

‘Languages of the Wider World’: 6 - 8 April 2011

Understanding Resilience and Shift in Regional and Minority Languages

CONTENT

CONTENT	3
GROUP PHOTO	4
WELCOME WORD	5
LOCATION OF THE CONFERENCE	6
MERCATOR NETWORK NEWSLETTER	7
CONFERENCE PROGRAMME	8
JANNEWIETSKES DE VRIES	12
ILZE BRANDS KEHRIS	13
LID KING	14
GEORG GOMBOS	15
ANNE PAUWELS	16
CONCHÚR Ó GIOLLAGÁIN &	17
BRIAN Ó CURNÁIN	17
RENÉ J. JORNA & NIELS R. FABER	18
SEÁN Ó RIAIN	19
JORDINA SÁNCHEZ AMAT	21
SARAH MCMONAGLE	22
LUCIJA ŠIMIČIĆ	23
VICTOR BAYDA	24
SARAH CARTWRIGHT	25
TIMOTHY ARMSTRONG	26
FOTINI DIAMANTIDAKI	27
HYWEL GLYN LEWIS	29
ESZTER TARSOLY	30
RICHARD Y. BOURHIS	31
MIKE TRESIDDER	32
ITESH SACHDEV	33
NIENKE BOOMSTRA	34
MARTIN EHALA	35
RAQUEL CASESNOVES FERRER	36
NICOLAS CARACOTA	37
MIQUEL STRUBELL	39
WALDEMAR MARTYNIUK	40
OFELIA GARCÍA	42
KEVIN JOHANSEN	43
GEORG GOMBOS	44
JULIA SALLABANK	44
CATHERINE HUA XIANG	46
TJEERD DE GRAAF	48
SARAH MCMONAGLE	49
LÁSZLÓ MARÁCZ	50
ANDREW DEERE	51
ADAM LE NEVEZ	52
ALEX RIEMERSMA	53
ERIC HOEKSTRA & ARJEN VERSLOOT	54
JULIA BARNES	55
DALILA FERHAOUI	57
NANNA HAUG HILTON	58
JEROEN DARQUENNES	59
INMA MUÑOZ BARREDO	61
LEENA NIIRANEN	62

GROUP PHOTO



WELCOME WORD

International Conference in Fryslân, 6-8 April, 2011

Dear participant,



A warm welcome to this charming city - Ljouwert/Leeuwarden, the capital of bi-lingual Fryslân in the Netherlands. This is the second international conference organised jointly by the Mercator European Research Centre on Multilingualism and Language Learning of the Fryske Akademy (The Netherlands, www.mercator-research.eu) and the SOAS-UCL Centre for Excellence in Teaching and Learning 'Languages of the Wider World' (LWW CETL) (UK, www.lww-cetl.ac.uk). We are honoured to have you here, and feel privileged to have such a fascinating array of papers by researchers, practitioners, policy makers and students from many different countries and regions to define, analyse and explore new directions and paradigms in understanding resilience and shift of regional and minority languages.

We hope that you have a stimulating, productive and enjoyable time here.

Warmest Regards,

Cor van der Meer & Itesh Sachdev (Co-Chairs of conference).

Ynternasjonale Konferinsje yn Fryslân, 6-8 April, 2011



Bêste dielnimmer,

Hjirby wolle wy jimme fan herten wolkom hjitte yn ús moaie haadstêd Ljouwert. Dit is it twadde kongres organisearre troch it Mercator Kennisintrum fan de Fryske Akademy (www.mercator-research.eu) yn 'e mande mei it SOAS-UCL Ekspertisesintrum foar it lesjaan en learen fan talen fan de wide wrâld (LWW CETL) (UK, www.lww-cetl.ac.uk). Wy binne der tige mei ynnommen om jimme hjir te sjen en fiele ús befoarrjochte om sa'n ferskaat oan nijsgjirrige presintaasjes te hawwen fan ûndersikers, learkreften, beliedsmakkers en studinten út in grut ferskaat oan lannen en regio's. Mei as doel om de paradigma's yn it begryp fan de fearkrêft en de feroarjende funksje fan regionale en minderheidstalen te definiearjen, te analysearjen en te ferkennen.

Wy hoopje dat jimme in stimulearjende, produktive en noflike tiid hawwe sille.

Mei hertlike groetnisse,

Cor van der Meer & Itesh Sachdev (Foarsitters fan de konferinsje).

LOCATION OF THE CONFERENCE



It Aljemint

It Aljemint

The location of the conference is 'It Aljemint', a former church, converted into a congress and study centre. The centre is situated in the beautiful circular courtyard behind the Frisian Academy. From the Doelenstraat you can reach this location through a gate with this sign:



Internet

Symposium participants can make free use of computers with internet connection.

Surroundings

The Fryske Akademy stands in the centre of Leeuwarden. In the heart of the centre you can find several shops, bars and nice restaurants. You can also visit one of the museums, such as the Ceramics Museum *Prinsessehof* (opposite the Fryske Akademy), the *Fries Museum* or the *Natuur Museum*.

The address of the location

Fryske Akademy
Doelestraat 8
8911 DX Leeuwarden/Ljouwert

T: +31 58-2131414

E: mercator@fryske-akademy.nl

W: www.mercator-research.eu

W: www.fryske-akademy.nl



*De Waag in the city centre
(old weighing house)*

MERCATOR NETWORK NEWSLETTER

The Mercator Network Newsletter informs you about the activities of the five Mercator Network partners and offers news on multilingualism, minority languages, immigrant languages and smaller state languages. The newsletter appears eleven times a year and is linked to the websites of the five partners.

Previous versions can be found on:

www.mercator-research.eu/news/newsletter

Subscribe

Want to stay informed? Please send an e-mail with the e-mail address(es) at which you would like to receive the Mercator Network Newsletter to:
newsletter@fryske-akademy.nl

Contribute

Do you want to share news or events in the field of multilingualism, minority languages, immigrant languages or smaller state languages? Please contact us by email: newsletter@fryske-akademy.nl

CONFERENCE PROGRAMME

'LANGUAGES OF THE WIDER WORLD': UNDERSTANDING RESILIENCE AND SHIFT IN REGIONAL AND MINORITY LANGUAGES

Wednesday 6 April Day Chairs: Itesh Sachdev & Cor van der Meer

Time	Activity	Room
18:00	Registration and reception (food available)	Central hall, 'It Aljemint'
19:00	Welcoming by Jannewietske de Vries , deputy Province of Fryslân	Conference room 3, 'It Aljemint'
19:15	Opening by Reinier Salverda , Director of The Fryske Akademy	Conference room 3, 'It Aljemint'
19:30	Key Note Speech by Ilze Brands Kehris , Director of the OSCE (The Hague, The Netherlands) <i>The role of languages in conflict prevention: the experience of the OSCE High Commissioner on National Minorities</i>	Conference room 3, 'It Aljemint'
20:00	Key Note Speech by Lid King , National Director for Languages (UK) <i>Multilingualism in Europe – Rescoping the Model</i>	Conference room 3, 'It Aljemint'
20:30	Book launch <i>Multilingualism, Transculturality and Education</i> Georg Gombos , (University of Klagenfurt, Klagenfurt, Austria)	Central hall, 'It Aljemint'

Thursday 7 April Day Chair: Alex Riemersma

Time	Activity	Room
09:00 – 09:30	Coffee & tea	Central hall, 'It Aljemint'
Time	Activity	Room
09:30 – 10:15	Key Note Speech by Anne Pauwels (SOAS, University of London, London, UK) <i>Reconceptualising language maintenance in the context of 21st Century transnational movements?</i>	Conference room 3, 'It Aljemint'

Parallel Sessions 10:15 – 11:15

Time	Conference room 1, 'It Aljemint' Chair: Alex Riemersma	Conference room 2, 'It Aljemint' Chair: Miquel Strubell
10:15 – 10:35	Brian ó Curnáin <i>Extrapolating from the Irish Condition: Aspects of demography and discourse in bilingual minority language communities in crisis</i>	René Jorna & Niels Faber <i>Computer models of language diversity: a determination of social and individual benefits</i>
10:35 – 10:55	Seán ó Riain <i>Improved Learning of Irish – can language-orientation instruction help?</i>	Jordina Sánchez Amat <i>Access to the written text of the deaf signer students: the role of metalinguistic activity</i>
10:55 – 11:15	Sarah McMonagle <i>When a lesser-used language goes global: the case of the Irish language in Canada</i>	Lucija Simičić <i>The protection of languages as an obstacle in the promotion of linguistic diversity</i>

Time	Activity	Room
11:15 – 11:30	Group photo session	Courtyard, 'It Aljemint'
11:30 – 11:45	Coffee & tea	Central hall, 'It Aljemint'

Parallel Sessions 11:45 – 12:45		
Time	Conference room 1, 'It Aljemint' Chair: Ofelia García	Conference room 2, 'It Aljemint' Chair: Anne Pauwels
11:45 – 12:05	Victor Bayda <i>Whose is Irish? Reanalysing the functional domain of a minority language</i>	Sarah Cartwright <i>Languages of the wider world: Re-configuring the landscape</i>
12:05 – 12:25	Timothy Currie Armstrong <i>The Language Ideologies of Heritage-Language Learners of Scottish Gaelic</i>	Fotini Diamantidaki <i>Multilingualism in London schools: a revealing survey</i>
12:25 – 12:45	Hywel Glyn Lewis <i>Language resilience and shift outside formal educational contexts: The Good News and the Bad News</i>	Eszter Tarsoly <i>Whose language is it? – The role of heritage and minority languages in cultural identity formation: the case of Hungarian</i>

Time	Activity	Room
12:45 – 14:00	Lunch	Central hall, 'It Aljemint'
Time	Activity	Room
14:00 – 14:45	Key Note Speech by Richard Bourhis (UQAM, Montreal Canada) <i>The Interactive Communication and Acculturation Model: Group vitality, Cultural Autonomy and the Wellness of Language Minorities</i>	Conference room 3, 'It Aljemint'
Time	Activity	Room
14:45 – 15:15	Coffee & tea	Central hall, 'It Aljemint'

Parallel Sessions 15:15 – 16:15		
Time	Conference room 1, 'It Aljemint' Chair: Jeroen Darquennes	Conference room 2, 'It Aljemint' Chair: Richard Bourhis
15:15 – 15:35	Mike Tresidder <i>Language resilience and shift outside formal educational contexts, examples from Cornwall</i>	Itesh Sachdev <i>Bilingual behaviour and attitudes amongst minorities: Some British-born Bangladeshi and Cantonese data in London (UK)</i>
15:35 – 15:55	Nienke Boomstra <i>Parental beliefs and their influence on bilingual language use: An intervention study</i>	Martin Ehala <i>Cultural values predicting language maintenance: the case of Russian speakers in Estonia</i>
15:55 – 16:15	Raquel Casesnoves Ferrer <i>Language Maintenance and Shift of Regional Languages In and Out Their Borders: the case of Catalan and Galician</i>	Nicolas Caracota <i>Bilingualism, a new stage in the construction of the European identity</i>

Time	Activity	Venue
16:15 – 17:00	Key Note Speech by Miquel Strubell (UOC, Barcelona, Spain) <i>The role of new social communication technologies in the relationship between dominant and subordinate language communities</i>	Conference room 3, 'It Aljemint'
Time	Activity	Venue
19:00 – ?	Conference Dinner	Koperen Tún

Friday 8 April Day Chair: Itesh Sachdev		
Time	Activity	Room
09:00 – 09:30	Coffee & tea	Central hall, 'It Aljemint'
Time	Activity	Room
09:30 – 10:15	Key Note Speech by Waldemar Martyniuk (ECML, Graz, Austria) <i>Learning through languages: Promoting inclusive, plurilingual and intercultural education</i>	Conference room 3, 'It Aljemint'
10:15 – 11:00	Key Note Speech by Ofelia García (CUNY, New York, USA) <i>Transglossic classroom spaces and subaltern knowledge</i>	Conference room 3, 'It Aljemint'
Time	Activity	Room
11:00 – 11:30	Coffee & tea	Central hall, 'It Aljemint'

Parallel Sessions 11:30 – 12:30		
Time	Conference room 2, 'It Aljemint' Chair: Itesh Sachdev	Conference room 3, 'It Aljemint' Chair: Sarah Cartwright
11:30 – 11:50	Kevin Johansen <i>The Lulesamisk language: Severely endangered or on the way up?</i>	Georg Gombos <i>Building a trilingual cross-border educational system – a threat or a boost for minority languages?</i>
11:50 – 12:10	Julia Sallabank <i>What is meant by 'resilience' in endangered languages? A critical discussion of the situation on the island of Guernsey</i>	Catherine Hua Xiang <i>Wiki Language Exchange Project: Enhanced E-learning Experience</i>
12:10 – 12:30	Tjeerd de Graaf <i>The Use of Sound Archives for the Safeguarding and Revitalisation of Regional and Minority Languages</i>	Sarah McMonagle <i>Evaluating the impact of the internet on the European Charter for Regional or Minority Languages (ECRML)</i>

Time	Activity	Room
12:30 – 13:45	Lunch	Central hall, 'It Aljemint'

Parallel Sessions 13:45 – 14:45		
Time	Conference room 1, 'It Aljemint' Chair: Jeroen Darquennes	Conference room 2, 'It Aljemint' Chair: Cor van der Meer
13:45 – 14:05	László Marác <i>Resiliencing Hungarian minority languages in the new Europe</i>	Andrew Deere <i>Measuring Minority Language Provision of Wikipedia</i>
14:05 – 14:25	Adam Le Nevez <i>Exploring Language Resilience</i>	Alex Riemersma <i>The Development of Minimum Standards on Language Education in Regional and Minority Languages</i>
14:25 – 14:45	Eric Hoekstra & Arjen Versloot <i>Language maintenance and standardization in Frisian go with the flow (but row your own boat)</i>	Julia Barnes <i>Training multilingual teachers for multilingual infants in a minority language context</i>

Time	Activity	Room
14:45 – 15:15	Coffee & tea	Central hall, 'It Aljemint'

Parallel Sessions 15:15 – 16:15

Time	Conference room 1, 'It Aljemint' <i>Chair: Ofelia García</i>	Conference room 2, 'It Aljemint' <i>Chair: Nienke Boomstra</i>
15:15 – 15:35	Dalila Ferhaoui <i>Language resilience and shift outside formal educational contexts: Living diversity, outliving adversity: When young Europeans meet</i>	Nanna Haug Hilton <i>Attitudes towards Frisian in the Netherlands</i>
15:35 – 15:55	Jeroen Darquennes <i>In search of factors of relevance to the comparative analysis of the role of (in)formal education in language shift/resilience in European minority settings</i>	Inma Muñoa Barredo <i>Promoting the minority language through multilingualism: the case of the Ikastolas</i>
15:55 – 16:15	Itesh Sachdev <i>The Langscape Project</i>	Leena Niiranen <i>Parents' view of revitalization of the Kven language in kindergarten</i>

Time	Activity	Room
16:15 – 17:00	Panel Discussion with key-note speakers	Conference room 3, 'It Aljemint'
17:00 – 17:15	Conference Closure	Conference room 3, 'It Aljemint'

JANNEWIETSKES DE VRIES

BIOGRAPHY

Deputy Province of Fryslân

OPENING SPEECH



Jannewietske de Vries

ILZE BRANDS KEHRIS

BIOGRAPHY

Director of the Office of the OSCE High Commissioner on National Minorities

E-mail: ilze.brandskehris@hcnm.org

Professional Experience

- Director of the *Office of the OSCE High Commissioner on National Minorities*, The Hague, the Netherlands. 2011-
- Chairperson of the Management Board of the *EU Fundamental Rights Agency*. Elected December 2009 (until June 2012).
- Director of the *Latvian Centre for Human Rights*, Riga, Latvia. Organization work fields: human rights in closed institutions, human rights and law enforcement, civil liberties and fundamental freedoms, minority rights, linguistic rights, citizenship, undocumented migrants, asylum seekers and refugees, anti-discrimination, racism and other forms of intolerance. Position held November 2002 – February 2011.
- First Vice-President of the *Advisory Committee of the Council of Europe Framework Convention for the Protection of National Minorities*. June 2006-June 2010.
- Member of the Management Board and Executive Board of the *EU Fundamental Rights Agency* (appointed from Latvia). 2007-
- Vice-Chairperson of the *Management Board of the EU Monitoring Centre on Racism and Xenophobia*. 2004-2007.



Ilze Brands Kehris

Memberships

- Member of Scientific Committee of Institute of Minorities Rights, Euracademy, Bozen/Bolzano.
- Member of Advisory Council of Doctoral Programme in Post-Soviet Studies, University of Latvia.
- Board Member of Migration Policy Group, Brussels.
- Board member of European Centre for Minority Issues, Flensburg.

ABSTRACT

The role of languages in conflict prevention: the experience of the OSCE High Commissioner on National Minorities

LID KING

BIOGRAPHY



Lid King

Now National Director for Languages, Dr King was between 1991 and 2003 Director of CILT (The UK National Centre for Languages). He carried out a significant expansion of CILT's work, including the establishment of regional centres, services for business and the creation of Lingu@net Europa (from 1998). He has extensive experience in language teaching and learning and proven success in managing organisations and major projects. Since 2003 he has coordinated the National Languages Strategy in England, reporting to Ministers at the education department. In 2007 he co-authored The Languages Review (with Lord Ron

Dearing) and in 2008 established The Languages Company in order to continue work in support of the Languages Strategy. Dr King has been a major force in several recent European projects: Languages in Europe: Theory, Policy & Practice; Professional European Language Portfolio; and Lingu@net Worldwide.

ABSTRACT

Multilingualism in Europe – Rescoping the Model

Multilingualism / Multiculturalism are hot topics in current political discourse. It has been claimed that European identity is based on diversity, that Europeans welcome diversity – “a common sense of belonging based on linguistic and cultural diversity”. Yet there are increasingly strident calls for simpler, more nostalgic forms of mono cultural identity and our policy makers line up to announce that multiculturalism is a failure. Underlying such political uncertainty and opportunism there are major economic and social changes taking place which can call into question the liberal consensus over “unity in diversity”. In 2010 we set out to analyse and discuss these changes and their effect on language policies in Europe – the “Languages in Europe , Theory Policy and Practice” initiative. Our conclusions remain optimistic, but also suggest that there are some tough decisions to be made: about language choices, and educational priorities, about the relationship between school and society, and perhaps above all about the places in which multilingualism will flourish. We describe the traditional European way as a symmetrical model – the gradual accumulation of language competence through education, turning monolinguals into ever deeper shades of multilingualism. The reality is that this – admittedly heroic – model is not working so well. The main sources of multilingualism lie elsewhere, and it is these new realities that we must reflect in new educational (and social) policies.

Dr Lid King, National Director for Languages
The Languages Company

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GEORG GOMBOS

BIOGRAPHY

Georg Gombos (1957) teaches intercultural education and multilingualism at the Department for Educational Science at the Alps-Adriatic-University of Klagenfurt, Austria.

BOOKLAUNCH



Itesh Sachdev and Georg Gombos

Book launch *Multilingualism, Transculturality and Education*
Georg Gombos, (University of Klagenfurt, Klagenfurt, Austria)

ANNE PAUWELS

BIOGRAPHY



Anne Pauwels

Anne Pauwels is Professor of Sociolinguistics and Dean of the Faculty of Languages and Cultures at SOAS. Prior to my appointment at SOAS, I was Head of the College of Arts and Law at the University of Birmingham. Before that I worked for nearly 30 years in Australian Universities including the Universities of Western Australia, Wollongong, New England and Monash .

My first degree was in Germanic Philology, University of Antwerp (Belgium). I gained an MA and a PhD

from Monash University, Australia. My dissertations were concerned with questions of language contact and multilingualism in Australia. I held the Foundation Chair of Linguistics at the University of New England and in 1995 I was elected Fellow of the Academy of the Social Sciences in Australia [FASSA]. My research deals with the social and sociolinguistic aspects of language and communication, with particular attention to multilingual and transnational settings. My main research foci include multilingualism, language maintenance/shift, language policy in relation to language learning in schools and universities as well as various aspects of the relationship between gender and language.

My most recent book publications include *Language and Communication: Diversity and Change* (2007, Mouton De Gruyter), *Maintaining minority languages in a transnational context* (2007, Palgrave Macmillan) and *Boys and language learning* (2008/2005, Palgrave Macmillan). My publications output to date includes over 100 refereed articles and book chapters as well as 17 books (authored and edited). I have held several research grants in the area of multilingualism, language contact and gender and language. My current research focuses on two areas, (1) multilingualism and Australian diaspora and (2) multilingualism in the academy.

My linguistic activism is focused on the promotion of the learning of languages in education, in particular the learning of community and minority languages, and on assisting minority/migrant communities in their language maintenance efforts as well as on addressing issues of race and gender in communication.

ABSTRACT

Building a trilingual cross-border educational system – a threat or a boost for minority languages? (Theme ii, Multilingual and Multicultural Education)

The presentation focuses on two aspects: one is the description of the trilingual cross-border educational network between three villages (Nötsch in Carinthia,

Austria, Kranjska Gora in Slovenia and Tarvisio in Italy), that so far comprises three years of kindergarten education and two years of primary education and that should be built up to comprise all school years (3 years of kindergarten, 4 years primary school, 8 years “Gymnasium”) in the coming years (e.g. via a Interreg IV project that has been launched by a secondary high school in Villach, Austria). The children learn the two languages of their neighbouring countries. The second focus is on the question how this project relates to Slovene minority language teaching in Carinthia – in how far it is a threat or a possible boost to the Slovene language.

Reconceptualising language maintenance in the context of 21st Century transnational movements?

The mass migration movements of the 19th and 20th century, particularly those following the second world war stimulated the dedicated study of transitional bilingualism in which questions of language maintenance (LM) and language shift (LS) were central. Although approaches to, as well as frameworks for the study of LM & LS were multiple and drew upon a range of disciplines including sociology, social psychology, sociolinguistics and anthropology, they shared the prevalent view of migration as a resettlement process from a *quasi* permanent location in A to a new *quasi* permanent location in B. Indeed this pattern of movement, whether voluntary or involuntary characterised many migration flows in these previous centuries. Foci for LM and LS research were on how the relocated individual, group or community could maintain their language practices in the new linguistic environment. Although this type of migration flow continues, the late 20th and early 21st Centuries have seen the rise of different transnational movements characterised less by long term ‘stable’ relocation and more by a continuous mobility across various locations, sometimes labelled a modern form of *nomadism*. Such forms of mobility pose quite different challenges for LM. In this presentation I shall discuss the complexities of LM in such a context and also outline the challenges it poses to current frameworks for the study of LM & LS. This will be done through the discussion of a case study of a Vietnamese ‘family’ group whose linguistic practices and mobility patterns exemplify this new situation.

CONCHÚR Ó GIOLLAGÁIN & BRIAN Ó CURNÁIN

BIOGRAPHY

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ABSTRACT



Brian Ó Curnáin

Extrapolating from the Irish Condition: Aspects of demography and discourse in bilingual minority language communities in crisis

This paper examines the interrelated factors which underlie the contraction in linguistic functionality of young minority language speakers in the bilingual context. Drawing primarily on results from Acadamh na hOllscolaíochta Gaeilge's (NUIG) research project: 'Bilingual Abilities in Young Gaeltacht Native Speakers of Irish,' the paper will present linguistic data which indicate an inherently problematic bilingual environment for the

acquisition of Irish. The *Comprehensive Linguistic Study of the Use of Irish in the Gaeltacht* (Ó Giollagáin and Mac Donnacha 2007) demonstrated the sociolinguistic dynamics which have led to the emergence of pervasive levels of incomplete language acquisition among native speakers of Irish in the contemporary Gaeltacht. These research projects indicate that the combination of demographic pressures on the Gaeltacht, the internal dynamics operating within the Gaeltacht communities and the dominant influence of a global youth culture is undermining the ability of Irish-speaking parents to foster the emergence of a sufficiently large proportion of Irish speakers in the various Gaeltacht communities for the intergenerational acquisition process to be completed. The paper will address the Irish Government's response to this crisis in its *20 Year Strategy for Irish 2011-2031*, but also seeks to question whether national and international discourse on the bilingual condition is adequately addressing the ethnolinguistic crisis in minority language groups.

RENÉ J. JORNA & NIELS R. FABER

BIOGRAPHY

René J. Jorna & Niels R. Faber (Frisian Academy (KNAW), Leeuwarden, The Netherlands)

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ABSTRACT

Computer models of language diversity: a determination of social and individual benefits

In studying benefits and costs of language diversity the use of computer models is rare. There may be various reasons for this situation, e.g. a) the complexity of the interpretation of language diversity, b) the difficulty in operationalizing factors and dimensions of diversity, c) the absence of realistic actor models, that is to say of actors that can communicate in a realistic way and d) the underperfor-

mance or restrictedness of existing software programs. They may be only a few of the reasons to abstain from using computers models to analyze, explain and predict language diversity.

How valid these arguments may be, it is strange that for weather analyses and forecasts and for tide and streaming conditions many computer models have been developed and are successfully applied. Tides and weather are also complex, many factors and dimensions are also applicable, and software programs and computational power can always be enhanced. The only big difference that we can think about in modeling and comparing natural (tide and weather) and artificial (language and communication) systems is the presence or absence of a realistic model of plausible cognitive actors and the

interaction of these actors. It is also possible to defend the line of reasoning that by definition humans systems and their social structures can not be modeled in software. The existence of cognitive science and social simulation since the 60s of the last century to our opinion shows that the rejection of this kind of modeling is not justified.

In our presentation we will propose a model of plausible cognitive actors that have a memory, have goals, have communication instruments, i.e., a language, and are able to exhibit social behavior (Helmhout, 2006; Wijermans, 2008). An implementation of this model has been applied to study crowds and riots (Wijermans, 2011). It has not yet been applied to linguistic diversity, but making such an application will give us the possibility to predict how much diversity will be disadvantageous for communication inside and between actors and for social cohesion. In both cases we predict an inverted U-shape form, but where the turning points are is matter of simulation experiments



René J. Jorna

SEÁN Ó RIAIN

BIOGRAPHY



Seán Ó Riain

“Seán Ó Riain has been as an Irish diplomat since 1981, serving in Irish embassies in Germany, Poland, Austria, Australia, and at the at the EU, Brussels. His Ph.D thesis (Trinity College, Dublin, 1985) was on “Language Planning in Ireland and Québec”. He lectured in Irish at Maynooth University for some years, and represented Ireland on the Council of Europe inter-governmental committee which drew up the European Charter for Regional and Minority Languages in 1992. One of his academic interests is the possible contribution of short lessons in Esperanto to the improvement of language-learning in general, particularly for weaker learners. He is currently a second-

ed national expert with the European Commission's DGT, where he is responsible for the Irish language version of the Commission's website, and contributes generally to the formulation of language policy. All views expressed in his paper are personal to the author."

ABSTRACT

Improved Learning of Irish – can language-orientation instruction help?

The Harris reports of 1984 and 2006¹, on the teaching of Irish in primary schools, showed that 96% of students from the Irish-medium schools master both languages, yet in the English-medium schools, despite some 12 years studying Irish as an obligatory subject, up to 70% of students make little progress. This had led to some criticism of language learning as "elitist": the educational system has had the unintended effect of excluding the majority from a positive experience of multilingualism.

Language-orientation instruction: The idea of a regular, easy-to-learn language, without exceptions, as a stepping-stone towards learning other languages is not new, but like the metric system, it needs time to find general acceptance. The actual language used for propedeutic purposes is less important than the fact that its structure must contribute to rapid and easy learnability. Confidence gained by mastering attainable targets can help students master more difficult languages. Some experiments, such as those carried out by the Cybernetic Faculty of Paderborn University, suggest that the time used by a propedeutic course can be more than made up by the more rapid pace of subsequent learning. Some noteworthy pioneering work in this area has been taking place in four primary schools in the UK, under the supervision of the University of Manchester, since September 2006 ("Springboard to Languages" programme). **Could this work benefit the teaching of Irish?** That is the question to be addressed in this paper.

¹ Dr John Harris, 2006. *Irish in Primary Schools*. Dublin: Department of Education and Science.

JORDINA SÁNCHEZ AMAT

BIOGRAPHY

Jordina Sánchez Amat has a degree in Biology and one in Social and Cultural Anthropology from the Universitat de Barcelona. She has a Master's degree in Intervention and Research in language pathologies from the Universitat Autònoma de Barcelona (UAB). The Master's final report was entitled "Uses of the written language at the bilingual schools with deaf signer students". Currently, she holds a PhD fellowship at the Department of Systematics and Social Pedagogy of the UAB



Jordina Sánchez Amat

ABSTRACT

Access to written text by signing deaf students: the role of metalinguistic activity (Research project, 2010-2013)

The Bilingual Education Model, consisting in the use of sign language and spoken language as a vehicle for communication and access to the school curriculum, was implemented in Catalonia (Spanish state) in 1996. In 2010, a bilingual Catalan-deaf language project started in order to develop a sign language curriculum which shall include the teaching objectives, teaching content and teaching methods in the area of Catalan Sign Language (LSC). This goal is crucial for the normalization of sign language in society and in education in particular. To optimally implement a curriculum in this area, we need to further investigate the implications of deafness and the use of sign language as the vehicle of instruction. The hypothesis of the actual PhD project is that metalinguistic awareness and metalinguistic activities play a decisive role in the process of language acquisition, in particular with regard to reading and writing. The empirical research will be conducted in a Catalan Sign Bilingual School, a mainstream center with 6 to 12 year old hearing and deaf students where the main languages of instruction are LSC and spoken/written languages (Catalan and Spanish), and where the figure of the LSC interpreter is of great importance. The collection of data shall be conducted during one school year. It will consist in a quasi-experimental design that will include researcher observations interviews with the teachers, surveys to the parents, and a set of tests to students.

It is expected that the results are of significance for the bilingual teaching community and researchers in order to increase the knowledge on the literacy learning process of signing deaf students, and to implement it in the classrooms. Several authors have pointed out the need for research on metalinguistic approaches for the teaching of reading and writing, and also to investigate concrete methodologies in bilingual programming.

SARAH MCMONAGLE

BIOGRAPHY

Sarah McMonagle completed her PhD at the University of Ulster, Northern Ireland in 2010. Her thesis, entitled “The Irish Language in Post-Agreement Northern Ireland: Moving out of Conflict?”, comprised an interdisciplinary examination of the Irish language in Northern Ireland since the signing of the Belfast Agreement in 1998. In consideration of an emerging public discourse on multiculturalism, she advocated a deliberative democratic approach to language planning in Northern Ireland. From 2007-2009 she was employed as a research assistant on the Northern Ireland Languages Strategy, a public policy document



Sarah McMonagle

commissioned by the Department of Education to review language learning in the region. In 2008 she was awarded a scholarship from the Ireland Canada University Foundation to conduct field research on language and diaspora at Queen’s University, Ontario. Upon completion of her doctoral thesis, Sarah spent some months with the Council of Europe’s Secretariat for the European Charter for Regional or Minority Languages. She is currently pursuing her research and writing interests independently. Sarah holds a BA in European Studies from Trinity College, Dublin and a MA in Contemporary European Studies, accomplished at the University of Bath, Charles University, Prague and Humboldt University, Berlin.

ABSTRACT

Conference theme: Cultural aspects of language maintenance and shift

When a lesser-used language goes global: the case of the Irish language in Canada

Minority languages have generally acquired their status due to the centralising forces of state-building that privilege dominant registers. Speakers of minority languages have thereby come to occupy marginal positions in society, excluded from social and economic spheres, with many choosing emigration. Yet what happens when minority languages become detached from their places of origin through migration? Can we assume that those languages are eventually sacrificed through assimilation into the host society? Outward migration has been cited as a major causative factor in Irish-language decline during the 19th century, yet little scholarship exists on the fate of the language once its speakers arrived elsewhere. While there is little to suggest that Irish was maintained as a community language abroad, contemporary evidence indicates that diasporic communities endeavour to preserve an Irish cultural identity through learning the language. This paper will present the results of fieldwork conducted among Irish-language learners in Canada who have invested time and resources to establish a permanent space for the language in Ontario. Data analysis reveals that the language serves as a vehicle for those wishing to maintain or connect with an Irish cultural identity, as well as for those outside of the diaspora who seek to ac-

cess what they perceive to be 'real' Irish culture. Notably, such narratives are perfectly at ease within a modern, multicultural Canada. This paper argues that maintaining the Irish language abroad should have relevance for language planning in Ireland, which continues to struggle with policy goals.

LUCIJA ŠIMIČIĆ

BIOGRAPHY

I have worked as a researcher at the Department for Linguistic Anthropology and Socio-cultural research at the Institute for Anthropological Research in Zagreb, Croatia since 2001 after having graduated in English and Italian language and literature at the Faculty of Philosophy, University of Zagreb. As a Ph.D. student in Linguistics at the same University, I have submitted the doctoral dissertation on language attitudes and identification processes as the determinants of language change and linguistic vitality on the island of Vis (Croatia). I worked on several Croatian and EU-funded projects, including LINEE – *Languages in a Network of European Excellence* (FP7). As a part of my Ph.D. training I spent several months at the University *La Sapienza* in Rome (Italy) and University of Groningen (The Netherlands), and attended shorter courses (schools) in the Czech Republic, Hungary, and Italy. For the past three years I have taught part-time at the Department for Anthropology at the University of Zagreb. Some of my research interests include language variation and change, computational dialectology, language attitudes, and language rights.



Lucija Šimičić

ABSTRACT

Lucija Šimičić, *Institute for Anthropological Research, Zagreb, Croatia*

The protection of languages as an obstacle in the promotion of linguistic diversity

Regardless of its popularity, the term 'linguistic diversity' is still far from being unequivocally defined and understood. The reason for this lies in a general lack of agreement regarding the meaning of more basic terms such as 'language' and/or 'minority'. Paradoxically, it seems that the object of protection in different language-protecting acts are usually official, standardized, and well-established linguistic varieties – often the only ones referred to as 'languages' in such documents. At the same time, the diversity within the protected languages is often ignored and purposely neglected or marginalized. This is also the reason why all the variability found beyond the narrow horizon of officially recognized and normatively proscribed varieties is often omitted in the discussions on linguistic diversity. Even when there is an intention to preserve 'intralinguistic' diversity, the success of such attempts often remains very partial for various ideological reasons. Departing from the analysis of two attempts aimed at the protection of di-

atopic diversity in Croatia, namely the insertion of certain linguistic varieties on the Unesco Intangible Heritage List and the treatment of diatopic diversity in the national curriculum, the paper focuses on the discussion of some of the possible reasons that may stymie the promotion of linguistic diversity.

VICTOR BAYDA

BIOGRAPHY

Victor Bayda studied Germanic and Celtic linguistics at Moscow State University and defended his PhD thesis “Development of perfect constructions in Icelandic and Irish” in 2009. He has been teaching Irish at the Philological Faculty, Moscow State University since 2005. Specific areas of interest and research include development of the Irish verbal system as well as topics in second language teaching and sociolinguistics of minority languages.



Victor Bayda

ABSTRACT

Whose is Irish? Reanalysing the functional domain of a minority language

Irish boasts an official status that is at odds with its actual position – spoken by fewer than 80 000 people on a daily basis (of which almost all are bilingual), Irish is nevertheless the first official language of the Republic of Ireland. Nowhere is this discrepancy as clear as when it comes to teaching and learning Irish abroad, especially in a country with virtually no genealogical links to Ireland. At Moscow State University Irish has been taught since the early eighties. The demand for Irish classes rests on the increasing interest the Irish culture itself has enjoyed in Russia in recent years. One of the problems is that a number of the students attending these classes tend to drop out after a year or two. As the initial interest ceases to motivate there happens to be a lack of more substantial reasons for learning the language for neither is Irish functional enough throughout Ireland, nor is it the carrier of the Irish culture, once very effectively translated into English. A solution to this lack of motivation for learning Irish can be provided by a slight adjustment of focus. There are a number of regions (an *Ghaeltacht*) where Irish is still the community language and where an Irish-language culture exists. Considering Irish primarily the language of the people who actually live their lives using it gives both a more realistic picture and motivation opportunities to teachers of the language abroad.

SARAH CARTWRIGHT

BIOGRAPHY

Sarah Cartwright works at CILT, the National Centre for Languages; she has recently been on secondment to SOAS where she fulfilled the role of “research facilitator” for six months. From 2007 to 2009 she led a major UK government project, “Our Languages”, promoting the benefits of bilingualism and supporting the teaching of “community” languages which are known as “migrant languages” in Europe. The project and its website (www.ourlanguages.org.uk) was awarded the Threlford Cup by the Institute of Linguists. CILT is now disseminating the outcomes of Our Languages across Europe as an EU “accompanying measures” project.

Sarah concurrently managed ITT MFL which provided support for universities involved in Initial Teacher Education (ITE) through a web-based network, a bi-annual publication, the “Links bulletin”, of which she is the editor and a dedicated website.

Before joining CILT, Sarah was PGCE Course Leader for Modern Languages/Senior Lecturer in Education at London Metropolitan University.

She holds a BA Hons from the University of Leeds in French with subsidiary Italian, 1976, and an MA in French from Pennsylvania State University, USA, 1978. Her MA thesis focused

on the Venice 4 version of the “Chanson de Roland”.



Sarah Cartwright

ABSTRACT

Languages of the wider world: Reconfiguring the landscape

This talk will take as its starting point the thorny issue of nomenclature pertaining to the teaching of “first” languages: “of the wider world” or perhaps “global” rather than “lesser taught”, “heritage” vs “mother tongue”... There is then the designation more widespread in Europe of “migrant languages” which reveals the perhaps unconscious assumption that it is the language that is in transit rather than the speaker and that for some reason these languages or indeed their speakers can never settle. Recent geolinguistic research in both London and Europe reveals a much more complex landscape.

The mainstreaming of some heritage languages in England will be explored, drawing on case studies from the recent Our Languages project. What emerges from the analysis of pupil voice in an e-conference on language learning is the relative importance of identity-confirmation as opposed to employability as one of the key drivers in students’ choosing to study a language or continue to study a language in a culture in which language study has been optional post 16 for nearly a decade. The role of accreditation in boosting the self-esteem of learners will be considered in complementary schools as well as in mainstream education.

The profile of today's multi-level plurilingual learners will be analysed in order to draw out the imperative for a more equitable pedagogy and educational policy formulation in a future in which the economic certainties of the past will be challenged by the emergence of the BRIC economies and the languages empowered in their wake.

Sarah Cartwright,
CILT, the National Centre for Languages

TIMOTHY ARMSTRONG

BIOGRAPHY

Timothy Currie Armstrong, Soillse Research Fellow, is based at Sabhal Mòr Ostaig, the Gaelic College on the Isle of Skye. In 1990, he earned a BA in Biology (general honours with high honours in the subject) from Bowdoin College in Brunswick, ME, USA, and in 2006, he earned a BA in Gaelic Language and Culture from Sabhal Mòr Ostaig. In 2009, he successfully defended his thesis for a PhD in Sociolinguistics from Sabhal Mòr Ostaig and the University of Aberdeen. His research focuses on language planning at the micro-level, in communities, in education, in the home and in small organizations, and he is particularly interested in language ideology and the ways in which different ideologies influence the outcome of language redevelopment.



Timothy Currie Armstrong

ABSTRACT

The Language Ideologies of Heritage-Language Learners of Scottish Gaelic.

Timothy Currie Armstrong
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As a language declines, semi-speakers of the language frequently form a substantial subset of the remaining speech community. Semi-speakers present language activists, educators and policy-makers with an opportunity and a challenge. If these speakers can learn their heritage language and can successfully identify with and re/integrate themselves into local speech communities or networks, they are uniquely situated to significantly add to the vitality of the contracting language. However, both identity and integration may be problematic

for heritage-language learners (HLLs) of a threatened and contracting language. The connection between language and identity in Scotland is complicated and contested, and Gaelic-speaker identities are particularly fraught. Also, there are very few (if any) communities remaining where Gaelic functions as the default language, but at the same time, Gaelic is increasingly used in a limited number of non-traditional contexts; particularly in the media and in education. I will present data from life-narrative interviews with HLLs of Scottish Gaelic that detail the difficulties they experience as they negotiate their re/integration into local Gaelic-language networks, and in the light of this data, I will discuss how identity and integration issues influence the progress of language revitalization.

FOTINI DIAMANTIDAKI

BIOGRAPHY

Dr Fotini Diamantidaki is currently a lecturer in education for the secondary Post Graduate Certificate in Education in Modern Foreign languages at the Institute of Education, London UK with a specialism in French and world languages. She is also involved in teaching and supervising for the B.Ed undergraduate program, and MA TESOL (Teaching of English to Speakers of Other Languages).



Fotini Diamantidaki

Her PhD degree in Linguistics and French literature was obtained at the University of Nice Sophia Antipolis, France in 2005. Her specialism is in new information and communication technologies. Her thesis has recently been published as a book twice, in France (2008) and Germany (2010). Title of Thesis: "The Internet and literary texts: a method of language teaching". The book explores the question of integrating new technologies in language teaching, particularly the integration of the Internet in the teaching of French as a Foreign Language (FFL). The purpose is to show the positive contributions that the Internet is able to have on the FFL and language teaching generally. The creation of teaching and inter-

active activities on the Internet is an essential part of the project. In the context of the Internet and the teaching of FFL, the literary element is added and a website has been set up which aims to offer an access to various literary texts. It is a site which could be used in a class of FFL, in order to teach certain linguistic elements but also to initiate the foreign learners to the literary text. Principal goal is to show that the literary text, thanks to the Internet, can have its own place in a class of FFL and can be appreciated.

Fotini has also obtained her Post Graduate Certificate in Education for teaching Secondary Modern Languages, at the Institute of Education, University of London in 2003 and has worked in inner London schools for 6 years.

Her Master's degree was obtained in Linguistics (with distinction) at the University of Nice Sophia Antipolis, France in 2001. The title of dissertation is: "The place and functions of the literary text in the teaching of French as a foreign language", followed by a practical application: Creation of web site that features a series of lessons for the comprehension of literary texts.

She received her BA degree on French language and literature (with distinction and honours) from the Aristotle University of Thessalonica, Greece.

Throughout her travelling, education and additional interests she has always endeavoured promoting world languages and their importance in the Modern Foreign languages curriculum particularly in the UK. Her small – scale survey was launched with the Institute of Education partner schools in order to find out the current situation in the Modern Foreign languages departments and any wishes they may have for the future in order to incorporate world languages into their curriculum. The survey was used as a starting point which preceded the transformation of the IOE's teacher training programme for language teachers from September 2011.

ABSTRACT

(ii) *Multilingual and Multicultural education*

Multilingualism in London schools: a revealing survey

Multicultural education could not be conceived without considering the role that languages have in the curriculum. According to the UK national curriculum framework, "teaching and learning foreign languages is increasingly important in a global economy and also has great value in terms of cultural and linguistic richness in our society, personal fulfilment and global citizenship and understanding". As a result we observe that languages are in the core of a multicultural curriculum. More extensively, languages are one of the most effective ways in order to achieve a multicultural education as teachers and students study and appreciate different cultural aspects that can be incorporated into a language lesson.

However in practice, when we think about the teaching of modern foreign languages in London urban secondary schools nowadays, most of us instantly think of French or Spanish or maybe German lessons... But are those the only languages that are taught in schools?

The paper confirms that London secondary schools are living vibrant and active micro-societies with their richness and diversities where many languages are spoken and taught/ or wish they could be taught. A survey was launched with our Institute of Education partner schools in order to find out the current situation in the Modern Foreign languages departments and any wishes they may have for the future. The survey was used as a starting point which preceded the transformation of our IOE teacher training programme for language teachers from September 2011.

HYWEL GLYN LEWIS

BIOGRAPHY



Hywel Glyn Lewis

Dr Hywel Glyn Lewis is a graduate of the University College of Wales, Aberystwyth and a former student of the late Professor Jac L. Williams who is noted for his contribution to the development of the study of bilingual education.

Following his early career as head of department of Welsh at various secondary establishments, he was appointed deputy headteacher of a Welsh-medium secondary school during which time he also carried out research into Welsh-medium education policy in Wales as well as empirical research into the correlation between the linguistic backgrounds of pupils in various Welsh-medium secondary schools and their academic achievements.

He was awarded his Doctorate by the University College of Wales, Aberystwyth in 2000

and, since 2004, has been a senior lecturer in bilingualism at the University of Wales:Trinity Saint David and co-ordinator of the postgraduate MA in Bilingualism and Multilingualism.

He has been employed by Estyn, the schools inspectorate in Wales and, as an associate researcher, by Dysg (a department of the Welsh Assembly Government since 2008), for whom he has undertaken a number of research projects and produced a number of reports on post-16 bilingual education provision. He is also an executive member of the Foundation for Endangered Languages.

He is heavily involved in the promotion of bilingual education in his home country which, over the years, has seen a dramatic increase in the number of pupils from non-Welsh-speaking homes attending Welsh-medium schools. It is for this reason that his main area of research and activity has been the use made of evidence related to the cognitive benefits of bilingualism in educational policy-making and curriculum planning.

ABSTRACT

Language resilience and shift outside formal educational contexts: The Good News and the Bad News

Recent indications or perceptions of the revitalization of Welsh as a lesser-used language within the United Kingdom has not only been a source of satisfaction and delight to devotees of the language within Wales but also an encouragement to some international observers who see the current reversal of language shift as offering guidance to others. Despite the continuing diminution of the Welsh-speaking population during the twentieth century, the last census in 2001 indicated not only a halt to further decline but also an increase which is attribut-

ed to a growth in the number of speakers amongst the younger generation and, in turn, to the success of the Welsh-medium education system. This system has developed constantly across both primary and secondary sectors during the last sixty years and is widely-recognised as an “agency of language revitalization.” Following the advent of devolved government and the establishment of the Welsh Assembly Government in 1999, the widespread public perception of language revitalization has also, arguably, been fuelled by other political developments including an imminent referendum on further legislative powers, a new Welsh Language Measure, the formulation of a national Welsh-medium education strategy as well as increased use of Welsh as a medium of study at university level.

However, although such positive developments reflect widely-recognised indications of language vitality, as expounded in academic language-planning frameworks, the paper questions the true reality of the current situation in Wales and points to other influential sociolinguistic factors which can, not only undermine further revitalization, but also make the validity of the current perception very questionable.

Dr Hywel Glyn Lewis
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ESZTER TARSOLY

BIOGRAPHY

Eszter Tarsoly
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ABSTRACT

Theme (v) Cultural aspects of language maintenance and shift

Working title: Whose language is it? – The role of heritage and minority languages in cultural identity formation: the case of Hungarian

My paper contrasts the processes of learning and acquiring, as well as the motives of transmission, of a Central-East European smaller state language, Hungarian (hereafter: H), in two contexts: H, as a heritage language in the UK v. H, as a minority language in Romania and Slovakia. Evidence is based on my experience as a teacher working with background speakers of H at UCL, and on fieldwork in various minority



Eszter Tarsoly

communities Eastern Europe.

Languages, and even small contrasts between dialects, or the variety of (background or other) languages one speaks are powerful markers of one's cultural affiliation, identity, and status. Heritage and minority H speakers acquire H outside of Hungary, thus, they form a social and cultural identity inclusive of H in a different way from speakers of H in Hungary. It is instructive to explore the differences between the two groups in terms of perceived linguistic vitality, other H speakers' expectations towards them, processes of Othering, and how these factors are influenced by, or impinge on, their actual use of H. This contributes to a better understanding of how languages are interwoven with the thought, custom, and cultural identity formation of their speakers.

The model 'one language – one nation', which underlies 'foreign' language learning, is insufficient to account for heritage and minority speakers' language competence and use; I discuss how purist tendencies in the case of a language which is imagined as monocentric jeopardise the sustainability of multilingualism and multiculturalism involving the language, in this case H, in question.

RICHARD Y. BOURHIS

BIOGRAPHY



Richard Y. Bourhis
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Richard Y. Bourhis

ABSTRACT

The Interactive Communication and Acculturation Model: Group vitality, Cultural Autonomy and the Wellness of Language Minorities

Using the Interactive Communication and Acculturation model (ICAM), this presentation offers an intergroup approach to relations between dominant language majorities and linguistic minorities within multilingual states. First, we propose that government language policies to deal with linguistic diversity may be situated on an ideological continuum ranging from the pluralist, civic, assimilationist to ethnic approaches. Often such language policies are used by the language majority to erode, maintain or foster the ethnolinguistic vitality of language

minorities. Acculturation is a term used to describe the process of bidirectional change that takes place when two language communities come in sustained contact with each other. Members of the language majority may endorse the following orientations towards linguistic minorities: individualism, integrationism, assimilationism, segregationism and exclusionism. In turn, linguistic minorities may endorse individualism, integrationism, assimilationism, separatism and marginalisation. Combinations of these orientations may have an impact on the acquisition of additive vs subtractive bilingualism, language switching strategies in bilingual encounters, harmonious, problematic or conflictual language group relations, and inter-generational language maintenance or loss. Second, the presentation provides an overview of the Cultural Autonomy Model developed to better account for how institutional completeness, social proximity and ideological legitimacy combine through collective identity to foster mobilisation towards the maintenance and development of language minorities. Thirdly, the paper provides a tentative approach for roughly assessing the wellness of language minorities in Europe and North America using the vitality and cultural autonomy frameworks.

MIKE TRESIDDER

BIOGRAPHY

Educated in Cornwall and London Mike has taught both in UK and the Middle East. Mike works as an education officer for Maga- the Cornish language partnership and is responsible for developing training programmes for teachers, learning opportunities for students and educational resources. He is also a lecturer in education and the humanities with particular interests in philosophy, history and the development of languages. He holds degrees in classical civilisation and English literature, a post graduate certificate in education and is a judge for the *Holyer an Gof* awards.



Mike Tresidder

An active researcher with interests in community based pedagogy and models of mentoring Mike has recently contributed to projects investigating the value of 'place based education' and the use of fluent Cornish speakers as volunteer teachers in schools. His other research interests are focussed on 'festivals as a means of pedagogic practice' (ongoing PhD topic) and language revival and oral traditions (for Maga).

The Cornish Language Partnership, which was set up in 2005 to oversee the implementation of the Cornish Language Development Strategy. It includes language organisations, local authorities and a number of other groups who have come together with the aim of promoting Cornish and developing it further in Cornish life

ABSTRACT

Language resilience and shift outside formal educational contexts, examples from Cornwall

The grand narratives that attempt to encompass the scope of British history tend to marginalise the very existence the Cornish language. Nevertheless, despite Kernewek (Cornish) having died out as a widely spoken community language by the 19th century it never completely went away. Semi- speakers and academics kept knowledge of the language alive and laid the foundations of an early 20th century revival. By the 1970s interest had grown to such an extent that a variety of organisations and activities had become established with the aim of teaching and promoting Cornish as a spoken language.

However despite a steady growth in the number of fluent speakers and occasional users, official recognition of the existence of Cornish from the British government was a long time in coming. Indeed it wasn't until 2002 (ratified in 2003) that it was added to the European Charter for Regional or Minority Languages and afforded Part II protection.

This paper seeks to explore the idea that the experiences and lessons learnt from over a hundred years of slow progress, rather than hindering a revival in Cornish, have equipped it to flourish in the 21st century. Despite an uncertain future in terms of public funding activists are used to being resilient and operating outside formal educational contexts. Allying such resilience with post-modern notions of 'chosen ethnicity', in particular, is a strategy seen to offer both practical and academic opportunities for language promotion and growth.

ITESH SACHDEV

BIOGRAPHY



Itesh Sachdev

Itesh Sachdev (SOAS, University of London, UK), Lawrence Lau (formerly Birkbeck, Univ of London) & Martha Pennington (Georgia Southern University, USA)

ABSTRACT

Bilingual behaviour and attitudes amongst minorities: Some British-born Bangladeshi and Cantonese data in London (UK)

This study explores social psychological factors related to patterns of bilingual behaviour and attitudes amongst members of two minority groups in London (UK). A survey methodology was employed with 154 participants (73 Cantonese, 83 Bangladeshis) to see how group identification, perceived vitality and linguistic contact were related to language use and attitudes. In accordance with expectations, participants of both groups were fairly realistic in their perceptions of group vitalities and patterns of contacts with English and own-group minority language speakers. Interestingly, though members of both groups reported high levels of identification with their heritage languages and English, findings also revealed important differences between groups. Specifically, Bangladeshi adolescents reported more positive own-group language attitudes and identifications than Cantonese adolescents. Additionally, whereas Cantonese-Chinese placed greater value on English than on Cantonese for their identities, Bangladeshi participants reported that Bengali and English were equally important to their identities. These findings and others in the study suggest that the impact of English vitality on Cantonese for the second-generation Chinese adolescents maybe 'subtractive' and could lead to substantial reduction or even loss of own-group language and culture. In contrast, Bangladeshi adolescents in London appear to have a strong-enough base in terms of own-group vitality that probably has an 'additive' impact on their use of English without being threatened by the vitality of English in the UK. Overall, such findings reinforce the importance of valuing minority own-group languages and identities in multicultural and multilingual societies.

NIENKE BOOMSTRA

BIOGRAPHY

Name: Nienke Boomstra Msc

Organisation: Fryske Akademy, Mercator Research Centre on Multilingualism and Language Learning, Ljouwert, The Netherlands

Area: Language resilience and shift outside formal education contexts (methods of language maintenance)



Nienke Boomstra

ABSTRACT

Parental beliefs and their influence on bilingual language use: An intervention study

“More languages, more opportunities” is an intervention program in which Antillean families are stimulated to use both Papiamentu and Dutch at home. Through the means of role models – here, language coaches - who visit the families, the primary caretakers receive guidance in bilingual language transmission with their toddlers. Active bilingual stimulation in a preschool project is relatively new in the Netherlands, especially concerning immigrant languages. The project started in 2009 and is performed in Leeuwarden and Rotterdam, with a total of 23 mother-child dyads.

The ideas and beliefs the participating mothers have about their role as a language teacher in the early years of their child differ considerably. Besides, a part of the mothers have received negative responses towards their bilingual home-environment, for example from infant welfare centres, which caused them to doubt the advantages of bilingualism. The beliefs are considered to be leading in the actions of the mother. Part of the research on the effects of the intervention is to get more insight in the relationship between the beliefs about the power of language teaching at home and the language use in real-time. The idea is that “More language, more opportunities” can change the parental beliefs towards the positive end, which will lead to a more diverse language input from the mother, both in Papiamentu and in Dutch. The specific outcomes will be discussed during this presentation. Concluding, some recommendations for bilingual preschool programs will be given.

MARTIN EHALA

BIOGRAPHY



Martin Ehala

Dr. Martin Ehala is a professor at the University of Tartu in Estonia. His main research interests are the theory of ethnolinguistic vitality, language maintenance and the development of the Estonian linguistic environment. He has also published on topics related to language and identity, and contact-induced changes in Estonian. Currently his main research project is “Ethnolinguistic vitality and identity construction: Estonia in the context of other Baltic countries” which aims to compare the vitalities of the Baltic Russian minorities using an innovative quantitative model of ethnolinguistic vitality.

ABSTRACT

Cultural values predicting language maintenance: the case of Russian speakers in Estonia

This paper proposes that acculturation orientations are related to two sets of cultural values: Utilitarianism (Ut) and Traditionalism (Tr). It is argued that these values, although forming a logical opposition, are not opposite ends of one single value dimension, but orthogonal. This makes it possible to conceptualize Ut and Tr as the underlying cultural values for Berry's (1997) typology of acculturation orientations. While utilitarian values enhance assimilation, traditional values support language and identity maintenance. To measure Ut and Tr, a quantitative survey questionnaire was designed. The validity of the internal structure of the instrument, as well as its ability to differentiate between subgroups with different acculturation orientations, was tested in a large scale (N=448) quantitative survey on the ethnolinguistic vitality of the Russian community in Estonia. A k-means cluster analysis brought out distinct subgroups from the sample relating to four prototypical acculturation types. The results are compared to the results of previous studies focusing on the acculturation orientations and cultural preferences amongst the Russian speaking population in Estonia which shows that younger generations show higher levels of traditionalism and also have higher rate of Estonian-Russian bilingualism.

RAQUEL CASESNOVES FERRER

BIOGRAPHY

Authors:

Raquel Casesnoves Ferrer, Universitat Pompeu Fabra

Eva Juarros-Daussà, State University of New York at Buffalo

Theme: Language resilience and shift outside formal educational contexts



Raquel Casesnoves Ferrer

ABSTRACT

Language Maintenance and Shift of Regional Languages In and Out Their Borders: the case of Catalan and Galician

Language maintenance is facilitated by two mechanisms: intergenerational transmission and schooling. Linguistic transmission is the 'familiar' and/or 'natural' mechanism that ensures the maintenance of a language, while schooling is the 'official' and/or 'formal' instrument that consolidates the learning of the language. In the case of minoritized languages, and especially when the natural mechanism is fragile, the educational system becomes crucial in the maintenance of the language.

nance of the language. The influence that schooling can have will depend both on specific linguistic policy and on the governmental support received by the linguistic community.

We present a comparison of intergenerational transmission regarding Catalan and Galician in two different contexts: on the one hand, the “original” setting, in the territories of Catalonia and Galicia, where they are heritage languages (historically and nationally rooted), and have official status; on the other hand, the “transferred” context, the immigrant communities of Catalans and Galicians residing in New York City, where there is no governmental support.

Quantitative (survey) and qualitative (interview) data show two different patterns that depend less on the context where the language is being reproduced, and more on its origin, namely on the schooling model and governmental support that the language receives in its original territory.

NICOLAS CARACOTA

BIOGRAPHY

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Born in Romania, on 30-th January 1949, in a Makedon-Armân family, emigrated from Macedonia (Greece), before the 2nd world war, to Romania
Lives in Paris/France. Married.
Two children.



Nicolas Caracota

CAREER

Worked as an engineer in Bucharest/Romania until 1990
Since 1990 has been living in France and work as manager of own business (consulting & engineering)

Education

- 1971 - Graduated from the Polytechnic School, Bucharest, with an energy engineer degree.
- 1977 - Graduated from the Academy of Economy Sciences, Bucharest, with a Trade and Internationals Relations degree
- 1998 - Graduated from the French Institute of Industrial Cooling (IFFI) at the CNAM Paris, with a degree in energy engineer

Social activities

- 1990-2011, member of the « Union for Armân Language and Culture » in Freiburg/Germany
- 1990-2011 member of the Association of French Armâns (AFA), in Paris/France
- 1993 2001, participates to Congresses for Armân Language and Culture in Freiburg/Germany
- 1996 2011, participates to Workshops, Conferences of Europeans and Internationals Organisations (EBLUL, Mercator, FUEN, Sessions of Council of Europe, High Commissary of Human Rights etc.)
- Since 2007, elected General Secretary of the Armâns (Macedon-Armâns) Council and in that capacity has been campaigning for democracy and building a European identity based on respect for diversity and tolerance of all regional people of Europe

ABSTRACT

Bilingualism, a new stage in the construction of the European identity

MacedonArmân bilingualism an exemplar model in the Balkan states

Bilingualism is not only a sign of cultural wealth, which obviously should not be lost, but rather a sign and a means of rapprochement between two communities and the expression of tolerance, crucial in a common building. The present national identities, especially those that focuses exclusively on the side "uniform", neglecting or even worse, annihilating their constituent components, cannot lead to the construction of a new European identity.

One inevitable way to allow that new construction is to abandon the concept of "national minority", as he is perceived and used in Europe in general and especially in Eastern Europe and Southeast. The concept of "minority national" should be replaced by the concept of regional people or community", should no longer be subscribed to an European nation state, as they were created in the last two centuries. In most of these "regional communities or peoples' language often (but not always) identical to that of another nation-state was a constituent part of a national state of another language. Policy "national uniform" of the new states created after the French Revolution of 1789, beginning late 20th century, mostly led to tensions between communities in Europe and obviously the bloody wars. Source voltage is often mistrust between communities and their leaders wish to be "large" and "strong" distrust which often translates into different identity tend to cancel others. New Europe under construction, looking for new solutions to achieve unity in diversity. The easiest solution is to encourage bilingualism in all areas where two cultures live together, as the only way to build a new identity which will be based on a dual cultural identity, diversity and mutual knowledge accepted. Regional peoples through bilingualism that I practice for centuries, are undoubtedly the new skeleton suit and Europe can be built. Bilingualism practice undoubtedly results in tolerance that is different and the pathway that leads to multiculturalism. Concerning this point of view, in the next short analysis, we would like to refer to the MacedonArmân people, talking about their social disposition, their role as link between the people among they have lived, their contribution to the formation and development of the Balkan na-

tional states, all these conferring them the ***highest expression of bilingualism***. We intend to present the case of MakedonArmâns, people with deep roots in Balkan history, bilingualism and multilingualism practicing since immemorial time, aspiring to a single and indivisible Europe, diversity and solidarity, where the respect and the tolerance have to be the base of the relations between the nations which compose it.

MIQUEL STRUBELL

BIOGRAPHY



Miquel Strubell, Director, Linguamón-U.O.C. Chair in Multilingualism, Barcelona, Catalonia, Spain

Miquel Strubell

ABSTRACT

The role of new social communication technologies in the relationship between dominant and subordinate language communities

I shall give an overview of the long-standing debate, at least among Catalan sociolinguistics, as to whether long-term stable personal bilingualism is possible in societies where dominant and subordinate language communities coexist. A mathematical model to investigate this will be presented (Mira et al. 2010).

I shall discuss whether there is evidence to challenge the claim (made in 2003 by a UNESCO Ad Hoc Expert Group on Endangered Languages) that “new media, including broadcast media and the Internet, usually serve only to expand the scope and power of the dominant language at the expense of endangered languages”.

I shall then discuss examples to highlight the importance of the discourse clash in regard to policies and strategies to promote or defend the rights and language use of subordinate language communities as seen by both them and by the relevant dominant language community, and the imbalance in access to the media and dissemination resources in general.

I shall consider the role of social communication technologies such as Facebook, weblogs, active voluntary organisations such as WICCAC and Softcatalà and having a high level internet domain such as .CAT in bolstering not only the use of a language such as Catalan, but also the subjective ethnolinguistic vitality of the group (Viladot et al. 2007); and also in strengthening the relationship be-

tween identity, language, geographical origins and national political options such as national liberation for the group (Querol & Strubell 2009).

Lastly, I shall consider how the impact of the rapid development of ICT and especially the internet make on my "Catherine Wheel" model of sociolinguistic change (Strubell 2001).

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WALDEMAR MARTYNIUK

BIOGRAPHY



Waldemar Martyniuk

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Dr Waldemar Martyniuk is Assistant Professor of Applied Linguistics at the Centre for Polish Language and Culture of the Jagiellonian University in Kraków, Poland.

Teacher trainer, author of textbooks, curricula and testing materials for Polish as a foreign language, Visiting Professor and Lecturer at several universities in Germany (Bochum,

Giessen, Göttingen, Mainz, Münster), Switzerland (Basel) and in the USA (Stanford). He translated the *Common European Framework*

of Reference for Languages (CEFR) into Polish (2003) and was seconded to the Council of Europe, Language Policy Division (Strasbourg, France, 2005–2006). Since October 2008 he has been the Executive Director at the Europe-

an Centre for Modern Languages of the Council of Europe, based in Graz, Austria.

ABSTRACT

LEARNING THROUGH LANGUAGES: Promoting inclusive, plurilingual and intercultural education

The Council of Europe aims at maintaining and enhancing linguistic and cultural diversity in Europe and promoting learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship, and as an important economic asset in a modern knowledge-based society. The Council of Europe's efforts in this respect are well illustrated by the development of such reference documents and tools as the *Common European Framework of Reference for Languages* (Council of Europe 2001) and the *European Language Portfolio* (ELP), conventions such as the *European Charter for Regional or Minority Languages*, and policy documents such as the *White Paper on Intercultural Dialogue "Living together as equals in dignity"*, the *Guide for the development of language education policies in Europe* (Council of Europe/Language Policy Division 2007), and the recent *Recommendation (2008)7 on The use of the Council of Europe's "Common European Framework of Reference for Languages" (CEFR) and the promotion of plurilingualism* (Council of Europe 2008) and the *Guide for the development and implementation of curricula for plurilingual and intercultural education* (Council of Europe 2010).

In the Council's work, as reflected in these documents and tools, adequate development of language competences is viewed as a pre-requisite for unrestricted and fair access to good quality education. This, in turn, constitutes the necessary basis for ensuring social cohesion, promoting democratic citizenship, fostering intercultural dialogue and managing migration – priorities specified by the Warsaw Summit 2005 aimed at building a more humane and inclusive Europe.

In this context, the European Centre for Modern Languages of the Council of Europe (ECML) invites submissions for its fourth medium-term programme (2012-2015), with a focus on **PROMOTING INCLUSIVE, PLURILINGUAL AND INTERCULTURAL EDUCATION**. This new programme reflects both the mission of the Centre and the current concerns of its member states and partners in the area of language education. It is based on a long-term vision aiming at developing inclusive, plurilingual and intercultural pedagogic approaches reaching beyond the foreign language classroom and encompassing all linguistic abilities and needs of all groups of learners in a lifelong-learning process (in-school and out-of-school).

Included in the current programme of ECML activities, is a project on **Minority languages, collateral languages and bi-/plurilingual education (EBP-ICI)**. This project is developing experimental activities and didactic tools for primary schools, designed to bring together in an integrated didactic framework the dominant language(s) and the minority or regional language(s) in a number of European regions where linguistic interchange is a reality: Catalonia, Scotland, some regions of France (Corsica, Catalonia, Occitania), the Val d'Aosta. The aim of the project is to develop awareness and valorisation of language varieties from an early age, as well as to enable children to develop meta- and interlinguistic

competences which will help them to develop their own linguistic repertoires and plurilingual competences.

OFELIA GARCÍA

BIOGRAPHY

Ofelia García is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. She has been Professor of Bilingual Education at Columbia University's Teachers College, Dean of the School of Education at the Brooklyn Campus of Long Island University, and Professor of Education at The City College of New York. Among her recent books are *Bilingual Education in the 21st century: A global perspective*; *Educating Emergent Bilinguals*



Ofelia García

(with J. Kleifgen); *Handbook of Language and Ethnic Identity* (with J. Fishman); *Negotiating Language Policies in Schools: Educators as Policymakers* (with K. Menken); *Imagining Multilingual Schools* (with T. Skutnabb-Kangas and M. Torres-Guzmán), and *A Reader in Bilingual Education* (with C. Baker). She is the Associate General Editor of the *International Journal of the Sociology of Language*. García was the recipient of the 2008 NYSABE Gladys Correa Award, is a Fellow of the Stellenbosch Institute for Advanced Study (STIAS) in South

Africa, and has been a Fulbright Scholar, and a Spencer Fellow of the U.S. National Academy

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ABSTRACT

Transglossic classroom spaces and subaltern knowledge

This presentation suggests that equitable and effective multilingual classroom spaces are transglossic, rather than simply diglossic. Using data from a NYC High School study, I call attention to how transglossic classroom spaces release ways of speaking of subaltern groups that have been previously fixed within static language identities and that are constrained by the modern/colonial world system. In these transglossic classroom spaces, students can develop "another tongue," and thus, are able to move beyond the teachers' defense of national languages and national ideologies and identities, and that of the students. Together, students and teachers generate new translanguagings that produce multiple fluid identities and that result in equitable and effective classroom practices.

I focus for this presentation on two bilingual Math classrooms in a secondary school for poor recently arrived immigrants from Latin America who have to learn the Math content, develop English, and develop Spanish. I look at the teachers' multilingual pedagogies and the translanguaging of the classroom discourse as a way by which emergent bilingual immigrant adolescents take up their education, as fixed identities and meanings are questioned, new signification is made, and subaltern knowledge is produced.

KEVIN JOHANSEN

BIOGRAPHY



Kevin Johansen

Kevin Johansen, MA at University of Tromsø/Universidad de Granada, is advisor for Sami issues at the department of Research at University of Nordland. He has works for the Sami Parliament and the County Governor of Nordland with revitalizing Sami.

ABSTRACT

The Lulesamisk language: Severely endangered or on the way up?

While UNESCO holds that all languages with less than 100 000 speakers are dying out, there are arguments that Lulesami, which might have no more than 500 speakers, is on the way up. A language might be severely endangered with many thousands of speakers, or not endangered with only a few hundred speakers.

Does size matter? As Lulesami will never be a big language there are only a few thousand Lulesamis in the world, with an efficient strategy for language promotion however, the language might live well anyways. The University of Nordland and other institutions in the Lulesami area work hard to strengthen the language. Last year a new record of Lulesami pupils started 1st grade. Never have there been more kids in Lulesami kindergardens and pre schools. There is a waiting list for the Lulesami through distance learning. Lulesamie is more popular than ever before.

GEORG GOMBOS

BIOGRAPHY



Georg Gombos (1957) teaches intercultural education and multilingualism at the Department for Educational Science at the Alps-Adriatic-University of Klagenfurt, Austria.

Georg Gombos

ABSTRACT

Building a trilingual cross-border educational system – a threat or a boost for minority languages? (Theme ii, Multilingual and Multicultural Education)

The presentation focuses on two aspects: one is the description of the trilingual cross-border educational network between three villages (Nötsch in Carinthia, Austria, Kranjska Gora in Slovenia and Tarvisio in Italy), that so far comprises three years of kindergarten education and two years of primary education and that should be built up to comprise all school years (3 years of kindergarten, 4 years primary school, 8 years “Gymnasium”) in the coming years (e.g. via a Interreg IV project that has been launched by a secondary high school in Villach, Austria). The children learn the two languages of their neighbouring countries. The second focus is on the question how this project relates to Slovene minority language teaching in Carinthia – inhowfar it is a threat or a possible boost to the Slovene language.

JULIA SALLABANK

BIOGRAPHY

Julia Sallabank is Lecturer in Language Support and Revitalisation in the Endangered Languages Academic Programme at the School of Oriental and African Studies, London. She has been conducting language documentation and sociolinguistic research in Guernsey, Channel Islands since 2000, and is currently expanding her focus to look at language policies elsewhere. She gained her doctorate at Lancaster University in 2007. She was previously commissioning editor for applied linguistics and language teaching methodology at Oxford University Press. Her main research interests are language revitalisation, language policy and planning, sociolinguistics, and orthography development. Her

most recent publication is the Cambridge Handbook of Endangered Languages (with Peter Austin), Cambridge University Press, 2011.

Julia is especially interested in theorisation of the field of endangered language revitalisation, which is under-researched. There is a particular need for research into the evolution and implications of the multiplication of language revitalisation movements across the world, their motivations, tactics and effectiveness.

She is also interested in making links between language planning and human development (i.e. social, cultural, economic and environmental). She is planning a research project to investigate whether there is empirical evidence to support recent claims that combining language support and revitalisation with human development will increase their 'resilience' and enable local languages to be maintained in sustainable communities. She organised an international workshop on this topic in February 2010 at SOAS, London

ABSTRACT



Julia Sallabank

What is meant by 'resilience' in endangered languages? A critical discussion of the situation on the island of Guernsey.

The term 'resilience' is increasingly frequent in discussions about environmental concerns; terms from biodiversity are frequently borrowed to illustrate language endangerment. Resilience theory draws on an analogy with the adaptive cycles of nature, which can be related to phases of development of social movements (including revitalisation) identified by Wallace (1956) and Bruce (1999). Bradley (2010) defines 'resilience linguistics' as follows: 'A resilience approach, empowering the community and giving it the respect, control and resources to document and use its traditional knowledge and make its own

decisions about language, may allow many groups to achieve a new stability in the face of linguistic and cultural globalization and top-down language policies.' Skutnabb-Kangas et al. (2003), however, define a 'resilient' ecology as 'able to adapt to change and successfully tolerate climate variation, natural disasters, infestations of pests, and other potentially destructive conditions. Folke (2006) also stresses that resilience "concerns the capacity for renewal, re-organization and development ... in a resilient social-ecological system, disturbance has the potential to create opportunity for doing new things, for innovation and for development" (Folke 2006). With this in mind, this paper examines recent debates regarding indigenous language revitalisation in Guernsey, Channel Islands, provide renewal, reorganisation and development, or focus too strongly on stability. Drawing on interviews with activists, language documentation, and observations of language maintenance and revitalisation activities, it considers to what extent adaptation is necessary for resilience in language revitalisation.

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CATHERINE HUA XIANG

BIOGRAPHY

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Catherine Hua Xiang

Catherine Xiang has been working at the Language Centre, University of Bristol for the past six years as the Mandarin Chinese Coordinator. She manages the programmes at Undergraduate, Post-graduate and Life Long learning levels. Drawing on extensive teaching experience, her book 'Mastering Chinese – a complete course for beginners', which was published by Palgrave Macmillan 2010, focuses on the communicative and intercultural aspects of Mandarin learning.

Her PhD is on cross-cultural communication and pragmatics. She's particularly interested in the ways that cultural differences between UK and China impact on the inter-language pragmatic development for British learners of Mandarin Chinese. She's also interested in e-learning and innovative teaching. She's a member of BAAL and BCLTS.

She's going to take on a role as the Mandarin Chinese Coordinator responsible for Asian Languages and Confucius Institute Business London at the School of Economics and Political Science from 15 April this year.

ABSTRACT

Theme: (iii) The role of new technologies and innovation including social media

Wiki Language Exchange Project: Enhanced E-learning Experience – a case study at the University of Bristol

E-learning has become more and more important in nowadays language education. Efficient use of online technology could potentially enhance learner motivation as well as language proficiency skills (Sharma and Barrett, 2007; Lund, 2008). The current paper introduces an online language exchange project via Wiki space between students of Mandarin Chinese at the Language Centre, University of Bristol and the students of English at the Xi-an Jiaotong Liverpool University, Suzhou China. It particularly explores the inter-relationship of e-learning task design and learners' socio-cultural awareness development.

The project sets at the level of the intermediate and post-intermediate level students of Mandarin Chinese at the Language Centre, University of Bristol, UK. The final production of the exchange programme is an oral presentation by the students in final term. The students in UK need to interview and interact with the students in China in their perceptively target languages. Their findings are summarized, translated and presented in their oral presentations.

Students' final oral production is analyzed. Interviews are carried out to explore the learning experience from the students in both countries as well as feedback from the course tutors. The current study finds that specific task design contributes to the development of learners' linguistic skills but more importantly social-cultural knowledge of the target language in a meaningful context. The potential of using e-learning goes beyond the traditional classroom teaching and broadens the learning opportunities.

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TJEERD DE GRAAF

BIOGRAPHY



Tjeerd de Graaf

Name: Tjeerd de Graaf

Nationality: Netherlands

Occupation: Senior research fellow at the Frisian Academy and the Mercator European Centre for Multilingualism and Language Learning

Title: Dr

Since 1990, Tjeerd de Graaf, associate professor of Phonetics at Groningen University until 2003, has specialized in the phonetic aspects of Ethnolinguistics. In 1990, he made his first fieldwork trip with a Japanese expedition to the minority peoples of Sakhalin. Since then, he has contributed to various research projects on endangered languages and the use of sound archives related to ethnic minorities in Russia. This

takes place in co-operation with colleagues in the Russian Federation and Japan. Most of these projects were financially supported by special grants from the European Union and the Netherlands Organization of Scientific Research NWO. In 1998, Tjeerd de Graaf received a Doctorate Honoris Causa from the University of St.Petersburg for his work in the field of ethnolinguistics. Since 2002, he has been a board member of the Foundation for Endangered Languages (Great Britain) and a research fellow at the Mercator Centre of the Frisian Academy, which co-ordinates research on European minorities - in particular the language, history and culture of Frisian, one of the lesser used languages of Europe. In the first half of 2003, he spent a semester as visiting professor at the University of St.Petersburg. In 2004 and 2005, Tjeerd de Graaf worked as guest researcher at the Slavic Research Center of Hokkaido University (Japan). Since 2006 some of his projects have been financially supported by the Endangered Archives Programme at the British Library.

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ABSTRACT

Theme: (iii) *The role of new technologies and innovation including social media*

The Use of Sound Archives for the Safeguarding and Revitalisation of Regional and Minority Languages

At present, many old recordings still remain hidden in private archives and plac-

es where the quality of preservation is not guaranteed. In joint Russian-Dutch research projects financially supported by the Endangered Archives Programme of the British Library, we re-record the material on sound carriers according to modern technology and store them in safe places together with the metadata. The storage facility provided by the project will modernise the possible archiving activities in the Russian Federation. In this paper we pay attention to specific parts of the available sound collections, such as the recordings of languages of the peoples in the Russian Federation. This material thus becomes available for further analysis to researchers working in the field of language revitalisation, phonetics, linguistics, anthropology, history, ethno-musicology and folklore. The information obtained is important for the development of teaching methods for representatives of ethnic minority groups and for the documentation and teaching of their language and culture. In this way the use of these recordings for the revitalisation of regional and minority languages will contribute to the safeguarding of Russia's national heritage and to a policy which will stimulate the multilingual and multicultural situation in the Russian Federation.

SARAH MCMONAGLE

BIOGRAPHY

(see page 22)

ABSTRACT

Theme: The role of new technologies and innovation including social media

Evaluating the impact of the internet on the European Charter for Regional or Minority Languages (ECRML)

The impact of new information and communication technologies on European societies could not have been foreseen at the time the ECRML was drafted almost two decades ago. Although the text of the Charter contains no reference to such technologies, they clearly have a role in the context of linguistic communication given their current social ubiquity. The arrangements outlined in the ECRML concerning, *inter alia*, education and cultural facilities are precisely those being affected by the transforming media landscape of electronic platforms and the internet. With regard to minority languages, the rise of the internet in particular can be viewed as a 'double-edged sword'. On the one hand, the internet allows the pervasive presence of global *linguae francae*. On the other hand, minority communities can now avail of new means to promote linguistic contacts and numerous examples of such occurrences have recently been documented. We can therefore be certain that the internet has some sort of impact on regional and minority languages in Europe, yet detailed assessments of this impact at the *policy-level* are lacking. This research paper seeks to uncover the extent to which the Committee of Experts of the ECRML assesses the impact of the internet on those languages which have been selected by state parties for protection and promotion under the provisions of the Charter. It will further consider whether the text of the Charter is obsolete in this regard or whether ongoing changes simply require fresh approaches of evaluation.

LÁSZLÓ MARÁCZ

BIOGRAPHY



László Marác

László Marác

European Studies, University of Amsterdam

László Marác studied general linguistics and Hungarian Studies at the University of Groningen. At the same university he defended his PhD. dissertation on the Hungarian syntax in 1989. Since 1992, László Marác is affiliated as Assistant Professor to the Department of European Studies at the University of Amsterdam. He teaches European language policy, actual political developments in Eastern Europe and coordinates the MA Program on European Union Policy. In recent years, he

has been researching the position of Hungarian as a regional language in Central Europe.

ABSTRACT

Resiliencing Hungarian minority languages in the new Europe

This paper analyzes and discusses the structural and normative conditions and rules of Europeanization that are responsible for resiliencing the Hungarian minority languages in Central and Eastern Europe.

Hungarian minority languages are spoken in the following seven countries and regions in Central and Eastern Europe, namely Slovakia, Ukraine (Sub-Carpathia), Romania (Transylvania), Serbia (Vojvodina), Croatia, Slovenia (Mura region) and Austria (Burgenland). In most of these countries and regions the Hungarian language counts a substantial number of speakers and all these countries and regions are neighbouring the kin-state Hungary in which the Hungarian language is the official language of the state.

After the collapse of totalitarian, communist regimes in Central and Eastern Europe in the beginning of the nineties of the past century the Hungarian minority languages have gained official status in the countries and/or regions they are spoken, although the concrete rights the Hungarian minority languages are granted varies enormously, from ousting Hungarian from the official domains as in Slovakia to granting the Hungarian language a status as one of the official languages of the Autonomous Province of Vojvodina. Despite these differences, we observe the resilience of the Hungarian minority languages in Central and Eastern Europe across-the-board. We will argue that this is strongly supported by the Europeanization of Central and Eastern Europe.

ANDREW DEERE

BIOGRAPHY

Andrew Deere is a research assistant and lecturer in the Department of Computer Science at the University of Glamorgan in Cardiff, Wales, UK. His research concentrates on the study of Welsh and other languages on the World Wide Web. He lectures in the area of law and ethics of computing. He is a qualified lawyer and practised for ten years in Montreal, Quebec. He speaks English, Welsh and French.



Andrew Deere

ABSTRACT

Authors: Andrew Deere and Daniel Cunliffe

Affiliation: Faculty of Advanced Technology, University of Glamorgan, Wales, UK

Theme: "The role of new technologies and innovation including social media"

Measuring Minority Language Provision of Wikipedia.

The paper examines minority language provision of Wikipedia primarily from a quantitative, rather than a qualitative, point of view. The goal is to initially measure and then eventually monitor the breadth and depth of the content of any particular Wikipedia version and to compare same with any other version or versions (both minority and majority languages). To further this goal, special software has been created which mines Wikipedia and provides the data necessary for the quantitative analysis. An examination of the three Frisian language versions of Wikipedia is made, with both direct comparisons to each other and further comparisons to other minority languages (Irish, Welsh and Breton) and to three of the larger majority language versions of Wikipedia (English, Dutch and German).

ADAM LE NEVEZ

BIOGRAPHY



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ABSTRACT

Exploring Language Resilience

The aim of this presentation is to consider the notion of language resilience and its potential use as a tool for analysing and responding to the issues facing communities speaking lesser-used and unofficial languages. A first glance the notion of language resilience has the clear advantage of reframing these issues in a discourse of endurance rather than deficit. However the aim of this paper is to take the notion beyond questions of how best to promote lesser-used languages and will propose a way in which a critical approach to resilience has the potential to lead to new strategies for working with diversity and difference in language communities.

This extended notion of language resilience is informed by work done on the resilience of complex adaptive systems in the field of environmental management. Resilience in this context describes the ways in which complex systems, including ecologies and social networks, are able to adapt to internal and external change without undergoing fundamental systemic disruption (Walker et al 2006; Norberg and Cumming 2008). This paper discusses three key concepts in this approach – those of complexity theory, adaptive capacity and regime change – and draws parallels between resilience in social-ecological and linguistic contexts. In doing so it argues the merits of taking a systemic approach to language issues by focussing on language practices as dynamic, situated social acts. In using language diversity in Brittany as an illustrative example, it argues the importance of promoting the social, symbolic and material conditions in which language diversity and plurilingualism are supported and valorised, rather than on privileging specific language practices to the exclusion of others.

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ALEX RIEMERSMA

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ABSTRACT

The Development of Minimum Standards on Language Education in Regional and Minority Languages

In theory, language learning policies include national language(s), minority and immigrant languages as well as foreign languages. In practice, however, most of the studies and projects are focused on the teaching and learning of foreign national languages, and some of them on the learning and teaching of the national mother-tongue(s). Only few projects are focused on the learning and teaching of regional or minority languages, or immigrant languages. The present study aims to fill this gap.

This study aims to provide a description of minimum conditions and minimum provisions required to establish minimum standards for education of regional and minority languages. The conditions and provisions are described in terms of time investment (both teaching *in* and teaching *of* languages), teaching materials, teacher qualifications, educational models and finally control mechanisms employed by the inspectorate. The description country by country, language by language can be considered as a more detailed analysis of the ratification levels mentioned in article 8 of the European Charter for Regional or Minority Languages. This European Charter for Regional or Minority Languages (ETS 148) came into effect in 1998. From the comparison of levels of ratification and legal measures with regard to several languages in different member states, together with the analysis of national periodic reports by the Committee of Experts (Comex) of the European Charter and the evaluation of the implementation of the Charter in practice, a set of minimum standards can be derived.

This study contains a comparative description of the various positions held by the regional or minority languages and the drafting of summarised conclusions. For this study 8 countries and 10 languages were selected to wit: Austria (Croatian, Slovene), Germany (Upper and Lower Sorbian), the Netherlands (Frisian),

Slovakia (Hungarian), Slovenia (Italian), Spain (Catalan), Sweden (Sami) and the United Kingdom (Welsh).

For each minority language, the descriptions concern:

- the level of ratification;
- the number of users of the minority language;
- education goals;
- educational models;
- time investment (subject and medium of instruction);
- teaching materials;
- reach of education in minority language (incl. decline or increase);
- evaluation / examinations;
- teacher qualifications;
- teacher training;
- the inspectorate;
- the legal position and authority within the respective country.

Basic information was gathered from the national periodic reports, evaluation reports by the Comex, reports of the Council of Europe to the member states and also regional dossiers of Mercator Education and Euromosaic. Additional information was collected from internal Council of Europe publications.

Further perspective

On the basis of the result of this study which is concentrated mainly on the conditions for good education, a next step in educational research can be taken with regard to the common goals of education of regional and minority languages. An instrument of great help for this study is the CEFR.

The Common European Framework of Reference (CEFR, first version 1995, Council of Europe publication 2001) has been developed to formulate and set common goals and strategies for language learning and language teaching. Originally, the CEFR was developed to equalise the teaching of foreign languages. Since the CEFR was first implemented, however, several attempts have been made to adapt it for mother-tongue education as well as for second language teaching. As a result of various projects and initiatives, concrete descriptions are now available in terms of “can-do” statements for several minority languages. These descriptions can be used for further analysis and also for the description of quality requirements with regard to the education *of* and *in* regional and minority languages.

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BIOGRAPHY

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ABSTRACT

Theme (i) Language resilience and shift outside formal educational contexts



Eric Hoekstra

Language maintenance and standardization in Frisian

Go with the flow (but row your own boat)

Changes in minority languages take place to a large extent under the influence of a dominant language. Research into the historical *Frisian Language Corpus* has made it clear that Frisian underwent many changes under the influence of Dutch already from the 15th century onward. This is no surprise, since all or almost all people able to write Frisian have been Dutch-Frisian bilinguals at least since the 15th century onwards.

The influence of Dutch may blind us to another important fact: *many characteristic properties of Frisian vocabulary and grammar survived*. Thus, the question arises naturally: which factors determine which lexical or grammatical items survive in language contact?

Interestingly, linguistics has already discovered many factors which affect the outcome of language contact. In this talk, several of these factors will be reviewed.

Assessment of these factors becomes important if we want to maintain a minority language's standard. It turns out that much energy is misspent in trying to maintain items of a minority language's grammar or vocabulary which are doomed anyhow, because the factors determining survival or extinction work against them. Instead, careful consideration should be given to the question: which lexical and grammatical aspects of a minority language can we reasonably hope to maintain, and which should be given up as being beyond hope anyway? Answering these questions will allow us to optimize the effectiveness of our efforts in maintaining minority languages.

JULIA BARNES

BIOGRAPHY

Dr. Julia Barnes works at the Faculty of Humanities and Education (HUHEZI) at Mondragon Unibertsitatea, in the Basque Country, Spain. Originally from the United Kingdom, she graduated in Spanish and Linguistics (Exeter) and Education with TESOL (London) before moving to Spain where she has spent most of her adult years. She received a degree in English Philology (Alicante) and worked for the University of the Basque Country as a lecturer in the Department of English. She has also worked for the British Council and the Department of



Julia Barnes

Education of the Basque Country as an in-service teacher trainer, in particular with relation to the teaching and learning of English as a third language alongside Basque and Spanish.

Her PhD research was in the field of childhood multilingualism, which continues to be her main interest along with minority languages, linguistic identity, trilingual education and language teaching methodologies. She is a mem-

ber of the team which adapted the Mc Arthur – Bates Communicative Development Inventories into Basque and has presented and published on child acquisition of Basque.

Since 1999 she has lectured and carried out initial and in-service teacher training through the medium of English at HUHEZI Mondragon Unibertsitatea to Basque speaking students. The Faculty is otherwise fully Basque speaking and it has been pioneering in its work establishing training through the medium of Basque since the post-Franco era. Dr. Barnes is a member of the Department of Culture and Basque Normalisation.

Lately she has been active in initiatives to explore issues common to training teachers for minority language contexts, through the Mercator European Research Centre for Multilingualism and most recently in Wales where she has been a Visiting Member of the Language, Policy and Planning Research Unit in the School of Welsh at Cardiff University and was invited to talk about on her work on minority language teacher training at the Welsh universities of Bangor and Swansea. She has designed and is at present implementing a degree programme for Basque trainee infant teachers which will enable them to work in three languages with early years pupils.

ABSTRACT

Theme 2: multilingual and multicultural education

Training multilingual teachers for multilingual infants in a minority language context

This paper describes the contents of and rationale behind part of a new degree program in the Basque Country to train infant teachers to become specialist language teachers for multilingualism within a minority language context. The Faculty of Humanities and Education (HUHEZI) at Mondragon University has a long post-Franco tradition of using solely Basque to train infant and primary teachers to work through the medium of Basque, often in immersion contexts where Spanish is the language of the home. However, as English is now compulsory as a third language in infant education a need was identified for the training of

specialist infant teachers able to deal with the complexities of early bilingualism and multilingualism when there are three languages (Basque, Spanish and English) and at an age when child are still acquiring their first language(s) and pre-literacy skills. The training, which asks the trainees to reflect on what each individual child is experiencing linguistically and emotionally, also provides for the presence of other languages in the classroom as a result of immigration. It aims to give optimum research based support for the minority language whilst allowing the other languages to develop simultaneously. Much of this research is being carried out by HUHEZI in the local Basque medium schools and so provides a loop between research, training and practice.

DALILA FERHAOUI

BIOGRAPHY

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Dalila Ferhaoui

ABSTRACT

Language resilience and shift outside formal educational contexts

Living diversity, outliving adversity: When young Europeans meet

Comparing a learning process to a stressful situation in which the learner makes extensive and changing cognitive and behavioural efforts to cope with the external and internal factors that impede his/her learning is not an exaggeration. Indeed, learning is about taking risks, performing proper adjustments, enhancing autonomy and adapting to any stressful environment or unpredicted encounter.

Resilience is the ability to cope with difficulty. A prominent example that needs to be integrated to the large debate on language teaching/learning is the

non-formal education and the various opportunities it offers.

As a confirmed trainer in the framework of the Youth in action programme², I have met a great number of young European participants in the program's actions. The most significant changes about them occur in a limited time-span when, during a week, the participants engage in a task or process-based input, interact in a working language that is not their native tongue, and appeal to their inner personal qualities to achieve effective outcome.

The resilience process unveils in the way young participants deal with the changes and obstacles throughout the experience; from a linguistic renewed interest, to (inter)cultural awareness, extensions reach high levels of efficiency, self-confidence and competence.

What significant implications could be drawn for academic language teachers from this paradigm? How much could such coping styles reveal of how resourceful and adaptive motivated learners are? And last but not least, how to transfer motivation into formal contexts and make it sustainable?

NANNA HAUG HILTON

BIOGRAPHY



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ABSTRACT

Attitudes towards Frisian in the Netherlands

This paper presents attitudinal data to help create a clearer picture of the resilience of Frisian. More information is needed about the status of Frisian in the

² The Youth in action programme is the EU's mobility and non-formal education programme targeting young people aged between 15 and 30 years old. Details and information are available on the following link: http://ec.europa.eu/youth/youth-in-action-programme/doc74_en.htm

Netherlands: recent empirical data about the social position of the regional language, especially in relation to the position held by Dutch, is scarce.

The data presented in our paper form part of a larger research project into attitudes towards European languages. The investigation employs a matched guise test with recordings of five different bilingual speakers each speaking two different national languages. Our paper focuses on attitudes elicited towards the Dutch and Frisian guises in the test.

Informants aged 16-25 who were residents of provinces Frisia, Zuid Holland, Utrecht or Groningen took part in the listening test. These were presented with recordings of Dutch and Frisian unaware of the fact that the samples were recorded by the same speaker. While listening, informants were asked to rate the varieties and 'speakers' they heard on seven semantic differential scales.

The results show that, overall, listeners rate their own home language the most positively. Interestingly, there is a substantial difference in the ratings of Frisian between the Dutch speakers who live in the province Frisia and those who live elsewhere in the Netherlands. The native Dutch speakers who live within Frisia are significantly more negative towards Frisian than are Dutch speakers from elsewhere. This result is discussed in light of theories concerning the vitality and resilience of regional or minority languages.

JEROEN DARQUENNES

BIOGRAPHY



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ABSTRACT

In search of factors of relevance to the comparative analysis of the role of (in)formal education in language shift/resilience in European minority settings

Especially from the 1960s onwards, many linguists preoccupied with the study of societal language shift sought ways to actively contribute to language policy and planning in minority settings and/or worked on an inventory of factors influencing language shift or maintenance in a particular setting. Examples include the inventories developed by Ferguson (1962), Kloss (1966), Stewart (1968), Haugen

(1972), Giles/Bourhis/Taylor (1977), Haarmann (1980, 1986), Fishman (1991) and Hyltenstam/Stroud (1996). A superficial screening of sociolinguistic monographs as well as publications on language minorities as they appeared since the 1970s reveals that Edwards (2010: 74) is probably right when stating that these existing approaches have not been “systematically exploited”. Edwards’ “typological framework for minority-language-situation variables” (1992 and refurbished in 2010) aims at merging and optimizing existing approaches. As Edwards himself states, his framework, however, is in need of further development. The main challenges concern (1) the optimization of the (conceptual) clarity of the framework, and (2) the elaboration of a most comprehensive list and breakdown of variables (Edwards 2010: 101-103). After a brief discussion of Edwards’ framework this contribution will discuss possible ways to improve Edwards’ approach. To fit the scope of the conference, emphasis will be put on a presentation of factors/variables that are of relevance to the (comparative) analysis of the role of (in)formal education in language shift/resilience. This focus makes the contribution suitable for theme 1 as identified in the call for papers.

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BIOGRAPHY



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ABSTRACT

Theme: Multilingual and Multicultural Education

Promoting the minority language through multilingualism: the case of the Ikastolas

It is well known that multilingualism is one the main challenges faced by European schools in the 21st century. However, to those schools or communities who at the same time are aiming at recovering their minority language, this challenge might be especially difficult to meet, since reversing language shift (RLS) is often considered to be incompatible with the spread of multilingualism required by the modern globalised society.

In this talk we will present a multilingual school model which has been developed by the Ikastolas (Basque medium Schools) as a way of not only meeting the multilingual needs derived from being part of the European Union, but also as a way of promoting the use of Basque inside and outside the school setting. Based on the case of the Ikastolas, we will argue that such a model can help RLS schools to:

1. Design and implement language-planning policies which will build more effective links between the school and the immediate community and therefore contribute more efficiently to the recovery of the minority language in those contexts.
2. Open new fields of action and research regarding the role RLS schools and the characteristics of the language-planning policies to be implemented by such schools.
3. Meet the multilingual requirements of the modern globalised society by aiding

RLS schools in teaching second and foreign languages more efficiently.

LEENA NIIRANEN

BIOGRAPHY



Leena Niiranen

PhD Leena Niiranen has many years of experience teaching Finnish both as a second and as a foreign language in Norway. Since 1989 she has worked at Finnmark University College in Alta in northern Norway. In 2009, she received her doctoral degree in Finnish language at the University of Tromsø. The focus of her dissertation was language learning, specifically, the learning of Finnish verbs by two groups of pupils in a Norwegian lower secondary school. The participants in the study were Norwegian-Finnish bilinguals and Norwegian learners who had learned Finnish entirely in the classroom context. In addition,

Niiranen has written some articles and a report about the teaching of Finnish in Norwegian

schools, and about Norwegian students' acquisition of Finnish. Her latest project is a part of a larger research project in collaboration with colleagues. The aim of the project is to study how everyday life in northern Norwegian kindergartens reflects the multicultural and multilingual community the children live in. In her study, Niiranen focuses on how the Kven language and culture is presented to children in two kindergartens in northern Norway.

ABSTRACT

Parents' view of revitalization of the Kven language in kindergarten

The Kvens are one of the national minorities in Norway. The Kven language received status as a national minority language in 2005. Kven belongs to the endangered languages in the world because it is no longer used in communication with the younger generations. The revitalization of Kven is a part of official language policies in Norway today, exemplified in the Parliamentary Report 35 (2007 – 08) (Mål og mening).

Status planning is an important part of language revitalization. Status planning means efforts to increase the use of endangered languages in new domains. An important domain of language use is education, and one of the most efficient ways to revitalize an endangered language is to use it in kindergartens in language nests.

There are no language nests in existence today to revitalize the Kven language. I have interviewed parents in two kindergartens in two different municipalities in Northern Norway. In my paper, I will discuss how these parents view the Kven language revitalization. I will present how the wishes to revitalize the Kven lan-

guage are related to parents' family backgrounds, their language contacts with Kven speakers and to their local communities. I will conclude with a discussion of which measures parents consider it important to implement in the kindergartens to aid the revitalization of the Kven language.



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