallinn University, Estonia

## When a regional language benefits from tension between two national languages: Are policies towards Latgalian in Latvia really changing?

Our paper reports of latest developments with regard to the status of and policies and attitudes towards the regional language of Latgalian in the highly multilingual region of Latgale in Eastern Latvia.

Even though 7% of the population of Latvia report that they are speakers of Latgalian (2011 census), Latgalian has traditionally been largely ignored by the Latvian state. Latgalian has mostly been restricted to private domains with an almost complete lack in official functions, and any type of activism, including the modest presence of Latgalian in education and the media, has taken place in spite of unfavourable attitudes and centralist ideologies which have frequently seen the promotion of Latgalian as a threat to national unity (cf. Lazdiņa and Marten 2012).

However, as a side-effect of the 2012 referendum on whether Russian should become the second official language besides Latvian in Latvia, Latgalian for first time since the 1930s has experienced an – albeit moderate – change in attitudes by state officials and the government: After Latgale had been the only region in the country in which a majority voted in favour of official Russian-Latvian bilingualism, the Latvian government understood the perception by many voters in Latgale that their region was largely left behind by state policies. As a consequence of the referendum and as the result of activism by a few

dedicated individuals, the government has initiated a new dialogue on Latgalian and first moderate changes in state attitudes and policies as well as in public discourses can be seen.

Our paper will report of major changes in public discourses and state policies. However, it will conclude that in spite of careful optimism amongst speakers of Latgalian with regard to these latest changes, it is still by far too early for evaluating whether fundamental policy and status changes will follow.

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Thursday, 12.09.2013 | 14:30-15:00 | Panel 1, SR 15.23

JOHAN LUBBE, University of the Free State, South Africa

## Right of minority groups to mother-tongue education versus the right to receive education in the language of choice – an analysis on the basis of litigation in South Africa since 1996

Although the concept human right originated during the Enlightenment of the 18th century strong emphasis has been attached to it since the latter half of the previous century. Already in June 1945 with the signing of the Charter of the United Nations universal respect for human rights and the application of the principles of equality and non-discrimination were upheld. Three years later in December 1948 the United Nations adopted the Universal Declaration of Human Rights where it is stated that every human being shall be entitled, without discrimination, to fundamental rights and freedoms, "and in particular, without discrimination based on language" (Braën 1987:5).

Particularly after the fall of the USSR in 1989 - 1991, and the concomitant ethnic conflicts the international debate concerning the status of ethnolinguistic minorities increasingly associated the protection of the linguistic rights of minority groups with fundamental human rights. Thus, the concept of linguistic human right began to circulate and became an important subject of research (Skutnabb-Kangas et al. 1995; Paulston 1997; Kontra et al. 1999; Skutnabb-Kangas 2000, 2002).

The point of departure in respect of the use of a language of choice as a basic right, may be characterised as a linguistic orientation, a concept introduced by Ruiz (1988) as a heuristic approach to a study of language planning. Orientations provide a framework for the formation of language attitudes. Three orientations are distinguished by Ruiz (1988), viz language-as-a-problem, language-as-a-resource, and language-as-a-right. The last men-

tioned orientation brings linguistic rights into the domain of the judiciary. As is pointed out by Hamel (1997: 2), linguistic legislation typically emerges when it becomes necessary to protect the rights of one language group against another group. Many nation-states are, however, hesitant to recognise language rights of minority communities as a result of two assumptions, firstly that nonlingualism is conducive to economic growth, and secondly that minority rights pose a threat to a nation-state. Non-recognition of the linguistic rights of indigenous minority groups brings about language loss, even “linguistic genocide” (Skutnabb-Kangas 2002: 182). Language loss is not the result of linguistic factors, but is closely linked to political power, effectively put into words by Chomsky: “Questions of language are basically questions of power” (Chomsky 1979: 191). Particularly in education this topic has already led to detailed investigations (Skutnabb-Kangas 2000; De Wet et al. 2001).

The concepts linguistic right and linguistic orientation will be discussed as it manifest it in the South African education system. Although the South African Constitution, which declared eleven languages as official, is hailed as one of the most progressive constitutions world-wide, in practice English is considered *de facto*, if not *de jure*, more official than the other ten languages. Single-medium Afrikaans schools are targeted to become either parallel- or dual-medium schools to accommodate learners who wish to receive their education through the medium of English. No similar pressure is put on single-medium English institutions. In practice there is a tension between insistence on the education of minority groups in the mother tongue, and access to education in a language of choice, mainly English, for the majority of learners. Official actions taken against three single-medium schools, which have led to litigation, will be discussed to illustrate the point.

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VERONICA MAELE, University of London, United Kingdom

## The linguistic landscape of discourse in the new media: Language choice and code-switching in Malawian diaspora-based online newspaper.

As a growing medium of global communication, the internet continues to have a great impact on language use around the world. Whereas the internet may be accelerating the globalisation process and advancing the use of world English, different speech communities continue to show localised linguistic practices both online and offline that distinguish them from others. In Africa, the distinction between dominant and minority languages has for decades been carried within the divergent notions of colonial and official languages on the one hand, and indigenous and vernacular tongues on the other. In this context, bilingual (or multilingual) practices, in particular, the use of minority languages alongside dominant ones within virtual spaces brings to the fore ‘language choice’ and ‘code-switching’ as critical strands of inquiry. The question for any virtual speech community is: what is the level of stratification between dominant and minority languages and what role do linguistic deviations in marginal languages play in the computer-mediated-communication (CMC) discourse.

Though the internet has in the 21st century created new media and novel arenas such as online discussion and newspaper forums currently giving space to major and minority languages that bridge geographically dispersed speakers, an imbalance exists. There is huge research regarding linguistic practices in global English in contrast with the lack of inquiries on the various linguistic behaviours involving computer-mediated-communication in marginal languages. Looking at the growing trend of a ‘multilingual internet’ and in trying to redress the aforementioned disparity, this study investigates language choice and code-switching within a corpus of asynchronous reader-posts in a diaspora-based Malawi online newspaper published in the English language.

The research looks at the phenomena of language choice and alternation as a deviation from English which is the exclusive language of the publication for news-items in the internet-based newspaper under study. Drawing on various models and approaches (Evans, 2009; Doring, 2003; Hine 2000, Miller & Slater, 2000) and through the use of a matrix, the study identifies the speech community’s language choice; as well as locates the instances, types and intensity of code-switching in the reader-posts and emerging interactions. In order to determine the macro functions and micro meanings of the switches, the study draws on Gumperz (1982) proposal and subsequently deploys the Conversational Analysis (CA) Hutchby & Wooffitt, (2008), in particular Auer’s (1995, 1998, 1999, and 2000) ‘sequential approach’.

The result from the analysis indicates that English is the dominant language of communication on the newspaper asynchronous CMC platform. It also reveals that the speech community’s language choice is not limited to English as participants draw on Ma-

lawi's local languages in their communication. Most significant in the study is evidence that code-switching is a critical linguistic practice which not only serves an expressive function in the participants' discourse but also carries pragmatic and local meaning.

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Friday, 13.09.2013 | 13:00-13:30 | Panel 4, SR 15.34

JULIAN MAIA, University of the Basque Country, Spain

## The word order in Basque sentence: From ideological symbolism towards communicative pragmatism

Minority languages face the challenge of keeping their own syntactic characteristics in a globalized world where there is intense contact with other languages. In this paper, we discuss changes in word order in Basque all along the 20th century and the beginning of the 21st, in the current bilingual and increasingly multilingual environment of the Basque society. The word order in Basque exerts, on the one hand, an evident influence on its communicative efficiency and, on the other hand, has a notable ideological component ("the syntax reflects the spirit of a people"). It has usually been defended that "the authentic Basque way" to organize the elements is collocating the verb and the subordinating morphemes at the end of the sentence, what generates a real problem when the sentence is relatively long.

There are three different periods in our study: a) the period before the Spanish Civil War, when Basque language was excluded from all the formal contexts; b) the initial period of the normalization process, with increase of bilingualism in society and the introduction of the Basque language in formal domains (circa 1970 to 1990); and c) the period when Euskara is becoming consolidated in these new contexts of use and plurilingualism is also rising in the Basque society (since the last decade of the 20th century).

We propose the existence of three basic positions regarding the word order to be promoted in Basque: a) the idealistic-idiosyncratic position, first formulated in 1929 (Altube 1975); b) the in-laboratory hasty homologation (Rubio 2002); c) the progressive and balanced adaptation (Zubimendi & Esnal 1993; Hidalgo 1994-2002; ...). The idealistic-idiosyncratic position has been predominant in the early times of the current normalization issue (1960's to 1980's). However, some problems concerning the prevailing model have been detected, in a context in which the knowledge and use of the majority languages (Spanish or French) is general and the use of English as a lingua franca is rising rapidly (Lasagabaster 2000). Under these conditions it does not seem reasonable to ignore that the Basque speakers are bi-/plurilingual (Cenoz & Jessner 2000; Cenoz, Hufeisen and Jessner 2001; Herdina & Jessner 2002).

These difficulties are leading to looking for alternative ways. Thus, in 1993 attention was focused on some troubles due to the "back-burden" of Euskara (Zubimendi & Esnal 1993), and after that, various proposals have been presented on that basis. On the other hand, a more drastic general approach has also been presented, in order to make Basque

language develop in the same direction as the best developed majority languages in its environment (Rubio 2002), but its acceptance seems fairly improbable due to the high degree of artificiality of some particular proposals.

The progressive and balanced adaptation seems to be a more appropriate response, based on two general considerations: the need to develop a functional language to cope with the new communicative demands to the Basque language, and the expansion of trilingualism in Basque society. Trying to delve into linguistic isolation of the Basque language would make more difficult for people to join the minority language speaking community, whilst highly artificial proposals for language development would not help linguistically unite the group of Basque language users.

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Friday, 13.09.2013 | 10:30-11:00 | Panel 4, SR 15.34

MIREN MANIAS-MUÑOZ, JOSU MARTINEZ, PATXI AZPILLAGA-GOENAGA,  
EMAN Research Unit, Basque Country, Spain

## Cinema in Basque: from production to the market

Cinema production is an important part of a nation's cultural field, considering that audiovisual production breeds and reinforces beneficial values for territorial identity and knowledge development (Basque Audiovisual White Paper, 2003). In this sense, it is important to build up measures that aim to protecting national film production, as is the case in most European countries.

Institutional support for cinema production by the Basque Government started in the 80's but for more than twenty years, general support policies have not been successful in promoting production in Basque language. So Basque language has had a humble place in national film production (Garcia, 2011; Manias, 2011) and was the result of mainly individual activity –projects made by authors like Gotzon Elorza, Atton Ezeiza or Fernando Larruquert are an example-. Only during the last decade specific support schemes for film production in Basque language have been developed. This reveals that only specific financial support schemes can achieve significant results for the minority language cultural production.

But despite having established policies and measures to ensure audiovisual production in the last decade –for instance, Basque Audiovisual White Paper (2003) or Decree of funding Basque audiovisual (2007)-, market still remains a pending coursework. The lack of regulation in this field –not as in Catalonia; they have a specific policy for incoming films to subtitle a minimum percentage of films to Catalan- needs to be solved. So, problems related with bringing films in Basque to the market have been very common. Unfortunately, minority language has been one of the main reasons for that – note Xora (2012) film in Basque released in Spanish in the Basque Autonomous Community-.

There are factors related to the industrial structure of cinema distribution and exhibition, which are in the hands of multinational companies and state-wide chains. But

some others relate as well to the minority status of Basque language: an unaccustomed behaviour of watching films in Basque and the lack of commercial showiness, either inside their market or outside it.

In our research we focus on the commercialization of films in Basque towards both Basque speaking and non-speaking people -that is to say, with subtitle and dub-. Besides, we also analyse how films have been exported outside the Basque Country. And if in such a case: did they get success? We compare the cases of normal commercial distribution and exhibition of films with new ways that have been developed directed to specific public (school students) or using new ways of distribution like new broadcasting tools such as the Internet or self-distribution networks. New ways of commercialising, that not only give more opportunity to place such films, but get, as well, better engagement with the public.

From our research we conclude that traditional film support measures and, in general, policies directed to promote cultural industries in minority languages need to be re-defined taking into account social innovation concepts and strategies. Developing interaction networks and focusing on community development then become key factors for the survival and the development of the cultural production in minority languages.

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Thursday, 12.09.2013 | 11:30-12:00 | Panel 5, SR 15.36

HIROYUKI MIYAWAKI, Dalian Ocean University, China

## The aftereffects of Japanese language dominance in the former Japanese colonies

This paper intends to explore the aftereffects of Japanese that functioned as a socio-politically dominant language in the former Japanese colonies in Asia and now has become a lesser used 'minority language' in the areas since the Japanese defeat in 1945. In this paper, the 'diffusion' of a new ruler's language (Japanese) and the postwar 'decline' of it will be focused.

Japanese language dominance in Japanese colonies was noticeable in that it was practically considered as an official language in Taiwan (1895-1945), Korea (1910-1945), Nan'yo [South Sea] Islands (1914-1945; now Micronesia), Manchuria (1932-1945) and other militarily occupied areas in Southeast Asia. Japanese language teaching there was most emphasized at school, accounting for nearly 50 % of the curriculum.

Regarding the Japanese competence of the locals in 1942, the terminal stage of Japanese rule, 61% of the Taiwanese and 30% of the Koreans were reported holding Japanese communicative competence respectively. The record regarding the Nan'yo Islands shows that, in 1942, 70-80% of the islanders with the age range of 10-40 year olds were able to communicate in Japanese. The ratio of the locals with Japanese competence varies from period to period and from area to area. The Japanese language, however, had gained a dominant position as a common language in Northeast and Southeast Asias until Japan lost its colonial territories in 1945.

With the defeat of Japan in 1945, use of Japanese in the former Japanese colonies was strictly banned or avoided by the postwar government, and the number of Japanese users in the former colonies drastically decreased. In spite of administrative pressure, however, to replace the language of the former ruler (Japanese) with their own language, the knowledge and competence of Japanese they had gained during the Japanese rule stayed pretty long in mentalities of the locals.

The current situation is that many of the prewar generation have already passed away and the majority of the surviving locals who learned Japanese at school during Japanese rule (they should be over 75 years old) have lost the language. Only a limited number of the generation maintain and use Japanese. The examples from the author's fieldwork research are:

- (1) Japanese is still used as a lingua franca in highland communities in Taiwan when indigenous older generation talk to each other or to older people with a different language.
- (2) In Nan'yo Islands, there were cases that older islanders use Japanese as a secret code between a wife and a husband when they don't want what they talk to each other at home understood by their younger generation

In this sense, those who still maintain Japanese which used to be their ruler's language may be termed a 'socio-political linguistic minority' language which is certainly fading out.

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Thursday, 12.09.2013 | 10:30-11:00 | Panel 5, SR 15.36

MOHAMED PITCHAY GANI MOHAMED ABDUL AZIZ,  
University of Malaya, Malaysia

## The ethnolinguistic vitality of the Malay language in Singapore

This study investigates the ethnolinguistic vitality of the indigenous Malays of Singapore. It aims to identify the current vitality of the Malay language behind a backdrop of "restrictions" imposed on the development of Malays and their language. Restrictions in this research refer to the limitation imposed on the Malays to persevere in Singapore on political and security grounds. On the language aspects, it refers to the limitations in language use and development because of government interventions such as changes in mother tongue policies that affect its status and importance, shorter curriculum hours, closing down of Malay schools and no avenue for the emergence of new Malay schools with Malay as the language of instructions, and the absence of a Malay language and literary agency with full prerogatives on Malay language, as well as obscure linguistic landscape. Hence, the main thrust of this study is to determine the vitality of Malay language in Singapore from sociological and socio-psychological perspectives.

This paper explores the vitality of the Malay language after forty-five years of Singapore's separation from mainland Malaysia based on a hypothetical question on whether the Malay language in Singapore has really come to a deficit. It seeks to investigate the affect of sociological and socio-psychological factors on the vitality of Malay, as well as the extent Malay is used on the electronic and print media.

This research is based on the ethnolinguistic vitality theory proposed by Giles, Bourhis, & Taylor (1977) that provides a measurement for the vitality of an ethnic group based on the ability of the group to survive as a distinct group in an intergroup situation. The theory posits that minority that has little or no vitality may cease to exist as a distinct group and on the other hand those that has more vitality would continue to survive and thrive as a collective entity in an intergroup context.

The study involves collection of quantitative and qualitative data from 2435 students between the ages of seven to twenty-five years old. The data were collected through survey, interviews, and personal observation and experience, as well as document research. The data were analysed using data analysis (Creswell, 2007), and content analysis for societal treatment (Ryan, Giles, and Sebastian, 1982).

The study finds the vitality of the Malay language to be in the low to medium range and relies more on ethnolinguistic affiliations rather than government support. However, the individual's language use vitality is high. Home, school, friends and religion are factors that create the necessary environments to instil the identity, loyalty, and attachment to the language. Malays also have the ability to differentiate the role of English and Malay and able to use the languages based on context and needs. English is preferred for education and jobs while Malay continue to be cherished for ethnicity. The abundance and effective use of Malay in the electronic and printed media from speakers of all ages and socio-economic backgrounds further enhanced the language's vitality.

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Friday, 13.09.2013 | 12:30-13:00 | Panel 4, SR 15.34

BEÑAT MUGURUZA, DURK GORTER, University of the Basque Country, Spain

## Attitudes towards the use of Basque in a multilingual university classroom

The University of the Basque Country (UPV/EHU) is the main university of the Basque Country with about 45,000 students. Basque and Spanish are the official languages and almost half of the freshmen choose Basque as the medium of instruction. The commitment of the university to increase the offer in Basque is clear as the upward tendency of the last years shows us. However, the spread of English in higher level education has made the linguistic policy issue become even more challenging, since the internationalization of European universities is undoubtedly linked to a greater presence of English in the curriculum. That is why the UPV/EHU designed and implemented the Multilingualism Plan in 2005.

The aim of this plan is to continue with the learning of English, to increase mobility among both students and staff, and to have a more appealing offer in English for exchange students coming to the UPV/EHU. There were only a few courses taught through English in 2005 when the plan was born, but in the academic year 2012-2013 there are 145 courses in English. The coexistence of three languages in the same university and the need to boost two of them leads to a context where students from different backgrounds meet the university becomes an ideal place for observing reactions towards different languages.

It is in this context where this study takes place. One of the courses in English included in the Multilingualism Plan is analyzed, namely Language Planning: Social and Educational Perspectives, a course in the Social Education degree, and those studying in Basque and those studying in Spanish are mixed in the classroom. The flexible linguistic policy of the course makes the atmosphere worth of interest: the official language is English and that is the language the trilingual professor almost exclusively uses. However, the students are explicitly told that they are also allowed to use either Basque or Spanish, both for taking part in the classroom and for the tasks. Some of the students are not used to hearing Basque and might not feel completely comfortable with its presence, and some others do not even understand it. It is precisely the reactions towards the use of the minority language that we have focused on in this study.

In order to elicit the necessary data, we have had recourse to a wide range of instruments. The classroom observation was probably the most important and reliable one as that is the natural arena where attitudes can be looked at. Apart from that, various data-collection instruments were used: students' discussions on a Moodle-forum (the university's Digital Learning Environment), a diary where students wrote their feelings about the course, and focus group discussions. The main results will be presented and the status of the minority language in a multilingual university will be discussed.

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Thursday, 12.09.2013 | 11:00-11:30 | Panel 5, SR 15.36

NOA NISHIMOTO, Kyoto University, Japan

## Language documentation on Rurutu, a minority language spoken in French Polynesia

In this presentation, I first report the dynamic state of language use and practice in Rurutu Island in French Polynesia. Next, I provide a brief sketch on the Rurutu language, with an emphasis on its morphological structure, which I started describing in 2011. The data I employed for illustrating my points in this paper are gathered through observation, face-to-face interviews, as well as a linguistic survey of basic vocabulary in Rurutu Island during a three-month pilot study conducted in 2011.

Rurutu is a minority language spoken in the northernmost island in the Austral archipelago in French Polynesia; the island has approximately 2000 inhabitants. Because

of the predominance of Tahitian—on TV, in formal education, in church music, and so on—Rurutu is overshadowed by Tahitian; thus, there is a strong possibility of Rurutu becoming an endangered language. Moreover, documentation of Rurutu, which has not been undertaken, is an urgent need.

French Polynesia consists of 118 islands; each island has an indigenous language along with two official languages, Tahitian and French. Thereby, except in Tahiti, the main island of French Polynesia, the majority of the people in the other islands are obliged to use three languages—Tahitian, French, and the indigenous languages. However, these indigenous languages, which mostly have no written system, are currently in danger due to French language education as well as the Tahitian influence. French is employed in institutional and professional contexts, whereas Tahitian is predominantly an indigenous language; in fact, we rarely find young people in their 10s to 30s conversing in Tahitian, even in Tahiti itself.

In Rurutu Island, the majority of the children communicate with each other in French. Although they speak the indigenous language—Rurutu—at home with their grandparents, their knowledge is quite limited; this is because they learn Rurutu as Reo ma'oi (local language) at school only for an hour per week. Conversation in Rurutu is observed only among those over 50. After mentioning the sociolinguistic situation, I provide a comparative sketch of phonetics between Tahitian and Rurutu and then introduce some morphological features of Rurutu with a focus on the reduplication process that is used in verbal morphology as well as in noun derivation.

This study has just begun and language documentation on Rurutu is still ongoing; however, I am willing to share this small but precious language with researchers who are interested in minority languages.

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Thursday, 12.09.2013 | 14:00-14:30 | Panel 6, SR 15.37

ÉAMONN Ó BRÓITHE, National University of Ireland, Galway, Ireland

## Literacy practices in minoritised language communities

This paper examines the challenges facing minority L1 literacy in the context of narrowing social domain-use of minority languages.

The maintenance of L1 literacy practices (understood, not only as events in people's lives involving written texts, but also as values concerning the importance of acquiring it and its appropriate use) face great challenges. The effective acquisition of the specific L1 literacy skills in the absence of the support of the educational system of the dominant society in which the minority find themselves can be a major challenge. Furthermore, the acquisition and practice of literacy in the language of the dominant society and the consequent internalizing of values and ideologies of the dominant culture can be a significant

factor in the assimilative process. None the less, in the contemporary world, the creation of productive L1 literacy practices must form a part of any language planning aimed at language maintenance or reversing language shift.

The challenges facing minority language communities without well-established L1 literacy practices are far greater still. Frequently the dominant language community control the domains where literacy events occur and it is they who decide what use of the minority language they will concede to. In most cases, the dominant language functions effectively in almost all literacy events and the minority-language speaker is long habituated to its use. The use of the minority language is (at best) optional. The minority language user has to engage with possibly unfamiliar language registers in their native language, when they are already competent in the equivalent registers in the dominant language. They may also fear that the benefit or purpose of the literacy activity may be compromised or delayed by the use of the minority language.

A standard written form of the minority language, or specific registers and vocabulary pertaining to its use in new domains, may be regarded as artificial or illegitimate by the language community in the absence of any social elite using them.

The narrowing of the domains and confining the use of the minority language to more intimate and routine interactions leads language reduction and stylistic shrinkage in subsequent generations which will both increase the tendency to use the dominant language in literacy practices and make acquisition of competence and confidence in literacy in the minority language an even greater challenge.

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Thursday, 12.09.2013 | 14:30-15:00 | Panel 6, SR 15.37

PÁDRAIG Ó RIAGÁIN, Trinity College Dublin, Ireland

## The validity and reliability of sociolinguistic indicators in survey-based research: A comparative review of European and Irish survey research 1990-2010

Survey-based data collection procedures have become an established means of collecting data about bilingual societies (Baker 2007). ‘Survey Research’, as defined in this paper includes all methods of data collection that use a structured questionnaire to obtain information from and about people. So defined, surveys include official censuses of entire populations, as well as social surveys, market research surveys and opinion polls which obtain information from samples of the population. Sociolinguistic indicators include all quantitative measures created directly or indirectly from survey data that relate to the concepts of language ability, use and attitude. In survey research standard

quality criteria include reliability (the extent to which an empirical measurement yields consistent results in repeated trials) and validity (the degree to which an abstract concept (e.g. language ability) is accurately measured).

The validity and reliability of survey data depends on a multitude of factors as diverse as questionnaire design, sampling frame and method, mode of data collection, and post-survey data editing. These issues have received considerable attention in sociology and political science (cf. Biemer & Lyberg 2003, Bulmer et al 2010, Wiesberg 2005, Dale 2006), but are rarely discussed in the Sociology of Language literature. (There are some exceptions - e.g. Cooper 1980, Milroy & Gordon 2003, Baker 2007, Wagner 2010 and Djité 2012 - but even these are more literature based reviews rather than empirical research in survey methodology.) In general, Dale's argument that 'often very basic inadequacies in terms of the sample available or the questions asked (in sociological surveys) are overlooked' also applies in the field of language surveys (Dale 2006).

This paper compares 30 surveys commissioned in the Republic of Ireland and Northern Ireland in recent decades by European and Irish governmental and non-governmental agencies. The surveys include a number of recent official censuses, together with a larger number of probability and non-probability sample surveys of the adult population in each jurisdiction. While all include at least one question about the Irish language, there is a substantial degree of methodological diversity among them - e.g. there are considerable variations in question wording and response categories, sampling frames and procedures and modes of interviewing.

The focus in this comparative analysis is on the methodological issues that arise in surveys of minority languages, rather than the substantive findings of the surveys with regard to Irish/English bilingualism. The paper will thus discuss, with reference to both the methodological literature and the empirical survey results, the influence of variations in question and questionnaire design, sampling procedures and mode of interviewing on the validity and reliability of sociolinguistic indicators.

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## ‘Salvation’ by language?: The role of linguistic rights in resolving the Kurdish question

Turkey’s Kurdish community’s demand for recognition of their ethno-cultural identity, primarily based on and manifested by their linguistic rights, has increasingly become a core area of public debate since the 1980s. Simultaneously, armed insurgent group PKK has been waging a violent conflict to bring forward the Kurds demands’ for rights, as well as pushing for various territorial arrangements ranging from federalism to secession including vaguely defined territorial autonomy. Since its early years of foundation, the Republic of Turkey has a highly centralized administrative structure, and fears of ‘dissection’ through the secessionism by the Kurds have long been one of the most formative fears of the state.

‘Kurdish Question’, has thus become a Janus faced conflict that, on the one hand, involves issues regarding Turkey’s overall democratization process by the way of accommodation and negotiation of the foremost and most populous ethno-linguistically diverse group of Turkey. And on the other, cessation of a violent, protracted conflict that has claimed more than 50 thousand lives according to official figures in a span of 30 years. Whilst ‘territorial autonomy’ is ever more advocated as a ‘must’ for any peace process agenda, given the inherent ‘secessionism’ fears infused in the public/state psyche and state’s insistence on maintaining its centralized form, as well as the fact the Kurds are demographically much dispersed all around the country, it does not seem feasible and plausible at this point.

This paper seeks to question whether a process of legal reform devised in accordance with the international framework of language rights might act as a conflict resolution tool, guaranteeing a form of non-territorial ‘autonomy sphere for the Kurds of Turkey. Does securing of ‘multiculturalism’, ‘multilingualism’ as a legal right retains the potential of paving the way for diffusing tensions regarding the display of Kurdish nationalism, as well as ensuring peaceful coexistence of various minorities, other ethno-linguistic groups of Turkey? Can the linguistic rights act as a ‘key’ for the overall pluralistic democratization process of Turkey, making decentralization through the implementation of European Charter for Local Self-Government, which Turkey signed and ratified in 1993? There are other linguistic minorities ‘landlocked’ within the Kurdish dominated territories; inter alia, the Domari (a Gypsy group), Zazaki (whom the Kurds regard as Kurdish, but linguistic community Zaza regard themselves as wholly diverse, Arabic). If Kurdish community’s linguistic rights are secured, would this conducive for accommodation of other language communities’ demands; such as those of Circassians, and the Laz? Overall, the paper explores the possibilities and limitations presented by the possibility of guaranteeing of linguistic rights as a ‘magic wand’ to unwind the deadlock of the Kurdish Question, alongside acting as a key instrument for strengthening the democratization process of Turkey.

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## Minority languages in Italy. Consequences of the interactions between 'old' and 'new' Albanians

This study explores the problems related to the interactions of two groups of Albanians: the 'old' who have migrated to the south of Italy in different waves since the 15th century, and the 'new' Albanian immigrants who, opposing the Communist regime, have taken refuge in Italy since the beginning of the 1990s, settling mostly in the "historical" Albanian enclaves. The aim of this paper is to offer a picture of Albanian vitality from the perspective of the speakers' linguistic competence and language use, along with the attitudes towards the language. The focus will be on four enclaves which form a geographical continuum, a factor which bears on the vitality of the Albanian dialects. On the basis of the overall findings of two fieldworks, a clear hierarchy of vitality of Arbëresh - the language of the 'old' Albanians - emerges: the four villages form an Arbëresh language-use continuum that improves as one moves from the coast towards inland locations. Moreover, a general negative attitude toward Arbëresh can be observed among the villages, even though at different levels, which was sharpened by the arrival of the "new Albanians" whose highly negative ethnolinguistic image throughout Italy has provoked a shift among Arbëresh speakers in favor of the Italian language.

Today, consequently, the outlook for all varieties of Albanian in Italy is unfavorable: the "old Albanians" do not fit into the recognized pattern of language shift and death, since they are not underprivileged minorities and the only high-risk for the language is the intense contact with Italian and the Italo-romance varieties, but now, in a way that was not predictable, are affected by a new social contamination from the association of their language with that of the negatively viewed "new Albanians". Whereas, the new refugees, suffering from political, economic, and social disadvantages, do fit into the pattern, since they respond to their negative situation by using the distinctive language of their group less and less, or giving up its use altogether, so as to dissociate themselves from a disadvantageous ethnic identity.

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## ‘Today, as twenty years ago, we sail safely between the Slovene and the Italian language.’ Comparison between generations of Slovene minority students on the perception of their internal use of Slovene and Italian

Many studies in the field of bilingualism suggest that bilingual speakers experience enhanced emotionality when speaking their first or more-used language; in contrast, their emotionality is reduced when they use their second or lesser-used language. Studies in the field of psychoanalysis and psychotherapy suggest that external and internal events in the history of a person have an impact on the language choice for affection as well. These studies point to the importance of collecting information about the private aspects of language use. One of the private aspects is inner speech. Instances of inner speech are considered: simple thinking, monologue, inner mental (i.e., non-communicative) conversation, mental calculations, praying, dreaming, and remembering. The study presented in the paper deals with simple thinking and dreaming.

The author presents a research carried out during the school years 2011/12 and 2004/05 as a “follow up” of a project inaugurated in 1992/93. The main aim of the study was to answer the question whether during the twenty year period 1992 -2012, on the individual level, among the Slovene minority in Italy we are witnessing a gradual displacement of Slovene by Italian as both an internal and external language. Three groups of bilingual students who, twelve and twenty years apart, all attended a high school in Italy with Slovene as the teaching language, were tested. During their last school year they self-evaluated their everyday outer and inner use (dreams included) of their language codes. The research reveals that the use of the (minority) Slovene language is higher, the higher the students’ control of their thoughts. The use of the (majority) Italian language complements this exactly: it increases as conscious thought decreases. For the subjects surveyed, a linguistic approach occurs on the level of reality, when they choose to use the minority language with regard to a certain situation (external use), and it begins with a conscious, or rather a pre-conscious choice to use the minority language for inner speech. Furthermore, the data show that no statistically relevant changes in internal and external use of language repertoires occurred over students’ generations in twenty years, and this suggests that individual language dominance is linked to the broader social language dominance.

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TOM PRIESTLY, University of Alberta, Canada

## The influence of women on Slovenian minority language retention in Austrian Carinthia

Fieldwork with over 200 informants in six localities in the so-called “Bilingual zone” of Carinthia/Kärnten/Koroška included the following three components: (1) analyses of the relative use of both dialect and standard varieties of Slovenian and German in “social networks”, in four domains: the home, education, the workplace and leisure activities; (2) scaled responses to various “ethnolinguistic” questions, including several usually labelled “Present Vitality” and “Future Vitality”, requiring both assessments of known facts and subjective evaluations of statements of opinion; and also (3) the testing of competence in Standard Slovenian and Standard Austrian German. Overall, there was a high correlation among all three parameters. Publications have resulted from this research (see Priestly 2003, McKinnie & Priestly 2004, Priestly, McKinnie & Hunter 2009) but the specific topic of this paper has not yet been properly addressed.

This paper will examine the correlations between these measures with reference to one particular, namely the differences between responses from male and female informants. Indications of specifically female factors are very important: both language acquisition and ethnolinguistic attitudes are greatly dependent on young children’s contact with their mothers, and with their (usually female) teachers in the kindergartens and primary schools. The statistically significant correlations in this respect are therefore of interest.

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## Minorities in and outside the main community: the case of minor Finnic languages

The paper discusses three Finnic minorities, the Votes, Ingrians and Ingrian Finns, all living in the same contact area in the Leningrad Oblast of the Russian Federation. In the course of the 20th century the number of native speakers decreased dramatically in all three communities (from 5 000 to 5 Votic speakers, from 16 000 to 100 Ingrian speakers, and from 200 000 to 600 Ingrian Finnish speakers). The aim of the research is to conduct a comprehensive analysis of the factors that have caused the language shift. The argument is mostly based on the field data that we have been collecting during the last decade.

In addition to the previous research on the subject (Nevalainen & Hannes 1991, Musaev 2004, Markus & Rozhanskiy 2013), we are going to compare the sociolinguistic situation in the area of compact settlement in the Leningrad Oblast with examples of the same languages spoken outside the main community. In particular, we will consider Votic speakers who spent most of their lives in big Russian cities, Ingrian speakers who live in Estonia, and Ingrian Finns and Ingrians living in a few villages in Siberia. Usually the language biography of such people is crucially different from the language biography of native speakers in the main community. For example, the Ingrian Finns in the Leningrad Oblast had much experience with standard Finnish (schools in the 1930s; deportation to Finland during World War II; access to newspapers and radio in Finnish). As for the Ingrian Finns in Siberia, they had not had any contact with standard Finnish since the 1920s. The comparison of two different language environments provides a better insight into the relevance of certain factors for language survival.

Our analysis shows that living outside the main language community is not always the primary reason for the language shift. In fact, sometimes it can even strengthen the speakers' identity and their wish to preserve the language. At the same time, the absence of the native language environment can play a major role in preventing the language being passed to the next generation.

The attitude to the native language inside the main community can also be very controversial. When only a small number of people speak the language fluently, the community can be divided into two groups: fluent speakers who become "the monopolists" of the language, and non-speakers who have ethnical roots in the community and would like to revitalize the language. The latter group is often negatively perceived by the fluent speakers as those who failed to preserve their language.

Another important (and often underestimated) factor that influences language shift in the multilingual environment is the competition between the minority languages, cf. (Edwards 2010). It can have a major impact on population dynamics, and can even lead to the emergence of new convergent varieties.

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Friday, 13.09.2013 | 16:00-16:30 | Panel 4, SR 15.34

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EVA SAAR, HEINIKE HEINSOO, University of Tartu, Estonia

# Attempts at creating the Votic and Ingrian literary language in the 20th and 21st century

Our presentation will provide an overview of the attempts made at creating the literary language for small Baltic-Finnic languages such as Votic and Ingrian, issues related to the process, and native- language education since the early 20th century until nowadays.

Votic and Ingrian people are small Finnic (Finno-Ugric) nations whose unfortunate destiny is tightly linked to their geographical location on the southeastern coast of the Gulf of Finland in the northeastern part of Russia – a territory that has been historically coveted by large countries and ravaged by wars. Over the past century, the size of the Votic as well as Ingrian population has steadily decreased.

In 2012, the number of Ingrian speakers was no more than 100 people. The number of Votic speakers has dropped to 5 people who represent two dialect groups. During the period between the two world wars, unlike their neighbours, Ingrians could enjoy school education in their native language and their own literary language; in 1932–1937, 32 Ingrian schoolbooks were issued, and Votic as well as Ingrian people had an opportunity to study at schools with Ingrian as the language of tuition.

The Ingrian literary language existed in 1932–1937; its written form was based on the Latin alphabet and resembled that of the Tver Karelian and Vepsic languages. A major part of the literature was authored or co-authored by Väino Junus (1905–1937), associate professor at Leningrad Institute of History and Linguistics. As it is known, in Russia the late 1930s were marked by elimination of active literate people and creative persons, including V. Junus, the author of the Ingrian grammar “Izoran keelen grammatikka” (Junus 1936). His publications a year before his death or rather his execution were just a stroke of luck.

During the same period, the Votic population included Dmitri Tvetkov, an educated man, comprehensive school teacher and Slavist who spoke Votic as his native language. His major works, grammar of the Votic language and dictionary were not published during his life. At the end of the 20th century, following social changes there have been new attempts at creating the Votic as well as Ingrian literary language, language courses are held, and original works in Votic and Ingrian are published. The Votic as well as the Ingrian language has “moved” to the Internet – though there are almost no speakers of the languages left, and Votic and Ingrian are pursued as hobbies in form of clubs and hobby groups. The tuition of the Votic language is provided under the leadership of Heinike Heinsoo, associate professor at Tartu University, while the main force behind the tuition of the Ingrian language is Nikita Dyatchko, a local young man of Votic and Ingrian origin.

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Thursday, 12.09.2013 | 16:30-17:00 | Panel 4, SR 15.34

BARBARA SALERNO, Cultural Association “Chambra d’òc”, Italy, CARLO ZOLI, Smallcodes srl, Italy

## The first digital library of Occitan valleys of Italy ‘Tresor de Lenga Textual Corpus’

Tresor de Lenga Textual Corpus is a digital library of texts in Occitan language representing different local varieties spoken in the valleys of western Piedmont, from the Quié Valley to the high Susa Valley.

The project was initially launched in order to store and scan a large collection of Occitan texts gathered from journals of the valley printed since the early Sixties, a time when Piedmont witnessed the rise of an ethnic-linguistic awareness of Occitan-speaking villagers of Cuneo and Turin. The texts have been scanned, digitized and placed on the website of the cultural association Chambra D’òc.

But what started as a project of archiving and digitization of texts with the aim of creating a textual corpus for dialectological studies on Occitan language, gradually began to assume a much more complex nature and became a sort of sociological investigation. The more than two thousand texts stored in TLCT can be read from two points of view: on

the one hand, we can observe linguistic phenomena; on the other hand, we can wonder in what context the author has developed his or her own thought, which spelling system he or she adopted and why made the choice.

Each text is equipped with contextualization and historicization material, such as the variety spoken by the author, plus the type of text, the spelling adopted, the date of publication, the source from which is taken and the information about the author, the collector and the translator. This information has also been reported in an Excel downloadable spreadsheet. Each publication is also introduced by two pages: the first (entitled: What is + name of the publication) provides the basic information about the text and the author; the second one (entitled: Guide to Reading) is a guide with the explicit spelling rules adopted by the author. These rules have also been transferred in the Table of correspondences between graphemes and phones according to IPA. Inside the texts, there are frequent references to the encyclopedic section of *Chambra d'òc*. The corpus is therefore able to offer readers and researchers a comprehensive overview of the history of Occitanism in Italy.

Finally, to help the reader to orientate in the great amount of textual material of TLTC, the author wrote an introduction about general culture of the Occitan valleys including historical memory, language and literature. In our presentation we will show what are the results of the effort of TLTC: the restoration and conservation of a valuable historical, linguistic and literary memory that represents an crucial task of safeguarding the intangible cultural heritage of Italy. However, the real novelty of this archive is in setting the use of multimedia and web technologies to make these resources interactive and accessible to anyone browsing the TLTC. The corpus will be implemented over the next few years with the help of other employees of *Chambra d'òc*. It will be enriched with numerous audio materials rescued from old vinyl records and tapes reproducing live recordings, interviews, surveys and traditional music of the valleys. TLTC link: <http://www.chambradoc.it/tresorDeLenga.page>

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Friday, 13.09.2013 | 12:00-12:30 | Panel 3, SR 15.25

LEOŠ ŠATAVA, Charles University, Prague, Czech Republic

## Ethnic and language situation of Aromanians in Macedonia. Young people as an indicator of ethnic identity and attitude to the language

The text presents the outcome of the sociolinguistic questionnaire survey conducted among the pupils attending lessons of the Aromanian language at a primary school in Krusevo (Macedonia). It has been the first attempt ever to capture the current sociolinguistic situation among the Aromanian population (particularly the young generation) in this country.

At present Macedonia is the only state which grants the Aromanian ethnic group certain rights in the field of the use of Aromanian in the areas of education and media. Despite this fact the ongoing ethnic and language assimilation of the Aromanians, who, moreover, live in a number of separate enclaves in this country, is under way here as well. In terms of the current use, survival and vitality of the Aromanian language, the city of Krusevo is the town of vital importance. At the time of the survey (2011) the instruction of Aromanian at the primary school here was attended by 135 pupils. The questionnaire survey among the pupils focused on:

- The rate of use of Aromanian in individual language domains;
- The proportion of Aromanian in the overall framework of speaking activities;
- The reception of Aromanian culture and active participation in this culture;
- Subjective ethnic, linguistic and cultural attitudes and assessments: ethnic identity; concern for maintaining the Aromanian language and culture; language competence (the Aromanian and Macedonian languages); assessing the ethnic situation of the Aromanians.

The results of the survey confirmed a number of assumed facts and hypotheses. They are, first of all, considerable domination of Macedonian over Aromanian not only in the practical sphere (comprising a large part of the language domains) but also within the language attitudes and autostereotyping. In spite of the distinct trend of language assimilation, young people in Krusevo did not confirm the expected complete lack of competence and communication in this language.

The level of ethnic self-identification and “mother-tongue identification” is quite specific as most of the respondents tend towards the “Macedonian” orientation. Statistic processing of the survey, however, showed some strong points of Aromanian. The survey also detected decisive differences between individual respondents, especially those tied to with the “mother tongues of the parents”; links to the sex or other aspects were less important. Computing the (non)homogeneity of the answers (standard deviation) proved highly relevant as well.

Contrary to some progress made in using Aromanian in Macedonia over the past two decades, the language still remains strongly threatened even here. This text attempts to provide a more detailed and particular analysis of the current situation of the language.

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Thursday, 12.09.2013 | 17:00-17:30 | Panel 6, SR 15.37

GUNTER SCHAARSCHMIDT, University of Victoria, Canada

## Diglossia in the revitalization and maintenance of Doukhorbor Russian in British Columbia, Canada

The Doukhorbors (Russian for “spirit-wrestlers”) are a pacifist and anarchist splinter group (the preferred self-identification term is “philosophical movement”) whose opposition to state and church led to their emigration to Canada in 1899, assisted by Russian writer Leo

Tolstoy and the Quakers in Great Britain who feared for the group's survival under the Tsarist government. There are currently 30,000 Doukhobors living in Canada and until the break-up of the USSR there were 7,000 living in the Republic of Georgia. We estimated in the late 1990s that language maintenance in the case of Doukhobor Russian (DR) in Canada amounted to about 60% including no doubt many semi-speakers. There were no written records of the ritual language until the Doukhobors' "Book of Life" was published in 1906 while records of the colloquial language began to be made only in the 1960s.

The Doukhobors demonstrably form a minority group distinct from other Russian émigré groups in three geographic areas: 1) the Province of British Columbia (Canada); 2) the Province of Saskatchewan (Canada); and 3) the Republic of Georgia. Continuing our previous research into DR historical development and present-day linguistic structure (see especially Schaarschmidt 1998; 2010; and 2012, the latter also with a discussion of the bilingual DR – English variable), the present investigation explores the possibility of the revitalization and maintenance of this minority language. In spite of the competition provided by Standard Russian (SR) taught from kindergarten to twelfth grade in British Columbia such efforts are possible in this province if something is done while the current older generations are still around. At present there is considerable progress being made in collecting and preserving a DR corpus for future generations and there is also support in the DR community for introducing the language as a school subject along with SR. We are proposing here to follow the proven model of the First Nations languages of Canada with instruction offered at least in grades 1-3 and with the active involvement of the Doukhobor elders in curriculum planning and in-class story telling.

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Friday, 13.09.2013 | 12:00-12:30 | Panel 6, SR 15.37

BARBARA SCHRAMMEL-LEBER, ASTRID SABAINI, University of Graz, Austria

## ROMLEX – the lexical database of Romani varieties

ROMLEX documents the vocabulary of Romani. The vocabulary of more than 25 different Romani varieties is currently freely accessible online (<http://romani.uni-graz.at/romlex/>). The range includes translations into English, German and other relevant majority languages such as Hungarian, Romanian, Serbian, etc. ROMLEX moreover offers grammatical and etymological information on individual words.

The most recent project stage of ROMLEX focussed on ten selected Romani varieties (Arli Romani, Bugurdži Romani, Burgenland Romani, East Slovak Romani, Gurbet Romani,

Kalderaš Romani, Lovara Romani, North Russian Romani, Sinte Romani and Ursari Romani). The most important results concerning these varieties can be summarised as follows:

1. the lexical expansion and homogenisation of the vocabulary of the chosen varieties based on a query list comprising approximately 5,000 words
2. the linking of individual words to form word families within varieties
3. the etymologising of these word families
4. the linking of these word families spanning the varieties based on their etymology

The data for the lexical expansion were collected through queries of competent speakers of the ten varieties and not only close the gaps in the basic vocabulary, but moreover also document the use of Romani in public-formal domains. Grammatical information which had as yet been lacking was also added. ROMLEX is thus also a useful instrument for text production.

The expansion based on a standardised list of words allows for a comparison of the strategies for expanding the lexicon which are applied within the functional expansion (borrowing vs. derivation vs. periphrasis). The internal linking connects lexical entries to form word families. This visualises the actual selection from potential morphological word formation strategies as well as their frequency within each variety. The word families are finally linked to form “super families” spanning all varieties and the respective derivational base is provided with etymological information. The database thus structures the lexical material for research comparing the varieties.

The paper will illustrate the data structure of the ROMLEX database, discuss methodological considerations during the most recent project phase and present a number of potential applications of the ROMLEX database and web-interface.

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Friday, 13.09.2013 | 11:00-11:30 | Panel 6, SR 15.37

TOBIAS SCHRANK, University of Graz, Austria

## Building a domain-specific corpus for a low-density language in the framework of RomIdent

In recent years the task of building domain-specific corpora has been greatly simplified by the emergence of tools designed particularly for this job, for example BootCaT for collecting documents from the internet. The development of software for further processing of texts gathered by these and other methods still falls short, though. This statement holds true particularly when working with low-density languages where no or only a limited amount of software is available.

In the framework of RomIdent – a project aimed at looking into the role of the Romani language within the process of forming a new, institutionalised concept of identity – a set of tools was developed targeting especially these later processing stages. The toolkit includes means for normalisation, (semi-)automatic annotation, tokenization on the word

and sentence level as well as training of these tokenizers. Furthermore, it includes a language-agnostic stemmer and annotating lemmatizer and tools for alignment of parallel text.

To reduce the amount of knowledge about the language under study that has to be provided, different approaches to make the toolkit entirely language-agnostic are pursued. This would impact favourably on any software dealing with language but even more so for those pieces of software processing minority languages as ready-made resources are sparse. On one hand such a toolkit will decrease development costs and shorten the development period for minority language technology, on the other hand it can easily be prepared to deal with different varieties and different time stages of a language with little effort.

As Romani is a language without a single standard variety or a single standard orthography, particular emphasis has been placed on dealing with dialectal and orthographic variation. Furthermore, instead of normalising to get a homogeneous representation of the texts, every variety is dealt with separately as variation is of potential interest, only trying to learn as much transferable information from every variety as possible.

Due to the lack of wider academic or commercial interest in minority languages, striving to build language tools that are easily adapted to any language could be a key strategy. Obviously, a fundamental question is whether there are regularities that can be exploited for a large number of languages or whether language (near-)universals are in fact only dominant-language universals.

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Thursday, 12.09.2013 | 16:00-16:30 | Panel 3, SR 15.25

IRJA SEURUJÄRVI-KARI, University of Helsinki, Finland

## ‘We took back our mother tongue’ – The revitalization of the Sámi Language

During the last centuries hundreds of languages have been lost and many cultures destroyed. Since the middle of last century minority and indigenous languages have been taken back by minority and indigenous peoples by starting to organize themselves and implement many kind of revitalization efforts. One good example of this is the Sámi movement and the Sámi language, which were very endangered in the 19th century. The struggles to revitalize the Sámi language(s) by the Sámi movement can be called a success story.

The revitalization of the Sámi language became an integral goal of the Sámi movement since its beginning of 1970s. This revitalization and identity process is connected to the creation of the national states and the drawing of the state borders. For the Sámi, this process became a hegemonic and linguistic process. The first task of the Sámi movement was to change unjust representations of indigenous and minority languages created by assimilation as primitive and unimportant and thus unsuitable to be used in modern societies. In particular, young Sámi people became interested in their roots and language. The

significance of language is particularly highlighted in cases where the language is endangered and the linguistic environment undergoes change.

Through language, individuals and communities started to understand and give significant to their relationships and environment, and also create their own identities. The use and visibility of the Sámi language increased, especially because of the adoption of the transnational writing system of the North Sámi language (1978). Language has become a central value of culture, as one's own language reflects and constructs the subtleties of one's own culture and cultural heritage better than other languages can. A person's own language strengthens not only an individual but also the feeling of belonging to an ethnic group. Language and identity are closely connected, as language has become as one of the most important symbols for this people and criteria for defining ethnicity.

In my doctoral dissertation (2012) I examined the construction of the Sámi people and Sámi identity as well as the role of language in the cross-border Sámi movement within the context of the indigenous movement from 1962 until 2008. The purpose of my study was to investigate, within the framework of the international discourse on indigenous peoples, how the human rights, culture and language of the Sámi people are protected and developed within the Nordic context and how the Sámi people and its identity are constructed in the pan-Nordic Sámi discourse. I focused on how language can be used as source of mobilizing of power in the construction of the Sámi people and identity in the Sámi movement and how language reflects and creates identity and reality. I examined the subject from a sociolinguistic perspective using the concept of ideological clarification (J. Fishman) and discussed the significance of acknowledging the ideological dimension for language revitalization by combining it with post-colonial theory (f.ex. E. Said (1978)). My dissertation belongs to Sámi indigenous studies.

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Thursday, 12.09.2013 | 12:00-12:30 | Panel 5, SR 15.36

ABHIMANYU SHARMA, University of Bern, Switzerland

## Indian language policy towards linguistic minorities: Rationalization or reductionism?

The present paper deals with the state of linguistic minorities in India and tries to give an overview of the problems plaguing the Indian language policy regarding minority languages. India presents a unique case in the current global linguistic scenario, as it is the only country in the world with 23 official languages (2 official national languages and 21 official regional languages). The only polity (and not country) that stands close to it is the EU that has an equal number of official languages. But unlike the EU, the minority languages are not as well protected as in India, which is elucidated by the fact that the Indian Constitution, the document that counts as the most valid and defining in all legal spheres, doesn't provide with a definition of what is a 'minority language' or 'linguistic minority'

and a definition was coined only when it came to a legal linguistic conflict between the linguistic minorities and the government of a certain federal state in India.

Taking this legal and political insensitivity towards linguistic minorities as its point of departure, the paper addresses the aspect, which it sees as a highly questionable part of the Indian language policy i.e. the principle of 'rationalization', a method developed by Government of India to take count of number of 'languages' in India but which has widely been criticized as a 'reductionist' policy because through the process of 'rationalization', smaller and minority languages are categorized as 'dialects' or 'variants' of the so-called major languages and thusly, deprived of their own independent status and identity. To cite an example, the original number of 'mother tongues' counted by the census of 1991 was 10400, but it was 'rationalized' into 1576 'mother tongues', which was further 'rationalized' into 216 'mother tongues' and then eventually grouped under 114 languages. What is striking is that languages with speakers numbering less than 10000 were not even considered in this count and were grouped into a separate category called 'others'.

The paper seeks to investigate the process of 'rationalization', its functions and implications for the linguistic minorities. How have the linguistic rights of these minorities been addressed is, for example, one basic, yet important question dealt in this paper. The paper examines the ideological structures underlying this process and raises thereby the question if the Indian Government is aware of the 'reductionist' character of its 'rationalization' policy and if yes, then why does it still insist on using it. Another important question is if the seemingly confusing use of varied terms ('mother tongues', 'languages', 'dialects' etc.) is a mere inconsistency or if it is part of strategic decision-making by Indian Government regarding her language policies. Lastly, the paper examines the interrelationship between 'rationalization' and three-language formula adopted by India and investigates the consequences emanating from this interrelationship for the linguistic minorities in India.

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Friday, 13.09.2013 | 15:30-16:00 | Panel 3, SR 15.25

LUCIJA ŠIMIČIĆ, University of Zadar, Croatia,

LANA PETERNEL, Institute for Migrations and Ethnic Studies, Zagreb, Croatia

## How does a minority of a minority cope with a lack of recognition: The case of Italian minority in Moslavina, Croatia

The Italian minority is one of 22 officially recognized minorities in Croatia making up merely 0,42% (N=17,807) of the total Croatian population (2011 Census). Over 90% of all Italians in Croatia live in the Istrian County and Rijeka region, where they are considered an autochthonous national minority and are granted a number of legal provisions accordingly. There are, however, Italian non-autochthonous communities in the continental

regions of the country, primarily in Slavonia and Moslavina. These Italian communities were established at the end of the 19th and the beginning of the 20th century. The fact that they were made up mostly of economic migrants had an effect on their acculturation strategies and linguistic practices. Today, these communities are still generally more dispersed, and less politically organized, which in addition to their 'non-legitimate' settlement history, is reflected in the lack of legal provisions, including officially granted language rights, compared to those provided to their Istrian co-nationals.

Based on theories of identity and ethnic boundaries (e.g. Barth, 1994; Eriksen, 2010; Alba & Nee, 1999) combined with ethnolinguistic sustainability approach (Ehala, 2010), we describe how group boundaries are established, perceived and changed as well as how these processes affect a group's objective strength and its vitality. Our study is focused on a small Italian community of Ciglenica in the continental Croatian region of Moslavina whose members managed to maintain their identity despite strong assimilationist influences and a lack of wider recognition. In this paper we seek to unveil the meaning of 'Italianness' for the members of this minority group, the way in which this sentiment of belonging is translated into different linguistic and other cultural practices, and the perception of their position within a larger Italian minority group in Croatia. On the basis of ethnographic observation and in-depth interviews with 12 community members, we obtained an insight into language attitudes, linguistic practices, and often mutually intertwining identification processes that characterize Italians in Ciglenica, but are necessarily transferred to other inhabitants of the village. While the perceived status of Italian sub-minority in Ciglenica as a migrant minority, even if not necessarily a 'new' one, had negative influence on the objective indicators of its overall sustainability, subjective factors appear crucial in the maintenance of this community's distinct identity.

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Friday, 13.09.2013 | 11:00-11:30 | Panel 3, SR 15.25

ANITA SKELIN HORVAT, University of Zagreb, Croatia

## Heritage language use of young Czech minority members in Croatia

Czech minority in Croatia is a rather old and well organized minority group with approximately 10,000 members whose average age is around 50 (2011 Census). We focus especially on bilingual youth members of Czech minority as important minority language users and interpreters of the society changes as well as shapers of some social phenomena (c.f. Wyman, 2012). In this paper some of the results of ethnographic research of the language, culture and identity of the youth members of Czech minority in Zagreb are presented. Namely, it is believed that through this kind of research it is possible to understand complex ways in which young people use language and different language practices in contemporary changeable and global society, which in turn influences their

attitudes and ideas about their minority language, as well as the ideas about the majority language. These contemporary and global elements of culture influence the use of language by youth, especially the use of language repertoire (including different varieties of minority and majority languages, English as a global language as well as other languages they get in touch with in the course of their education / in their communities) in order to mark some of the elements of their identities.

The focus of this paper is on analysing how young member of a national minority in a bilingual (conditionally seen as multilingual as well) urban community uses different linguistic resources for constructing or negotiating his/her identity, where cultural identity presents an important part of it. In such a complex bi- or multilingual community young people position themselves as members of minority group against the members of majority group, but also as speakers of minority language against the majority language with its dominant and privileged position. Youth chose or not to use one or another language (or variety of the language) in certain situations where such language choice could be understood and analysed in terms of speaker's identity negotiation (c.f. Bucholtz, 1999). Different circumstances influence on the language choice (and variations in language use) of a bilingual person, including his/her language experience, and the attitudes toward one or another language, context, etc. Such language choice could be analysed in terms of position of the minority language in community including attitudes toward it, ideologies behind its use, emotions connected to either of the languages, possible feeling of linguistic insecurity.

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Friday, 13.09.2013 | 10:00-10:30 | Panel 3, SR 15.25

ANA SIVAČKI, University of Belgrade, Serbia,  
MARIJA ILIĆ, Serbian Academy of Science and Arts, Serbia,  
VALDETE OSMANI, University of Belgrade, Serbia

## Language use and ethno-political conflict: The case of Albanian in contemporary Belgrade

Belgrade, like other Southeast European cities, has developed much differently over the past decades than other European capitals. During the 1990s, the city and its population experienced the bloody break-up of Yugoslavia, the wars in neighbouring Croatia, Bosnia, as well as the economic sanctions imposed on Serbia by the United Nations in 1992. This contributed to abysmal economic crisis and one of the worst cases of hyperinflation in history. Towards the end of the 1990s, Serbia engaged war in Kosovo with ethnic Albanians which eventually resulted in the NATO bombing campaign against Serbia. Political and social turmoil in Former Yugoslavia caused massive forced and voluntary migrations of large numbers of people, in and out of country. All these profound political, social and demographic changes were not conducive for the city's multilingualism.

This paper attempts to open a dialogue on monolingualism / multilingualism in the city of Belgrade today. The city of Belgrade, has more than 1,700,000 inhabitants, with more than 10% of the population whose native language is not Serbian. Apart from the majority Serbian, languages spoken in the city can be roughly divided into two groups: that of Serbian national minority groups (such as Hungarian, Albanian, Roma, Romanian, Greek, and a recently formed one – Chinese) and that of so called ‘world languages’ (such as English, German, French, Russian, Spanish, Italian, etc.). Regarding Albanian, there are two ethno-linguistic groups that use Albanian as their native language: ethnic Albanians and Ashkali (Roma subgroup). The analysis is based upon questionnaires that were disseminated among the Albanian speaking population in Belgrade. The focus of this paper is placed upon the relationship between the Serbian-Albanian ethno-political conflict in Kosovo and the use of Albanian in Belgrade today. We would like thus to offer an overview of the Albanian speaking population in Belgrade, point to public domains of the language use and to shed some light on how the ethno-political conflict in the region influences and jeopardise the use of Albanian in the urban settings of Belgrade.

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Thursday, 12.09.2013 | 11:00-11:30 | Panel 6, SR 15.37

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ENLLI THOMAS, W. GWYN LEWIS, DAFYDD APOLLONI,  
Bangor University, Wales, United Kingdom

## Exploring children’s use of Welsh as a minority language in the face of English dominance

It is widely acknowledged that minority language survival is not possible unless it is supported at school, in the home, and in the wider community. Even then, accessing a minority language at school does not necessitate informal (or even formal) use of the language. Previous studies have demonstrated how primary-school-aged children learning a minority language at school revert to the use of their dominant L1 in peer-peer situations. Such behaviour is not only found during play activities and in social interactions outside school (Genesee, 1978; Vila i Moreno, 1996; Cenoz, 2008; Oller & Eilers, 2002) but also within the classroom (Ramirez et al., 1991; Thomas & Roberts, 2011). Outside school, despite various Governmental initiatives that support its use, bringing the minority language into the home and into various other social domains has proven difficult. For example, according to the 2001 Census figures in Wales, out of the 28.2% of Welsh families where only one parent spoke Welsh, a high proportion (67%) admitted to having 3-year-old children who were unable to speak Welsh. These figures are all the more striking given that of the 11.1% of families in Wales where both parents speak Welsh, only 79% reported having Welsh-speaking 3-year-olds (Jones, 2012). The scope for home-based transmission of Welsh is thus limited, reducing the number of speakers willing to use the language in the wider social community, rendering the L2 Welsh-learning child’s

opportunity to use and hear Welsh limited to the educational domain.

The recent 2013 Census data revealed a decreasing trend in the number of people who claim knowledge of Welsh, reflecting a continual decline in the use of Welsh at home, at school, and in the wider community. Whilst the implementation of Welsh language policies in education continues to contribute towards the maintenance of the language via school-based transmission to children, children's reluctance to use Welsh in peer-peer interactions limit the scope for fluent speakers who use the language in all walks of life. Identifying the cause of this pattern is central to language policy strategies.

This paper presents data from two studies involving 98 primary-school-aged children attending schools in four counties of Wales. All children were from English-dominant homes and between the ages of 8 and 11. All children attended schools that taught predominantly through the medium of Welsh. Their use of Welsh and English during the school day, attitudes towards speaking and using Welsh and English, their beliefs about the linguistic opportunities afforded to them at school, and their perceptions of their own linguistic abilities, were collected via observations, questionnaires and focus-group interviews. Whilst their attitudes towards Welsh and English were generally positive, their perceptions of the opportunities to use Welsh in a supportive and sympathetic context, their tendency to turn to using English at school, and their own perceptions of their linguistic abilities in Welsh, varied across the different counties in Wales. The implications of the findings, particularly in relation to effective language policy strategies in minority language contexts, are discussed.

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ENRIQUE URIBE-JONGBLOED, Universidad de La Sabana, Chía, Colombia

## Minority language media studies: A eurocentric area of studies?

In 1998, Mike Cormack presented seven interconnected variables he considered key factors for the development of minority language media in Western Europe (Cormack, 1998). This article was considered to be the first step into a theorization of Minority Language Media (MLM) studies, and was aimed at providing a space where developments in different specific cases could be systematized and organized into a single structure. So far, MLM studies has continue to grow as a field in its own right in the European context. The question now is whether this theorization can also be applied beyond its European origins, bearing in mind that Europe is the exception, rather than the rule when it comes to number and varieties of language within a nation-state.

This paper presents a comparison of one European (i.e. Wales) and one non-European (i.e. Colombia) case under the perspective of the seven conditions presented by Cormack. The comparison sheds light on the commonalities and differences in the application of the conceptual conditions, and also pinpoints the need to clarify and maybe even accommodate Cormack's conditions for cases beyond the original European remit.

The case studies selected correspond to one European case consistently highlighted as "successful" in its campaign for MLM provisions. Wales has had a dedicated Welsh language radio station (i.e. Radio Cymru) and a Welsh language broadcasting authority and channel (i.e. S4C) for over 30 years now. The campaign for Welsh language television provision has been widely discussed academically, and alongside the creation of the Basque language ETB, it has been hailed as the first dedicated minority language television channel in Europe. However, Welsh is one of very few Celtic minority languages in the UK, and leaving aside languages of recent migrations, it is one of just three long-standing minority languages. Such a small quantity of minority languages within a nation state is usually the case for most of Europe. On the other hand, the Colombian case is considerably closer to the average world-picture regarding minority language presence within nation-states. With over 62 languages, most of them with less than 1% of the whole population of the country using the language, and with almost 98% of the country as Spanish monolinguals, the case for national minority language channels or radio stations seems out of the question. Despite these contextual differences, regional and local community and/or public service radio stations have developed to provide a space for minority language output.

The seven conditions do work, if certain minor modifications are considered, and thus provide a good theoretical construction. Two cases do not validate a theory, however, and further revisions need to be undertaken to fully endorse Cormack's theoretical construct.

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HANNA VASILEVICH, European Center for Minority Issues, Flensburg, Germany

## Belarus: Minoritarization of the titular language?

As a result of the Soviet assimilatory policies in Belarus based on the cultural and linguistic proximity of the nation to Russia and backed with an ideological component of a common so-called “old-Russian people concept” implemented into the Soviet official history, quite a significant portion of the Belarus’ titular nation’s representatives were subjects of increasing adaptation of the Russian language not only as their second, but also as their first language. Independent Belarus had to adapt to the new realities of the language policies when titular language became an element of the political debate in this borderland nation. The mild nationalization policies that have been implemented soon after independence were aimed at expansion of the role of the titular language. Belarusian language was proclaimed the only state language of the country while Russian enjoyed the status of the language of interethnic communication. Soon after Aliaksandr Lukashenka took the president office in Belarus in 1994, the situation changed. As a result of a controversial referendum, Russian language was granted equal status with Belarusian which de facto meant the curtailing of the nationalization policies and return to the pre-independence status quo.

Despite certain inconsistent and fragmentary attempts to promote the titular language made by the authorities, it retained its politicized status and is largely associated with the opposition. At the same time, despite different approaches towards the language policies of the state, there is a consensus within the society on the symbolic role of the Belarusian language for the Belarusian nation. The major paradox of the Belarusian case is the fact that Belarusian language is the mother tongue/first language of the majority of the country’s population whilst it is reported that only roughly a quarter of the population uses it as the main language of everyday communication. This number has dropped from approximately 38 per cent as of 1999, while the Belarusian language vitality was described as by the UNESCO. Moreover, whilst nearly all public and private services are available in Russian, the equal provision of these services in Belarusian is lacking. Another peculiarity is determined by the fact that the situation of the Belarusian language in Belarus cannot be reflected within the scope of any binding international legislation protecting minority languages (ECRML) since Belarus is not even a member of the CoE. At the same time, neither titular language (i.e. Belarusian), nor Russian language de facto qualify for a notion “minority language” within Belarusian context.

Thus, the paper seeks to examine the status of the titular language in Belarus arguing that it can be described as a national symbol in the shadow of politicized abnormal bilingualism dominated by the Russian language, which has largely been determined by the country’s Soviet past. The paper will include an analysis of the authorities policies consistency, political debate on the language issue and its impact on the society and language status, as well as provide scenarios for the expansion of the language use in everyday communication.

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ELENA VEDERNIKOVA, University of Tartu, Estonia

## Maintaining the Mari language via culture and religion

In the time of globalisation the issue of existing of host minority languages is very acute. Since according to research a language disappears every two weeks (Maugh II 2007) it is predicted that between 50-90% of current distinct languages (about 7,000) will have become extinct by the year 2100 (Austin, Sallback 2010).

However, in such context language revitalisation process expands from year to year all over the world revealing concern of the world society in retaining linguistic diversity. In Russia the issue of language maintenance is one of most important. Being a place of location of numerous minority groups (more than 180) it risks losing a large part of them mainly due to increased assimilation in the nearest future.

Mari falls into the category of endangered languages. The linguistic situation in Mari El is the subject of current study. It builds on data received from fieldwork (April-May, 2013) that included interviewing, questioning and collecting materials from local institutes (Yoshkar Ola, Mari El). Hence, one can conclude that until recent time the process of the Mari language maintenance has been characterised as rather pessimistic. After a period of so-called 'national romanticism' in the 90s being favourable for Mari the situation altered for the worse. First, the institutional support of the language development at a formal level was reduced significantly and that did much harm. But it caused people to start taking action. Being earned with progressing assimilation, language attrition, most active Mari searched for ways for halting that process. And it was the evolving of traditional religion and culture that assisted in language maintenance. Having found a broad response among native population, cultural and religious activity promoted raising the subjective vitality of Mari, and, thus, gradual changing people's attitude to their mother tongue. That resulted in more active involvement of Mari into language revitalisation process among young people informally (speaking more in open places in cities etc). Research data indicated a positive tendency in extension of domain of language use. As results of questioning (2013) of schoolchildren (age of 14-17) show about 96,2% of them considered Mari as their mother tongue while in 2000 there were 69%

Thus, under conditions of reduced formal institutional support the Mari language develops more at informal level. However, the problem of language endangerment still exists and continues growing in the context of governmental support. But it can be certainly argued that currently the chances for the native language maintenance are better than before. Under such conditions the future of the Mari language largely depends on next factors: decreasing institutional support at formal or increasing at informal levels and population's conscious approach to this issue.

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Thursday, 12.09.2013 | 16:00-16:30 | Panel 6, SR 15.37

HILDA VELÁSQUEZ, Baptist University of the Américas, United States

## Spanish, the most spoken language in the U.S. among minorities, and its role inside of the American society

The aim of this paper is to identify the position of Spanish language into the American society while more than 50 millions of Hispanics have become the biggest minority group in this country. The content of this research include an overview about different topics affecting and / or improving the actual situation of Spanish language in three major fields: Government, media and advertising, and education. These areas are all of them key factor in the development of the economic system for one of the most powerful countries in the world. Education represents the corner stone in any country to develop a well-educated society that help government and its leaders to develop a solid and stable country. Government, in the other hand, is the commander who establishes goals and objectives to help society to grow up and reach a better life. Media and advertising are two main massive instruments to establish a communication channel among government and society to help each other to reach their goals. At the same time, Spanish is gaining power around the world and nowadays denotes a very powerful tool for both American society and government to increase their leadership in the world.

The objectives of this paper are:

- Distinguish the position of politicians about the use of Spanish language as a strategy to reach Hispanic population in the United States of America.
- Identify the usage of Spanish in political campaigns to understand what Spanish represent for the American government.
- Explain the role of Spanish in media to establish a communication bridge to allow Hispanics cross the line and pass their acculturation process in this country.
- Distinguish the usage of Spanish language in advertising addressing first second and third generation Hispanic costumers to understand the cultural implications of language transmitted through the advertising discourse.
- Analyze the position of Spanish inside of the American education system, from elementary to higher education, to identify the actual situation of Spanish in America and its future.

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ZAIRA VIDAU, Slovene Research Institute, Trieste, Italy

## The public use of minority and regional languages in the local administrations of the Friuli Venezia Giulia region in Italy

The aim of the paper is to present and discuss the main features regarding the public use of minority and regional languages as developed recently in the public administrations in the Friuli Venezia Giulia (FVG) region in Italy. This region has dealt with ethnic and linguistic pluralism since its establishment in the 1960s related to the presence of the Slovenian, Friulian and German minorities. These three minorities are, concerning their position, characteristics, structure, history and expression of interests, different from each other. The common feature is their historical presence in the area in which they live now.

This minority and regional languages were, upon the transition to the 21st century, included in the official functioning of the local public administrations. The latter gained more competences regarding their conservation and development. Their public use on the level of regions, provinces and municipalities is thus allowed. This concerns, however, only those municipalities which have called themselves ethnically mixed. This is due to the development of a legal frame for minority protection in Italy with the Law 482/1999 and the protection law for the Slovenian national minority 38/2001 as well as to recent legal developments on the regional level, namely the Law for Slovenes 26/2007, the Law for Friulian language 29/2007 and the Law for the German speaking minorities 20/2009.

There are different ways of managing the public use of the three above mentioned languages in the public administrations such as in the FVG Region itself, some provinces and municipalities. A series of offices for the public use of minority and regional languages were established in some of them. A bilingual functioning of a group of municipalities in the Slovenian speaking area has developed in the post-war period due to international legal provisions. In this case the public use of minority language is granted through the presence of bilingual employees and translators. A public use of local dialects can be noticed in some areas of the Slovenian and German speaking areas too. An overview of some realised activities as well as weaknesses and best practices of the existing system will be made. The data presented were collected through a series of interviews carried out with employees of different administrations. The research was realised in 2011 as part of the PhD thesis "Management of Ethno-Linguistic Diversity. The Case of the Friuli Venezia Giulia Region" at the Faculty for Social Sciences, University of Ljubljana, Slovenia, and carried out by the Slovene Research Institute – SLORI in Trieste, Italy.

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JAN VAN DER WEST, EDWIN KLINKENBERG, Frisian Academy, Netherlands

## A new language survey in Fryslân – Frisian revisited?

Language policy starts with knowledge about the language. Knowledge about the language starts with reliable information. For the situation of Frisian, in a minority language context, it is vital to have up to date information about the language characteristics of the population.

The first major scientific language survey in Fryslân (Pietersen 1969) was groundbreaking and has found a tradition with follow-ups in 1984 (Gorter et al) and 1995 (Gorter & Jonkman). More recently, there have been smaller-scale quick-scans (Province of Fryslân, 2007 and 2011) and more general studies, such as the study on ‘regional languages and dialects’ in the Netherlands (Driessen 2006).

The upcoming survey in Fryslân intends not just to be a replication of the previous surveys. To ensure comparability and facilitate longitudinal analysis the survey will be a partial replication. However it will be extended with some new elements. Whereas the previous surveys were mainly based on self-reporting by the speakers, now the command of the language will actually be tested. It is well known that Frisians have a rather poor command of their mother tongue with strong Dutch interference and code-switching and borrowing of words (Sjölin 1976) and don’t use their language in all aspects of society (Gorter 1993). Adding a language test to the survey will give an indication of the quality of self-reporting.

In the first stage of the language survey 30,000 invitations for an online questionnaire will be sent out, with an even spread over the Frisian municipalities by their population size. The survey consists of an extended questionnaire and an online test for basic Frisian language skills. An expected return of 10,000 questionnaires would generate information of around 5,000 Frisian speakers. During the completion of the questionnaire the respondents are asked to indicate whether they are prepared to participate in a semi-structured interview in which more advanced language skills will be tested and detailed questions on the daily use and experiences involving Frisian will be provided. From the group that consents to such an interview, about 250 participants will be selected and approached.

As indicated the main part of the survey is a continuation of the previous surveys. However a small part of the survey will be made available for questions of third parties. Third parties, public and private, that are involved in Frisian society and language (e.g. healthcare and educational organisations, industry and tourism) will be invited to join a so called consortium of stake holders. This consortium will be invited to come up with ideas or questions about what they want to know from the Frisian population. These ideas will be discussed during a meeting at the Frisian Academy for which all parties are invited. The results of this meeting will be used during the construction of the questions for the concerning part of the survey.

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## Increasing children's exposure to the Welsh language in English language schools and communities: the case of Welsh in Wales

Numerous studies demonstrate how language acquisition relies heavily on frequency of linguistic exposure and quality of the input. Whilst this has been demonstrated clearly for monolinguals, it is particularly relevant in the context of bilingualism. However, when bilinguals are acquiring a minority language alongside a dominant community language, receiving enough exposure to the minority language from an early age can be challenging. This is the case for Welsh. In Wales, Welsh is continually challenged by the presence of English in the wider social context, yet serves a prominent role in Education. Since the formation of the Welsh Language Act in 1993, local authorities have been required to provide Welsh language schemes in schools. Whilst these schemes are in place, how they are approached and achieved by different counties and institutions varies greatly, from those that adopt a Welsh immersion approach to those that are predominantly English-medium, teaching Welsh as an L2 subject for a small portion of the academic week.

For many children, exposure to Welsh happens mainly at school. If the Government's initiative to 'increase bilingualism and strengthen the Welsh Language' (Welsh Assembly Government, 2011) is to be fulfilled, L2 Welsh learning children need as much access as possible to native Welsh peers and models between birth and 7 – i.e., during their most sensitive period for learning. The recent implementation of the 'Foundation Phase in School in Wales', aims to 'see the Welsh language prosper and develop children's understanding of the cultural identity unique to Wales' (Welsh Assembly Government, 2011). Moreover, 'In schools where English is the main medium of communication, children's Welsh language skills should be progressively developed throughout the Foundation Phase by implementing the Welsh Language Development Area of Learning'. However, at the moment, this is difficult to achieve outside the counties of Gwynedd and Ynys Môn since not all teachers are equipped to teach Welsh.

The aim of this research was to examine different ways of increasing children's exposure and native-speaker input in Welsh, both in the home and in English-medium schools. We introduced a series of Welsh language television programmes to young L1 English-speaking children in two ways: first, in a case study involving 7 children (mean age 2;5), who were each given different Welsh programmes to watch every day for 6 weeks; and second, in a school-based study involving 56 children (approx. age 4;5), exposed to 20 minutes of Welsh TV, three times a week for 6 weeks, either independently or in interaction with the researcher, or exposed to Welsh story-telling or an English story-telling as a control measure.

The findings suggest that even among the preschool aged children, introducing the

language via television programmes can help children acquire a basic receptive knowledge of that language. At the older ages, whilst small increases in grammatical and lexical knowledge of Welsh were seen, these increases were more pronounced in situations where the researcher interacted with the children during the viewing. The implications of these findings for bilingual education, language maintenance, and education policies are discussed.

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Friday, 13.09.2013 | 13:00-13:30 | Panel 5, SR 15.36

EVA WOHLFARTER, University of Vienna, Austria

## Language biographies of Carinthian Slovenes in Vienna

Persons who regard themselves as members of the autochthonous Slovene minority in Austria live predominantly in the southern parts of the country, namely in Carinthia and, to a smaller extent, in Styria. Many of them leave the traditional area of settlement to study or work elsewhere for some years or even for a lifetime.

In my paper I am going to present the situation of Carinthian Slovenes in Vienna. They form a rather small group, but raise a variety of interesting and highly topical questions. First of all, the internal migration of members of autochthonous minorities challenges the current separation between minority and migration research. While research on autochthonous minorities concentrates on the traditional area of settlement, the current migration research sets its focus on allochthonous minorities. Thus, this specific type of migration opens new aspects: On the one hand, Carinthia is a rural region characterized by traditional settlements and structures, while Vienna is a city of 1,7 million inhabitants with various cultural backgrounds and languages. On the other hand, Carinthia is still struggling with German nationalist movements that prevent the development of an equal relationship between both ethnic groups and their languages. One can therefore assume that the migration of Carinthian Slovenes to Vienna requires not only an adaption to the urban area, but brings also changes in the way sociopolitical events in Carinthia are viewed and how Slovene as a minority language is perceived. The geographic distance might furthermore encourage a more critical point of view on the own group, as many activities of the Carinthian Slovene student club in Vienna suggest. Carinthian Slovenes in Vienna face specific challenges too, especially when it comes to raise their children bilingually, since there are no Slovene kindergartens oder schools in Vienna.

By analyzing eight language biographies with the methods of discourse analysis I want to explore linguistic, but also political experiences and views of Carinthian Slovenes in Vienna. A focus lies here in the question how language politics and language ideologies shape the personal approach to languages in general and to Slovene specifically. What does it mean to move from the traumatized situation in Carinthia, where the dichotomy

between the Slovene speaking minority and the German speaking majority is still present, to Vienna, where many different migrant groups live? What does it mean to live with the specific linguistic repertoire of an autochthonous minority in Vienna? And what relationship between language politics and ideologies and the linguistic experiences of the individual can be found? Based on these questions, my paper aims to contribute to the research on the linguistic repertoire as well as amplify perspectives in the traditional research on autochthonous minorities and their languages.

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Thursday, 12.09.2013 | 14:00-14:30 | Panel 4, SR 15.34

MATTHIAS WOLNY, University of Heidelberg, Germany

## Vernacular use, tourism and immigration. Current trends in the linguistic landscape of Venice

From a sociolinguistic point of view, the city of Venice possesses a very interesting profile: besides Italian, the Venetian vernacular plays an important role in everyday communication, especially in informal domains. Alongside those 'autochthonous' varieties, many foreign languages can be overheard – or in our case 'overread' – across the city. This is due to a) the strong presence of tourists in a city which is one of the major tourist attractions in Europe, and b) the huge number of immigrants living in the city. Immigrants in Venice originate from very different regional and linguistic backgrounds, as the major communities represented in the city are from Bangladesh, the Republic of Moldova, Albania, PR China or Morocco, to name a few.

Observing the linguistic landscape of the city – cf. Landry and Bourhis (1997) and a rapidly increasing number of papers e.g. in Shohamy et al. (2010) and Shohamy and Gorter (2009) – there are a lot of interesting features to be considered:

- The enormous vitality of the city's vernacular, both to display authenticity in a tourist-oriented context and as a means to express the local identity. For example: shops or typical products addressed to the tourists carry vernacular names. Another valid example are the official street and place names, mostly of in the vernacular.
- The presence of strong immigrant communities, which is visible through shop signs, advertisements and public displays of various kind – like e.g. job offers issued by members of immigrant communities and addressed to fellow countrymen written in the respective mother tongue or advertisements issued by Italian companies and addressing immigrants in their languages.
- The official plurilingual signage addressing tourists with various thematic and functional contents which is visible all over the city.

After a brief account of the items which can be observed both in the old part of the city, situated in the Lagoon, and the new part of the city, situated on the main land, this paper

will analyse the linguistic landscape of Venice with special reference to the combined and competing presence of the aforementioned varieties. A second focus of analysis is the role authenticity plays both for the tourist-aimed use of the vernacular and the community-aimed use of the immigrant languages. The closing part of the paper is dedicated to a contrastive analysis of the items found respectively in the mainly tourist-oriented old part of the city and on the mainland.

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Friday, 13.09.2013 | 13:00-13:30 | Panel 6, SR 15.37

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## The status, corpus planning and speakers' attitude on Romagnol (ISO 639-3: rgn)

Even if recognized by Ethnologue with a clear ISO code, Romagnol is still underestimated and often considered an Italian dialect. One of the variants of Gallo-Italic languages, it has a strong linguistic identity and is well determined as *Abstandsprache* with regards to Veneto and Marchigiano; less clear the boundaries towards west, where there is a dialectal continuum with Emilian (egl). With respect to Emilian, Romagnol is developing as *Ausbausprache*, being strong and clear the perception the community has of a Romagnol history, territory, ethnicity, separated from that of Emilia. However, it lacks of a relevant factor for its status: a written standard.

Institute "Friedrich Schür" is one of the most active associations in the field of language support, but it has to do a crucial step: from an amateurish and folkloric activism to a real effort for a shared recognition of the language. The creation of a standard spelling is the path to follow for public presence, but there is still big tension between the old and the new vision.

The fragmentation of oral varieties of Romagnol has never been a communication barrier, but nowadays it is perceived as a problem in terms of a written standardization. The Italian equation that "the language is written as it is spoken" causes the misleading belief that every difference in pronunciation must be registered in writing. It is actually the opposite: after six years of age we do not read letter by letter but we register the entire word "photographing" it. Therefore, it is not obviously necessary that the phonetics matches the spelling.

But minority speakers often get confused between speaking and writing, and fear that the standardization of the language may harm their local dialect. A standardized spelling only makes sense for a written language. If there were, for example, a talk show in Romagna, the titles and explanatory signs would be in standard Romagnol, but the presenter and the guests would talk in their own dialects (as it happens in German Switzerland or in Norway).

At the same time, the speakers who fear standardization, also reject the use of tools such as electronic instruments for spellchecking (according to the belief that everyone writes in his or her own way) and do not accept the creation of neologisms because they are alien to the traditional language these speakers learned as children. These attitudes contribute to relegate minority languages such as Romagnol to the status of dialects and prevent them to evolve and flourish.

In our presentation we will briefly sketch the dialectal situation of Romagnol, the main standardization problems and the issues arisen in the last years among activists. We will try to demonstrate that standardization is not only necessary but also fundamental if we want to give minority languages such as Romagnol the same status and dignity of national languages.

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## DOMINATED LANGUAGES IN THE 21<sup>ST</sup> CENTURY

Although linguistic plurality and its socio-political stratification or outline in dominant and dominated languages is subject to constant and accelerating change due to global migration, the general perception of minorities - at least in Europe - is still based on strangely romantic folkloristic notions of the 19<sup>th</sup> century, namely as rural, conservative, immobile relics of another (archaic) culture with another language.

While European minority rights still remain rooted in this tradition, it is and was the duty of minority language research based on social sciences to primarily follow current developments. The upcoming conference aims to bring the latter aspect, which is also reflected in the history of the ICML, to the foreground and to address some relevant aspects against the background of the ideal of a pluralistic society:

- Changes in the linguistic landscape of Europe as a consequence of migration
- The relationship between indigenous and migrant minority languages
- Role and status of minority languages in pluralistic societies
- Dominated languages and the relevance of ICT (Information Communication Technology)
- Majority languages in a minority position

