[Acadèmia de Su Sardu APS ‘Su Sardu Standard: including linguistic varieties to foster the](#_bookmark0) [revitalization of Sardinian’ 6](#_bookmark0)

[Amarelo, Daniel, Paige Barton, Annie Ornelles & Kalee Rose Prendergast ‘Beyond rigid discourses](#_bookmark1) [on language identity: intersectional approaches to Galician speakers’ linguistic practices in the 21st](#_bookmark1) [century’ 6](#_bookmark1)

[Amengual Ripoll, Catalina ‘Effects of language ideologies of Argentinian adults on learning Catalan](#_bookmark2) [in Mallorca’ 8](#_bookmark2)

[Amezaga, Josu ‘Behategia: the observatory of Basque media’ 9](#_bookmark3)

[Amorrortu, Estibaliz & Imanol Larrea ‘New approaches to answer new research questions in](#_bookmark4) [minority-language contexts: Basque, Welsh and Irish’ 9](#_bookmark4)

[Amorrortu, Estibaliz, Jone Goirigolzarri & Ane Ortega ‘Navigating through different spaces to](#_bookmark5) [increase Basque language use: from *safe* to other spaces’ 11](#_bookmark5)

[Andersson-Koski, Maria ‘Examining the concept of Language Making in Sign Language](#_bookmark6) [revitalization’ 11](#_bookmark6)

[Arana, Edorta, Eneko Iriondo & Bea Narbaiza ‘Promotion of the use of Basque in social networks](#_bookmark7) [among young people in Gipuzkoa’ 12](#_bookmark7)

[Arfon, Elin ‘Lluosieithrwydd yn y Cwricwlwm i Gymru: credoau athrawon ieithoedd rhyngwladol’ /](#_bookmark8) [‘Plurilingualism in the Curriculum for Wales: international languages teachers’ beliefs’ 13](#_bookmark8)

[Arocena Egaña, Elizabet ‘Multilingual students’ beliefs regarding the use of a multilingual approach](#_bookmark9) [in education’ 14](#_bookmark9)

[Arruti Aguirreurreta, Izaro & Beñat Garaio ‘EuskarAbentura expedition: trekking for youth](#_bookmark10) [engagement in Basque revitalization’ 15](#_bookmark10)

[Artetxe, Miren & Garbiñe Bereziartua ‘Teacher training students in a minoritized language context:](#_bookmark11) [their language ideologies and (de)legitimization processes regarding Basque’ 16](#_bookmark11)

[Augustyniak-Żmuda, Gabriela ‘Language management and linguistic attitudes of the indigenous](#_bookmark12) [people of eastern Poland’ 16](#_bookmark12)

[Baal, Lisa (Presenter), Karen Monika Paulsen Skum, Siri Ellen Nystø Rahka & Lena Kappfjell ‘Can](#_bookmark13) [new technology create a digital future to an indigenous language?’ 17](#_bookmark13)

[Bakenne, Nureni Aremu & Abiodun Salawu ‘Media and communication: a symbiosis for Yoruba](#_bookmark14) [language revitalization in south-west Nigeria’ 18](#_bookmark14)

[Barnes, Julia ‘Basque inside and outside the schools’ 18](#_bookmark15)

[Bier, Ada (Chair), David Lasagabaster, Gabriele Zanello, Ruth Videsott, Alberto Fernández-Costales,](#_bookmark16) [Roberto Avello Rodríguez & Daniela Mereu ‘Best practices (and pitfalls) of multilingual education](#_bookmark16) [with minority languages: five European contexts’ 19](#_bookmark16)

[Bier, Ada, David Lasagabaster, Myrthe Coret-Bergstra & Joana da Silveira Duarte ‘A threefold](#_bookmark17) [comparison of the Basque, Friulian and Frisian educational contexts with a focus on language](#_bookmark17) [attitudes towards multilingualism’ 21](#_bookmark17)

[Bober, Sergiusz ‘Minority language journalism and its practitioners: between the definition of the](#_bookmark18) [category, professional profiles and linguistic challenges’ 22](#_bookmark18)

[Broadhurst, Kensa ‘Gwren ni kewsel a-dro dhe Gernewekyn adhyskans’ / ‘Let’s talk about Cornish in](#_bookmark19) [education: new developments in Cornish teaching’ 23](#_bookmark19)

[Camshron, Gòrdan ‘“Nobody’s painting that picture”: the relevance of Gaelic policy to contemporary](#_bookmark20) [speakers’ 23](#_bookmark20)

[Chromik, Bartłomiej ‘The long shadow of the persecutions of Lemkos: intergenerational impact on](#_bookmark21)

[their language and economic performance’ 24](#_bookmark21)

[Czaiński, Kamil & Maciej Mętrak ‘Ideological aspects of language emancipation – the case of](#_bookmark22) [Silesian in Poland’ 25](#_bookmark22)

[Darder, Laia ‘The invisibilization of Catalan in Mallorca: from mass tourism to the luxury industry’](#_bookmark23)

[. 25](#_bookmark23)

[Davies, Andrew James ‘Pobl ifanc fel dewiswyr strategol: gwerthuso’r dystiolaeth am addysg ôl-](#_bookmark24) [orfodol cyfrwng Cymraeg’ / ‘Young people as agents of strategic choice: exploring the evidence](#_bookmark24) [relating to Welsh-medium post-compulsory education’ 26](#_bookmark24)

[Dekker, Suzanne, Laura Nap, Joana Duarte & Hanneke Loerts ‘More than a few words? Examining](#_bookmark25) [teachers’ translanguaging interactions for socially just education’ 27](#_bookmark25)

[Diaz Mazquiaran, Jaione ‘Breaking the barriers: immigrant students’ language practices in different](#_bookmark26) [multilingual contexts in the Basque Country’ 28](#_bookmark26)

[Dołowy-Rybińska, Nicole ‘Ethnolinguistic vitality of contested languages in Poland: challenges for](#_bookmark27) [language revitalization’ 29](#_bookmark27)

[Dołowy-Rybińska, Nicole & Claudia Soria ‘The perception of Italy and Poland as multilingual](#_bookmark28) [countries’ 29](#_bookmark28)

[Donovan, Patrick & Lorraine O’Donnell ‘The role of community organizations in the emergence of](#_bookmark29) [an English-speaking minority in Quebec in the 1970s–1980s’ 30](#_bookmark29)

[Duarte, Joana (Chair), Suzanne Dekker, Mirjam Günther-van der Meij, Fardau Visser, Albert](#_bookmark30) [Walsweer, Maaike Pulles & Klarinske De Roos ‘Implementation and results of multilingual](#_bookmark30) [education in Frisian primary education’ 31](#_bookmark30)

[Elias, Osian ‘Ymestyn ffiniau ieithyddol: pop up Gaeltacht mewn ardaloedd dinesig o Iwerddon’ /](#_bookmark31) [‘Extending the linguistic boundaries: pop up Gaeltacht in urban areas in Ireland’ 32](#_bookmark31)

[Elordui, Agurtzane ‘Translanguaging on Basque youth’s Instagram: emerging stylistic dynamics in](#_bookmark32) [identity authentication’ 33](#_bookmark32)

[Farhat, Leena Sarah ‘Developing a language independent methodology for the processing of survey](#_bookmark33) [data – advances for computing and step changes for social sciences’ 34](#_bookmark33)

[Farr, Megan ‘Exporting children’s and YA literature from Wales: an ethnographic case study of *Llyfr*](#_bookmark34)[*Glas Nebo*’ 35](#_bookmark34)

[Franco-Landa, Eukene ‘New speakers: a misconception based on *otherness*’ 35](#_bookmark35)

[Fukuda, Makiko & Nobuko Sano ‘Minority language in the context of heritage language](#_bookmark36) [transmission: a pilot study on Japanese heritage families in Catalonia and Israel/Palestine’ 36](#_bookmark36)

[Garaio, Beñat ‘Analysing schools that teach Basque in multilingual contexts’ 37](#_bookmark37)

[Garaio, Beñat & Eider Saragueta ‘Children’s thoughts on recent language shift in predominantly](#_bookmark38) [Basque speaking areas’ 37](#_bookmark38)

[Garcia-Ruiz, Maite, Ibon Manterola & Ane Ortega ‘Basque-centred parental language planning for](#_bookmark39) [the upbringing of trilingual children’ 38](#_bookmark39)

[Genesin, Monica & Flora Koleci ‘Linguistic landscape and urban toponimy in the Italo-Albanian](#_bookmark40) [enclaves in Apulia’ 39](#_bookmark40)

[Giorgadze, Madona ‘The necessity and benefits of media literacy competencies from a multicultural](#_bookmark41) [education perspective’ 40](#_bookmark41)

[Goirigolzarri, Jone, Estibaliz Amorrortu & Ane Ortega ‘Agency in the process of becoming an active](#_bookmark42) [speaker of Basque’ 41](#_bookmark42)

[Grond, Agnes ‘*Şexbizinî-*Kurdish on Facebook: experimental writings in a non-codified language’ . 41](#_bookmark43) [Gspandl, Julia ‘Success in additional sign language learning in 12 adult deaf migrants in Austria’ 42](#_bookmark44)

[Günther-van der Meij, Mirjam (Chair), Myrthe Coret-Bergstra, Laura Nap, Joana Duarte & Babs](#_bookmark45) [Gezelle Meerburg ‘Skriuw! Frisian writing skills in secondary education’ 43](#_bookmark45)

[Hætta, Johan Thomas ‘A repository of Sámi learning materials’ 44](#_bookmark46)

[Hampton, Jessica & Stefano Coretta ‘Measuring spaces and observing attitudes: a comparative](#_bookmark47) [analysis on the vitality of Emilian and Esperanto’ 45](#_bookmark47)

[Hempel, Karl Gerhard ‘“Separate” or “flexible” multilingualism? A glance at design and](#_bookmark48) [translingualism on signage in the South Tyrolean linguistic landscape’ 46](#_bookmark48)

[Higham, Gwennan ‘Minority language learning and sub-state integration policies: a Welsh approach](#_bookmark49) [to welcoming international migrants?’ 46](#_bookmark49)

[Hodges, Rhian & Cynog Prys ‘Defnyddio’r Gymraeg ar Ynys Môn’ / ‘The use of the Welsh language](#_bookmark50) [in Anglesey’ 47](#_bookmark50)

[Horváth, Csilla ‘Siberian Avantgarde: the use of the Mansi and Khanty languages in business and](#_bookmark51) [marketing’ 48](#_bookmark51)

[Huang-Lan Su ‘A study on Taiwanese adolescences’ motivation for learning the native languages’ . 48](#_bookmark52)

[Hughes, Will, Craig Willis & Sergiusz Bober ‘Minority languages and football clubs: a study of](#_bookmark53) [linguistic landscapes and language practices of clubs and their fans’ 49](#_bookmark53)

[Huilcán, Marcela I. ‘Language attitudes and ideologies of Indigenous language speakers in New](#_bookmark54) [South Wales and central-south Chile: the role of digital technology in language revitalization and](#_bookmark54) [beyond’ 50](#_bookmark54)

[Iñarra-Arregi, Maialen ‘Observing language oral use: a methodological proposal’ 50](#_bookmark55)

[Irigarai, Graxi, Josu Martinez, Patxi Azpillaga & Ramón Zallo ‘Diagnosis of the audiovisual and](#_bookmark56) [cinema sector of the Northern Basque Country for a public policy in favour of its development: the](#_bookmark56) [place of the Basque language’ 51](#_bookmark56)

[Jones, Dilys ‘From the *Next Day* to *The Last Days*: changing narratives of Catalan identities in film’](#_bookmark57)

[. 53](#_bookmark57)

[Jones, Siôn Llewelyn ‘Arferion da o ran datblygu darpariaeth addysgiadol ac o ran dysgu mewn iaith](#_bookmark58) [leiafrifoledig mewn prifysgolion: enghreifftiau o Gymru ac Iwerddon’ / ‘Good practices in terms of](#_bookmark58) [developing educational provision and in terms of teaching through the medium of a minoritized](#_bookmark58) [language in universities: examples from Wales and Ireland’ 54](#_bookmark58)

[Jones, Siôn Llewelyn & Siân Lloyd-Williams ‘Cynnal ymchwil ddwyieithog, addysgol yng nghyd-](#_bookmark59) [destunau ieithoedd lleiafrifoledig’ / ‘Conducting bilingual educational research in the context of](#_bookmark59) [minoritized languages’ 55](#_bookmark59)

[Jones, Rebecca ‘Reimagining the L2 learning experience through complex dynamic systems &](#_bookmark60) [engagement: an exploratory MM-GT investigation into adults learning Welsh on *Say Something in*](#_bookmark60)[*Welsh* and *Dysgu Cymraeg* courses’ 55](#_bookmark60)

[Juuso, Randi & Anna Erica Jonsson ‘Nice to see your eyes: taking back the language of feelings’ 56](#_bookmark61)

[Ka’ai, Tania, Elin Haf Gruffydd Jones, Rachel Ka’ai-Mahuta, Merris Griffiths, Dean Mahuta &](#_bookmark62) [Dafydd Sills-Jones ‘Mediated intergenerational language revitalization by young people in Aotearoa-](#_bookmark62) [Cymru’ 57](#_bookmark62)

[Kircher, Ruth, Ethan Kutlu & Mirjam Vellinga ‘Promoting minority language use to foster](#_bookmark63) [revitalization: insights from new speakers of West Frisian’ 59](#_bookmark63)

[Kolehmainen, Leena & Maija Surakka ‘Dynamics of intersectionality: language and class in the](#_bookmark64) [interviews of a Finnish janitor family’ 60](#_bookmark64)

[Larraza, Saioa & Leire Diaz-de-Gereñu ‘Teacher attitudes towards and practice relating to linguistic](#_bookmark65) [diversity: how do we revitalize Basque, the local minority language?’ 60](#_bookmark65)

[Larrea, Imanol ‘How to change language habits in Wales and in the Basque Country: a joint](#_bookmark66) [perspective’ 61](#_bookmark66)

[Little, Christopher W. & Maria del Mar Vanrell ‘The relation between language dominance and](#_bookmark67) [attitudes: evidence from Ibizan youth’ 62](#_bookmark67)

[Llewellyn, Anastasia ‘Beyond language policy: territorial policy and the Welsh language’ 62](#_bookmark68)

[Lloyd-Williams, Siân & Enlli Môn Thomas ‘Exposure to a minority language during a pandemic: the](#_bookmark69) [case of the Welsh language’ 63](#_bookmark69)

[Llwyd, Catrin ‘Deall ein cymunedau Cymraeg: yr iaith Gymraeg, pobl ifanc a’r cyfryngau digidol](#_bookmark70) [yng ngorllewin Cymru’ / ‘Understanding our Welsh-language communities: the Welsh language,](#_bookmark70) [young people and digital media in west Wales’ 64](#_bookmark70)

[McNulty, Erin ‘Language ideologies and language use in revitalized Manx’ 65](#_bookmark71)

[Manias-Muñoz, Miren, Sergiusz Bober & Craig Willis ‘The impact of media on the revitalization and](#_bookmark72) [use of minority languages: insights from an international Delphi study’ 66](#_bookmark72)

[Manu-Barfo, Esther Desiadenyo ‘Revitalizing Dompo using teaching materials’ 67](#_bookmark73)

[Markl, Nina, Peter Bell, Electra Wallington, Ondrej Klejch, Simon Robinson, Thomas Reitmaier, Matt](#_bookmark74) [Jones & Jennifer Pearson ‘Speech technologies development with and for minority language](#_bookmark74) [communities: case study of isiXhosa’ 67](#_bookmark74)

[MičKec/Mitschke, Sara ‘A family language policy perspective towards language ideologies and](#_bookmark75)

[practices regarding Upper Sorbian’ 68](#_bookmark75)

[Milà-Garcia, Alba & Anna Tudela-Isanta ‘Minority languages and social networks: the hashtag](#_bookmark76) [#estiktokat for content in Catalan’ 69](#_bookmark76)

[Mimenza Castillo, Libe ‘Applied research to measure the digital audience in Basque media outlets:](#_bookmark77) [what and how to track on internet?’ 69](#_bookmark77)

[Morgan, Angharad & Gwenllian Lansdown Davies ‘Siarad Babi: Parentese a siaradwyr newydd y](#_bookmark78) [Gymraeg’ / ‘Baby Talk: Parentese and new Welsh speakers’ 70](#_bookmark78)

[Nagy, Noémi ‘Experiences from the implementation of the European Charter for Regional or](#_bookmark79) [Minority Languages: case studies from the UK, Hungary and Slovenia’ 71](#_bookmark79)

[Ó Ceallaigh, Ben ‘Post-materialism and language revitalization: some comments based on Irish and](#_bookmark80) [other Celtic contexts’ 72](#_bookmark80)

[Ó Giollagáin, Conchúr ‘Class, social hierarchy and institutional containment: conceptualizing](#_bookmark81) [minority-language social dynamics in the subordinated civic promotion of minority culture’ 73](#_bookmark81)

[Ogundeyi, Olanrewaju John & Tshepang Bright Molale ‘Use of a minority language as a marketing](#_bookmark82) [communication strategy to secure consumer brand loyalty in south-west Nigeria’ 73](#_bookmark82)

[Olko, Justyna ‘The relationship between speaking the heritage language and speakers’ well-being:](#_bookmark83) [policy implications’ 74](#_bookmark83)

[Pasanen, Annika ‘“To look far and see ahead”: Inari Saami language activism over the decades’ 74](#_bookmark84)

[Pascaru, Andreea ‘Legitimating authentic Pontic Greek: performative competence of young speakers](#_bookmark85) [and intergenerational language transmission (a case study of northern Greece)’ 75](#_bookmark85)

[Pendevska, Marija & Branislav Gerazov ‘Interdisciplinary approaches to sociolinguistics and](#_bookmark86) [language revitalization’ 76](#_bookmark86)

[Ramirez Rodriguez, Rosa Angelica ‘Is language loss a cause of the extinction of indigenous peoples?](#_bookmark87) [The case of the Kankuamo people’ 77](#_bookmark87)

[Rodriguez Aguirre, Amaia ‘Integrating minority languages in multilingual education: the case of the](#_bookmark88) [“Grand Oral” assessment activity in Northern Basque Country’ 78](#_bookmark88)

[Rosiak, Karolina & Rhian Hodges ‘Language ideologies and beyond: the motivations of new](#_bookmark89) [speakers of Welsh to learn, use and live the Welsh language in Wales’ 78](#_bookmark89)

[Royles, Elin & Jone Goirigolzarri-Garaizar ‘Exploring the connections between minority languages](#_bookmark90) [and sustainable development’ 79](#_bookmark90)

[Sams, Hannah, Máire McCafferty & Ríona Nic Congáil ‘Welsh and Irish youth culture, 1900 to the](#_bookmark91) [present’ 80](#_bookmark91)

[Schall, Verena & Jan Erik Bangsund ‘Minority languages in light of Norway’s new language act’ 81](#_bookmark92)

[Schram, Frederike ‘Commodification of regional and minority languages on Instagram: language](#_bookmark93) [attitudes and ascriptions of Low German’ 82](#_bookmark93)

[Selvelli, Giustina ‘The sociolinguistic ecology of Roma and Armenian communities in the Bulgarian](#_bookmark94) [city of Plovdiv’ 83](#_bookmark94)

[Siôn, Cadi Gwen ‘Teachers’ perceptions of translanguaging and their attitudes towards the concurrent](#_bookmark95) [use of two languages in the classroom: the case of Wales’ 83](#_bookmark95)

[Soria, Claudia ‘Why are speakers linguistically submissive? A survey of submissive language](#_bookmark96) [attitudes of speakers of minority languages’ 84](#_bookmark96)

[Thomas, Enlli, Nia Parry, Gareth Caulfield & Cadi Siôn ‘Demystifying the English bias in science:](#_bookmark97) [exploring the factors influencing bilinguals’ uptake of STEM subjects in minority language education’](#_bookmark97)

[. 85](#_bookmark97)

[Tjepkema, Eabele ‘Stimulation of meaningful language use through communicative tasks in the](#_bookmark98) [Frisian trilingual classroom (students aged 10–12 years)’ 86](#_bookmark98)

[Torralba-Rubinos, Claudia Mª & Ines Mª Garcia-Azkoaga ‘Code-switching in the parliamentary](#_bookmark99) [interventions of the Basque Autonomous Community’ 87](#_bookmark99)

[Uruska, Anne C. ‘Yn erbyn y ffactorau: dylanwadau ar ddewis iaith pobl ifainc yn y Gymru gyfoes’ /](#_bookmark100) [‘“Yn erbyn y ffactorau”: influences on young people’s choice of language in contemporary Wales’ . 87](#_bookmark100)

[Vangberg, Preben & Leena Sarah Farhat ‘Exploring transfer learning in an interdialectal setting for](#_bookmark101) [Romansch’ 89](#_bookmark101)

[Zeba, Mattia ‘Language rights for ‘new minorities’: plurilingual practices vs monolingual biases’ 90](#_bookmark102)

**Acadèmia de Su Sardu APS ‘Su Sardu Standard: including linguistic varieties to foster the revitalization of Sardinian’**

The Sardinian language is a dialect continuum with two diatopic and historical macro- varieties: the southern Campidanese variety and the northern Logudorese-Nuorese variety. The discourse around the standardization of Sardinian has gained momentum starting from 1999, after the introduction of legislation for the protection of linguistic minorities in Italy, which raised the need for language policy and planning. Mostly, the discussion on the topic has focused on the adoption of either a *monocentric* standard, which would elect one macro- variety as the prestige variety compared to the other, and a *polycentric* standard, which would be a non-historical variety of mediation that is not associated with any place (Lai, 2018).

By contrast, we propose an inclusive language model for the use of Sardinian for legal and teaching purposes: Su Sardu Standard (SSS). SSS is a *pluricentric* standard that accommodates both Sardinian macro-varieties and is therefore close to local varieties (Sardinian *fueddadas*). The standard is based on a set of shared orthographic rules and two norms for the two macro-varieties. We shall discuss how we developed SSS from the study of the Sardinian tradition of improvised poetry and from the need for poets to be widely understood across *fueddadas*. We shall then illustrate the core elements of SSS. Afterwards, we shall show how closely our proposal maps to the *fueddadas* and why this is a strong point toward the successful adoption of SSS. A previous version of the Campidanese norm within SSS has already been officially adopted by the Metropolitan City of Cagliari.

Finally, we shall discuss our project ‘LemONS: the Spelling Dictionary of Sardinian with Standard Orthography’ and we shall illustrate how SSS can be used to help teach and revitalize the language.

Lai, Rosangela. 2018. ‘Language Planning and Language Policy in Sardinia’. *Language Problems & Language Planning.* 42(1).

Amarelo, Daniel, Paige Barton, Annie Ornelles & Kalee Rose Prendergast **‘Beyond rigid discourses on language identity: intersectional approaches to Galician speakers’ linguistic practices in the 21st century’**

Universitat Oberta de Catalunya (UOC), The Ohio State University (OSU), Georgetown University & Universidade Nova de Lisboa (UNL)

Co-Chairs:

Dr Nicola Bermingham (University of Liverpool): Nicola Bermingham is a specialist in Sociolinguistics. Her research interests include minority languages, education, and migration. She is currently principal investigator (PI) on a project entitled ‘Monolingual Schools in Multilingual Societies: An Exploration of Language and Education in Cape Verde’. The project explores the ways in which access to inclusive and equitable education can be ensured in multilingual, post-colonial contexts. Dr Bermingham has also conducted extensive research on language and immigration in Galicia, Spain. https://[www.liverpool.ac.uk/languages-cultures-and-film/staff/nicola-bermingham/](http://www.liverpool.ac.uk/languages-cultures-and-film/staff/nicola-bermingham/)

Prof. Bernadette O’Rourke (University of Glasgow): Bernie O’Rourke is Professor of Sociolinguistics and Hispanic Studies. Her research sits within the broad area of

sociolinguistics and the sociology of language and focuses on the political and social meanings of language and their influence on society. She is particularly interested in the dynamics of multilingual societies, language revitalization in minoritized languages, ethnography of resistance, language ideologies and language activism. She has examined these dynamics across a range of fieldwork sites and language contexts including Galician, Irish, Scottish Gaelic and Faroese. She is author of *Galician and Irish in the European Context* (Palgrave) and co-author of *New Speakers of Irish in the Global Context* (Routledge) and the *Palgrave Handbook for Minority Languages and Communities*. She was Chair of a European COST Action on New Speakers in a Multilingual Europe. https://[www.gla.ac.uk/schools/mlc/staff/bernadetteorourke/.](http://www.gla.ac.uk/schools/mlc/staff/bernadetteorourke/)

This panel explores multilingualism in contemporary Galicia from an ethnographic and critical sociolinguistic perspective. Going beyond the classic Galician vs Spanish conflict, these papers address the complex and intersectional sociolinguistic identities of certain Galician-speaking communities. All panellists are current graduate students based at different international universities who are committed to research in and around topics such as gender and sexuality, orthography, rurality, and traditional folk dance and music.

# ‘Linguistic closets: coming out of the nation in contemporary Galicia(n)’, Daniel Amarelo

The sociolinguistic nostalgia (Bucholtz, 2003) surrounding the ideal native speaker (Bonfiglio, 2013) – generally an old rural heterosexual man – has caused several authenticity- related problems to stateless languages and communities. Walsh’s (2019) seminal work on national identity and belonging among gay new Irish speakers showed the complex intersections of the sociolinguistic field, nation-building processes, and alternative sexual and gender identities. Following Walsh and using qualitative methods to understand interaction and narrative construction, I explore the possible (di)similarities regarding majority language displacement (Spanish) and normative sexuality rejection (compulsory heterosexuality) in contemporary Galicia.

# ‘Individual speakers as policy makers: the case of Galician language revitalization, orthography, and nationalism’, Paige Barton

Research on language policy and revitalization of minority languages has traditionally focused on efforts from institutions such as schools and governments. Moreover, individual speakers are often presented as passive participants in language revitalization who follow policies prescribed to them, though they are most active in causing and implementing linguistic change. The current project examines the relationship between orthographic choice and Galician language revitalization and their intersection with nationalist political ideology. I argue that speakers draw from existing political and orthographic tensions (i.e. similarity to Spanish and/or Portuguese spelling norms) to encourage and fortify Galician language use in their communities.

# ‘Indexing Galicianness: intersections of language choice, rurality, and sociolinguistic identity in the university context’, Annie Ornelles

While research on Galician often reports decreasing use among younger generations, these conclusions are often predicated on the experiences of urban young speakers. Considering the historical significance of rurality in the preservation of Galician language and identity, this study employs tools of interactional sociolinguistics and discourse analysis to examine how college students from towns of <5,000 navigate individual and collective sociolinguistic identities in the university context to maintain and reclaim oft-stigmatized identity categories

away from home, both through choices at a macro-ideological level and a micro-linguistic level, such as through their use of techniques such as linguistic imitation or ‘voicing’.

**‘Music, dance and Galician language normalization’**, Kalee Rose Prendergast Through an ethnomusicological and sociolinguistic lens, this ethnographic research

observes how ‘traditional’ music and dance gatherings (*foliadas*) in Santiago de Compostela shape a social, political and sociolinguistic ‘identity’, and therefore how *foliadas* can play a role in linguistic revitalization. As today’s elderly rural communities are references of cultural identity, it parallels younger generations’ perspectives of their musical and linguistic expression, while debating notions of ‘authenticity’. This analysis explores *how* and *why* individuals carry on these practices and aims to establish modern practices of ‘traditional’ music and dance as valuable components for the Galician identity.

Amengual Ripoll, Catalina **‘Effects of language ideologies of Argentinian adults on learning Catalan in Mallorca’**

Dublin City University & Universitat de les Illes Balears

Language ideologies can be part of the narrative that modern nation-states use to build their imagined communities and so, members of these modern nation-states, when moving from one point to another on the globe, might continue acting according to these narratives about languages. Drawing on the definition of language ideologies as multiple ideas about language use and structure of positioned individuals or institutions (Kroskity, 2015), the aim of this paper is to examine the influence of language ideologies of potential new speakers, that is people living in Mallorca who do not speak Catalan, on learning Catalan in Mallorca.

The study follows a qualitative methodology with an interpretative approach. Eleven semi- structured interviews have been conducted with adults born in Argentina residing in Mallorca. The analysis points towards the need to consider language ideologies as a factor which has an impact on the decision to learn a language. Three shared language ideologies have been found among the participants: authenticity, ownership and instrumentality (Woolard, 2008). Some examples are: considering Catalan accent in Spanish funny (authenticity), feeling offended when being addressed in Catalan by young people (ownership) or perceiving Catalan as a tool that makes it easier for interviewees to access public jobs, belong to Mallorcan society or participate in their children’s school activities (instrumentality). This paper shows that language ideologies have an impact on learning Catalan in Mallorca. However, contrary to other studied places such as Catalonia, data suggests the necessity of reinterpreting the authenticity and ownership language ideologies in Mallorca due to its different sociolinguistic context.

Kroskrity, P. (2015). Language Ideologies: Emergence, Elaboration, and Application. In N. Bonvillain (Ed.), Handbook of Linguistic Anthropology, (pp. 95–108). Routledge.

Woolard, K. A. (2008). Les ideologies lingüístiques: una visió general des de l’antropologia lingüística. Revista de Llengua i Dret, 49, 179–99.

Amezaga, Josu **‘Behategia: the observatory of Basque media’** University of the Basque Country (UPV/EHU)

As it happens in some other minoritized language communities, the system of media in Basque has grown thanks to a great extent to the voluntary and activist work of individuals and groups involved in the defence the language. Such work has been done based on the hypothesis that the media can contribute to the revitalization of the language, regardless of whether this hypothesis is more or less supported in the academic field (Cormack 2004; Jones, 2013).

A decade ago, however, a joint reflection by the third sector’s media in Basque (that is to say, media which are not public but not merely private, since they do not seek profits in terms of money) concluded that it was necessary to think of strategies that would respond to the needs of the sector as a whole, far beyond individual initiatives. This, together with the need to make visible a sector that is usually hidden in audience studies, led to the creation of Behategia (Basque Media Observatory) in 2016, thanks to an agreement between the association of the third sector’s media in Basque and four universities. Somehow, it followed the path began a few years earlier in Catalonia to develop useful audience analysis instruments for the media in Catalan (Cardús, 2007; Sabaté, 2019).

On the other hand, from the public administration the need to better understand the reality of communication in Basque is becoming more and more evident, in order to guide the linguistic policy. This has led to greater collaboration between the sector and the administration, partially around Behategia.

Thus, Behategia is nowadays a reality that carries out important work in audience analysis, more from the point of view of language planning than from the point of view of advertising market. It not only offers spaces and tools for research, but also it carries out professional training, diffusion and transfer, consulting and other tasks.

In this paper the experience of Behategia will be presented, from the consideration that in some cases it might serve as a reference, in others as a collaborator, and in others as a source of information for those who are interested in knowing more about the role of the media regarding the minoritized languages.

Amorrortu, Estibaliz & Imanol Larrea **‘New approaches to answer new research questions in minority-language contexts: Basque, Welsh and Irish’**

Deustuko Unibertsitatea & Soziolinguistika Klusterra

Minority languages revitalization efforts have traditionally been characterized by a proliferation of studies that seek to measure the vitality of the language, including its social distribution. In the European context, the last 40 years have seen an improvement in the situation of many minority languages, including the ones featuring in this panel. But, as the situation of the language has evolved, so has the need to ask new research questions, which have in turn prompted the search for new methodologies. Indeed, in order to serve the revitalization cause, research needs to provide answers when relevant questions emerge. In this panel we aim to explore the different ways in which research questions have evolved in academia and language policy in three minority-language contexts and the often creative

ways in which methodology has been adapted to answer them. As well as this, an interesting development we would like to explore is the collaboration between academia and stakeholders, and projects that unite research and change.

**‘From “how many” to “why” and “how”: the evolution of methodological approaches to answer new research questions in Basque Sociolinguistics’**, Ane Ortega, Andra Mari Irakasle Unibertsitate Eskola & Imanol Larrea, Soziolinguistika Klusterra

In the Basque context there has been a clear move from almost exclusively quantitative methods seeking to measure the question of ‘how many’ towards more qualitative methods in the 21st century seeking to explore in depth the question of ‘why’, and, more recently, ethnographic methodology and Action-Research at the service of the question ‘how’ changes happen and how to enact change in favour of the minority language. Minority-language research is often pragmatic in its intent, with the aim to inform policy and bottom-up activism, and foster action; we would also like to explore the ways in which this has increasingly happened in the Basque context.

**‘Analysing Welsh language ability and language use in Wales’***,* Cynog Prys, Prifysgol Bangor University

Research on the Welsh language is interdisciplinary in nature, with academics in multiple fields including sociology, social policy, linguistics, business and other academic disciplines analysing the position of Welsh within contemporary society. As a result, studies often come from different starting points and traditions, and utilize a variety of research methods – both qualitative and quantitative. Furthermore, the Welsh government and its agents also play a key role in conducting and commissioning research into Welsh. These research projects are often closely aligned with language policies and planning initiatives, and often feature a more quantitative element with a greater emphasis on measuring the effect of initiatives on the Welsh language. This presentation will consider how the various methods, and research priorities, influence our understanding of Welsh language vitality.

**‘Changing methodologies in minority language sociolinguistics’**, Bernadette O’Rourke, University of Glasgow

Work by minority language sociolinguists has begun to examine the processes and contextual factors that enable individuals and groups to acquire minority languages (O’Rourke et al., 2015). However, we still need better understandings of the fluid and networked ways in which minority language speakers live their lives, particularly in urban contexts. Existing research on new speakers of minority languages has hinted at the significant role played by space, context and environment in relation to language acquisition and use but it has not explored such themes thoroughly or with reference to the more contemporary geographical debates concerning these factors. As such, the ‘where’ question has remained largely under- explored. Drawing on examples from different minority language contexts including Irish, Galician and Gaelic, this paper explores what a more spatially focused approach has to offer and how this can sharpen our understanding of minority language networks in urban contexts. This approach is part of a larger research programme which seeks to investigate the dynamics of new speaker communities in the context of urban multilingualism as well as the new types of methodologies this also requires.

Amorrortu, Estibaliz, Jone Goirigolzarri & Ane Ortega **‘Navigating through different spaces to increase Basque language use: from safe to other spaces’**

Deustuko Unibertsitatea & Andra Mari Irakasle Unibertsitate Eskola

New speakers of minority languages often talk about ‘gaining spaces’ to use the minority language, as well as about ‘safe spaces’ where they can use the language and present themselves as speakers without feeling judged (O’Rourke and Walsh, 2020; Puidgevall et al., 2022, among others). But, despite the fact that speakers are often able to identify specific spaces through which they navigate, those are not compartmentalized but rather interrelated, so that the values, ideologies and social rules that apply in one also affect language behaviour in others. Lefebvre’s distinction between physical, social and symbolic spaces (Baringo, 2013) allows us to examine this complexity.

In this paper, we will present the results of an ethnographic and action research project (2018–21) with university students as co-researchers who experienced a process of reflexibility about their language practices and trial of small challenges in order to increase their use of Basque. We will specifically focus on their experience in three interrelated spaces: 1) the space of the action research project, which proved to function as a safe space for many (Amorrortu et al., 2021); 2) the university space, in which this project was conducted; and 3) other spaces outside the university in the metropolitan area of Bilbao. We intend to show how those spaces are configurated, how they influence each other and how a *safe* space might help speakers of the minority language make the leap into other spaces.

Amorrortu, Goirigolzarri, Ortega (2021). Ekintza-ikerketa partehartzailea euskararen hiztun aktibo bihurtzeko babesgune eta zubi-espazio, *BAT* 120 (3): 11–28.

Baringo (2013). ‘La tesis de la producción del espacio en Henry Lefrebvre y sus críticos’.

*Quid* 16. *Revista del Area de Estudios Urbanos*, 3, 119–35.

O’Rourke and Walsh (2020). *New Speakers of Irish in the global context*. Routledge. Puidgevall, Pujolar, Colombo (2022). Linguistic safe spaces and stepping stones: rethinking mudes to Catalan through the lens of space*. JMMD* 43:1, 21–31.

Andersson-Koski, Maria **‘Examining the concept of Language Making in Sign Language revitalization’**

University of Helsinki

In the context of multilingualism and language ideologies, Krämer et al. (2022) introduce the concept of Language Making as ‘conscious or unconscious human processes in which imagined linguistic units are constructed and perceived as a language, a dialect or a variety’ (ibid.: 3). In this paper I will examine the concept of Language Making in Sign Language revitalization by focusing on signers of the severely endangered Finland–Swedish Sign Language (FinSSL). FinSSL was officially considered a language as late as in the 21st century. As FinSSL was recognized in the Sign Language Act in 2015, the Finnish Government started to grant funding for revitalization.

My data consist of video recordings of deaf signers drawing Language Portraits (LP) (Busch, 2017) and discussing them in a group in relation to the topic of revitalization. In the analysis I

will focus on how the participants perceive and construct their conception of FinSSL, in both a visual and narrative mode. What can drawings and the use of colours tell us about the individual perceptions of language and how the perceptions are challenged or reconstructed in the group discussions? Can the drawings and discussions as such be seen as activities of language making?

Preliminary results of my study show that participants tend to visualize and refer to the more comprehensive concept of Finland–Swedish culture (often in opposition to Finnish culture) when talking about what is being revitalized. Simultaneously, the discussions confirm and reconstruct the shared understanding of belonging both to a signed and a larger Finland– Swedish community.

Busch, B. (2017). Expanding the notion of the linguistic repertoire: on the concept of Spracherleben – the lived experience of language. *Applied Linguistics*, 38(3), 340–58.

Krämer, P., Vogl, U. & Kolehmainen, L. (2022). What is ‘Language Making’? *International Journal of the Sociology of Language*, 2022(274), 1–27.

Arana, Edorta, Eneko Iriondo & Bea Narbaiza **‘Promotion of the use of Basque in social networks among young people in Gipuzkoa’**

Department of Audiovisual Communication, Media Studies Faculty, University of the Basque Country (UPV/EHU)

Young people who live in those sociolinguistic areas with high levels of knowledge of the Basque language and notable presence in its verbal communication, however, use it much less in social networks.

This paper delves into the diagnosis of the current situation of Basque among people from Gipuzkoa aged 14 to 16, the uses they make of social networks and the influence of campaigns such as Hi Gazte! that seek to promote the active use of Euskara on social networks such as Instagram, TikTok or Twitch.

For this research we have carried out an exhaustive analysis of the campaign Hi Gazte! during 2022 and have made surveys on nearly a thousand secondary school students, before, during and after the campaign. The quantitative information has been enriched with the observation of the activities included in the campaign (creation and distribution of content for the aforementioned social networks) and a significant number of focus group sessions in which it is sought to know the motivations, content creation habits, presence of Basque in them and evaluation of the influence among young people of projects such as Hi Gazte!.

The specific results of the ongoing research will be presented at this conference. References:

Reports from IKUSIKER, the Basque Audiovisual Observatory, UPV/EHU, [www.ikusiker.eus](http://www.ikusiker.eus/)

Reports from the Basque Youth Observatory, [www.gazteaukera.euskadi.eus](http://www.gazteaukera.euskadi.eus/)

Fernandez de Arroyabe Olartua, A. et al. (2018). ‘Digital natives: Consumption, creation and dissemination of online audiovisual content’. *Communicar*, 57(26): 61–9. DOI: https://doi.org/10.3916/C57-2018-06

Arfon, Elin **‘Lluosieithrwydd yn y Cwricwlwm i Gymru: credoau athrawon ieithoedd rhyngwladol’ / ‘Plurilingualism in the Curriculum for Wales: international languages teachers’ beliefs’**

Prifysgol Caerdydd / Cardiff University

Mae’r Cwricwlwm i Gymru yn hybu ‘dull amlieithog a lluosieithog’ o ddysgu’r Gymraeg, Saesneg ac ieithoedd rhyngwladol er mwyn annog dysgwyr i ddefnyddio eu gwybodaeth o wneuthuriad eu hieithoedd i ddysgu ieithoedd eraill (Llywodraeth Cymru, 2021). Ond, beth a olyga’r dull lluosieithog hwn ar gyfer addysgu ieithoedd yng Nghymru? Mae fy ymchwil ddoethurol yn archwilio hyn o bersbectif ecolegol gan gydnabod dysgu, addysgu ac asesu iaith fel rhan o’r un ecosystem, fel elfennau sy’n gorgyffwrdd (e.e. van Lier, 2004). Ar gyfer yr astudiaeth hon, cynhaliwyd cyfweliadau gydag athrawon ieithoedd rhyngwladol a oedd yn gweithio mewn ysgolion uwchradd cyfrwng Cymraeg, dwyieithog, a chyfrwng Saesneg yng Nghymru, a dadansoddwyd y data yn thematig.

Canolbwyntia’r cyflwyniad hwn ar bersbectifau’r 37 o athrawon ieithoedd rhyngwladol a oedd yn rhan o’r ymchwil, gan edrych ar themâu tebyg a gwahanol ymysg eu persbectifau yn ôl cyfrwng dysgu eu hysgolion. Archwilia’r cyflwyniad hwn y gwahaniaeth rhwng y ffordd y mae athrawon yn deall lluosieithrwydd (*plurilingualism*) fel cysyniad a sut ânt ati i ddysgu mewn dull lluosieithog yn y dosbarth. Edrychir hefyd ar bersbectifau’r athrawon hyn o sut ânt ati i gydweithio gydag athrawon Cymraeg a Saesneg i greu’r cysylltiadau rhwng ieithoedd y cyfrwng dysgu (Cymraeg a Saesneg) a’r ieithoedd rhyngwladol a ddysgir fel pynciau (Beacco et al., 2016). Trafodir y cyfleoedd ynghyd â’r heriau o gydweithio mewn dull lluosieithog ar draws y pynciau ieithoedd pan addysgir yr ieithoedd gyda gwahanol resymegau. Trafodir goblygiadau hyn o ran gweithredu’r Cwricwlwm i Gymru ac o ran addysg lluosieithog ar gyfer datblygiad addysgu ieithoedd lleiafrifol ar y cyd ag ieithoedd mwyafrifol/rhyngwladol.

Beacco, J. et al*.* 2016. *Guide for the development and implementation of curricula for plurilingual and intercultural education.*

Llywodraeth Cymru. 2021. *Cwricwlwm i Gymru: ieithoedd, llythrennedd a chyfathrebu – cyflwyniad.*

van Lier, L. 2004. *The ecology and semiotics of language learning: a sociocultural perspective*. Boston, MA: Kluwer Academic.

The Curriculum for Wales promotes a ‘multilingual and plurilingual approach’ to learning Welsh, English and international languages in order to encourage learners to use their knowledge of the structure of their own languages to learn other languages (Welsh Government, 2021). But what does this plurilingual approach mean for teaching languages in Wales? My doctoral research examines this from an ecological perspective, recognizing language learning, teaching and assessment as part of the same ecosystem, as overlapping

elements (e.g. van Lier, 2004). For this study, interviews were conducted with teachers of international languages working in Welsh-medium, bilingual, and English-medium secondary schools in Wales, and the data was analysed thematically.

This presentation focuses on the perspectives of the 37 teachers of international languages who took part in the study, looking at similar and different themes among their perspectives according to the medium of learning in their schools. This presentation examines the difference between the way teachers understand plurilingualism as a concept and how they go about teaching in a plurilingual way in the classroom. We also look at the perspectives of these teachers as to how they go about collaborating with teachers of Welsh and English to create links between the medium of learning languages (Welsh and English) and the international languages which are taught as subjects (Beacco et al., 2016). We discuss the opportunities as well as the challenges of collaborating in a plurilingual way across the language subjects when the languages are taught with different logics. We discuss the implications of this in terms of implementing the Curriculum for Wales and in terms of plurilingual education for the development of teaching minority languages in conjunction with majority/international languages.

Beacco, J. et al*.* 2016. *Guide for the development and implementation of curricula for plurilingual and intercultural education.*

Llywodraeth Cymru. 2021. *Cwricwlwm i Gymru: ieithoedd, llythrennedd a chyfathrebu – cyflwyniad.*

van Lier, L. 2004. *The ecology and semiotics of language learning: a sociocultural perspective*. Boston, MA: Kluwer Academic.

Arocena Egaña, Elizabet **‘Multilingual students’ beliefs regarding the use of a multilingual approach in education’**

University of the Basque Country (UPV/EHU)

In multilingual contexts, a more multilingual focus is starting to be implemented in both language and content subjects classrooms because it is seen as a resource among researchers and educators (Cenoz & Gorter, 2017; Cenoz & Santos, 2020). However, instruction on multilingual pedagogies is fundamental for teachers to embrace the shift from a monolingual to a multilingual focus on language education (Gorter & Arocena, 2020). Students’ beliefs have hardly been examined, but a study carried out with secondary school students in Norway, Haukås, Storto and Tiurikova (2022) concluded that those students felt that their language awareness helped them learn languages more effectively.

The objective of this paper is to analyse students’ beliefs regarding multilingual education and its potential benefits. The study is carried out in four secondary schools in the Basque Country where students are asked to fill in a questionnaire on beliefs about multilingual education before and after they take part in an intervention aimed at overcoming comprehension difficulties they may have with academic language. The expected results may reflect a change in their beliefs regarding language separation and the benefits of a more multilingual approach as teachers have demonstrated after receiving training. The benefits of

multilingualism may be more apparent for those students whose home language is Basque rather than for those whose home language is Spanish or another language.

Cenoz, J., & Gorter, D. (2017). Translanguaging as a pedagogical tool in multilingual education. In J. Cenoz, D. Gorter, & S. May (eds.), *Language awareness and multilingualism* (3rd ed., pp. 309–21). Springer.

Cenoz, J., & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. *System*, 92(102273). https://doi.org/10.1016/j.system.2020.102273

Haukås, Å., Storto, A. & Tiurikova, I. (2022). School students’ beliefs about the benefits of multilingualism. *Journal of Multilingual and Multicultural Development*. DOI: 10.1080/01434632.2022.2075001

Arruti Aguirreurreta, Izaro & Beñat Garaio **‘EuskarAbentura expedition: trekking for youth engagement in Basque revitalization’**

EuskarAbentura Elkartea

The aim of my research is twofold: first, to demonstrate that while Basque youngsters (especially those in Basque immersion programs) continue to successfully develop and gain proficiency in Basque, many rarely employ Basque outside the classroom, especially in informal contexts; and second, to find out to what extent adventurous, non-academic and semi-structured strategies can foster linguistic mudas among youngsters.

‘Mudas’ as explained by Ortega et al. (2021) refers to experiencing changes in individuals’ linguistic trajectory as well as personal transformation, enhanced self-knowledge, and greater linguistic agency, rather than a single event. Gaining a better understanding of mudas is crucial for all minority languages in the process of revitalization.

The study is based on the hypothesis that the EuskarAbentura expedition, an innovative expanded version of Basque summer camp, may successfully promote linguistic muda processes among the participants by ensuring the so-called first level personal conditions (Ramallo et al., 2020) as well as facilitating the second level social conditions in the form of linguistic safe spaces (Hernandez et al., 2021).

Tending to explore the potential of EuskarAbentura as a space of opportunities for linguistic transformation and to follow participants’ experiences over time in order to understand the key factors contributing to linguistic mudas, this study is based on a mixed methods approach, including ethnography, focus groups and diaries encouraging participatory research along with semi-structured questionnaires.

The study shows EuskarAbentura to be effective in ensuring linguistic safe spaces and therefore bringing about a change in participants’ linguistic trajectory as well as to understand the complexities of muda processes.

Artetxe, Miren & Garbiñe Bereziartua **‘Teacher training students in a minoritized language context: their language ideologies and (de)legitimization processes regarding Basque’** Didactics of Language and Literature, University of the Basque Country

The Faculty of Education, Philosophy and Anthropology of Donostia/San Sebastian (Basque Country) meets students from Donostia/San Sebastian and the villages around it. Most of them have carried out their education process in the Basque immersion model and so will they continue their university studies. Nevertheless, we can find a wide range of profiles according to their language practices.

The same could be said about their language ideologies. When students from different villages meet at university they share both their language practices and ideologies, in either explicit or implicit ways. And the ideologies are the key for the negotiation of language legitimacy issues.

In this context, legitimacy is negotiated within major language ideologies such as the mother tongue ideology or the ideology of authenticity. Such ideologies can either be confirmed, modulated, or questioned from speakers. But in this work, we will examine how Basque speakers of different profiles experience the process of linguistic (de)legitimation in their university environment, and how linguistic ideologies influence their language practices.

The research was based on quantitative data obtained from 10 focus group discussions.

Augustyniak-Żmuda, Gabriela **‘Language management and linguistic attitudes of the indigenous people of eastern Poland’**

Institute of Slavic Studies, Polish Academy of Sciences

This paper presents the results of the research project on linguistic diversity in Poland carried out at the Institute of Slavic Studies, Polish Academy of Sciences, and concentrates on the eastern part of Poland – the Podlachian region. The inhabitants of this region use an Eastern Slavic language close to Belarus and/or Ukrainian, with Polish influences. They call speaking it ‘in our way’ (*po naszemu*) and most often do not perceive it as a ‘language’. The speakers of Podlachian inhabit the territory where the Belarus national minority is recognized.

Therefore, it is the Belarus – and not the local Podlachian variant – that is recognized and protected. Recently, new initiatives have been mostly bottom-up, favouring Podlachian and its maintenance. Due to a lack of recognition and language ideologies, intergenerational transmission of Podlachian is strongly interrupted.

The research was conducted in 2021–2 and concerned in-depth interviews, participant observation and an ethnolinguistic vitality survey.

In my presentation, I will present and discuss the results of the survey on language use in different domains and attitudes towards it. I will confront it with excerpts of interviews with Podlachian speakers to show how language ideologies and management influence language practices.

The goal of this presentation is to describe how language ideologies and language management at the macro level (state language policy), meso level (local communities and institutions), micro level (in families) affect language practices and language loss.

Spolsky, B. (2009), *Language Management*. Cambridge University Press.

Nekvapil, J. (2006) From language planning to language management. *Sociolinguistica* 20. 92–104.

Kimura G. Ch., Fairbrother L. (ed.) (2020), A language management approach to language problems: integrating macro and micro dimensions. *Studies in World Language Problems*. John Benjamins Publishing Company.

Baal, Lisa (Presenter), Karen Monika Paulsen Skum, Siri Ellen Nystø Rahka & Lena Kappfjell **‘Can new technology create a digital future to an indigenous language?’** National Centre for Sámi Language in Education

How can digital screening tests help with assessment of reading competence in an indigenous language? Norwegian schools use a variety of reading tests with different purposes and designs as part of the national quality assessment system for compulsory education. The purpose is to give various levels of government information about pupils’ reading competence. In this study we provide a historical background regarding the development and implementation of screening tests for reading in Saami languages. For the first time, the National Centre for Sami in Education has been commissioned to create digital tests for Sami students, which are based on the Sami curriculum, language and culture. Thus far, there has been little focus on this in reading instruction, as the didactics of the majority languages are often used as a pattern also for Sami reading instruction. The screening tests in reading in Sami shall be prepared for 1st and 3rd grade and in all three Sami languages, based on the Sami curriculum. We account for the significant factors which are important for how we design screening tests in reading in Sami languages for pupils in primary and lower secondary school. The tests are designed on a test execution system online. The Sami languages are verb languages, and until recently it has been difficult to use verbs in previous tests. Now digital technology offers new possibilities by, among other things, using GIF to illustrate movement in the images. The pupils and teachers have faced digital challenges, which we have already experienced during the pilot testing, such as sounds not functioning and firewalls blocking the online system. This new technology is still under trial and is learning in progress. We are continually improving the task designs based on reviews. Tasks have been designed to be tested and piloted on student groups, which will provide us with the results immediately after execution. Based on these tests and pilots, we analyse the results both statistically and qualitatively. We see it as necessary to have teachers in a reference group, who can share their experiences with us. We have conducted the first piloting of the screening test for both grades in 2021/22 and will analyse the results and revise the tests accordingly.

Bakenne, Nureni Aremu & Abiodun Salawu **‘Media and communication: a symbiosis for Yoruba language revitalization in south-west Nigeria’**

Indigenous Language Media in Africa (ILMA) Research Entity & Faculty of Humanities, North-West University, Mafikeng Campus, South Africa

In recent times, there has been increased interest in how the media serve as a vehicle for indigenous language rejuvenation. Given the critical role the media and communication play in human society, several scholarly works have been carried out over the years on indigenous language rejuvenation/revitalization in Nigeria and especially among the Yoruba-speaking people of the south-west region. Yet, the need for further research on the subject matter and particularly among the teeming youths of the south-west region remains compelling. Recent experiences also suggest that the use of indigenous language in communication is gradually facing extinction among youths in the south-west region and this has been made worse by the inability of the media to help in propagating the dangers inherent in such trends. This underscores the inevitable role of the media, language experts and other key stakeholders in ensuring that indigenous language assumes a central place in communication among youth in the south-west region of Nigeria. Relying on David Crystal’s Theory of Language Revitalization, secondary data and including in-depth interviews among media experts both in print and broadcast industry and Focus Group Discussion among youths in south-west Nigeria, this study interrogates the current trends and dynamics of rejuvenating indigenous language among the youths in the south-west and the extent to which the media helps in consolidating this process. Hence, data gathered from this study shall be analysed through a thematic method. Findings from this work show that the use of indigenous language in the media is superior and more effective than any other medium in disseminating information to the people and this will go a long way in sustaining the language. It was discovered that language experts should sensitize parents on the need to train their children in their indigenous languages.

Barnes, Julia **‘Basque inside and outside the schools’** Mondragon Unibertsitatea – Huhezi

Our aim is to approach the situation of a minorized language in the process of revitalization from different angles. Such an analysis necessarily implies a historical perspective of the changes produced in the Basque Autonomous Community (BAC) over the last 40 years. The role of education as a decisive component in the extension of knowledge of Basque, above all by the younger generation, is highlighted (Cenoz, 2009). The change in attitudes towards the ‘value’ of Basque as a language to be used in public and private life will be mentioned (Amorrortu et al., 2009), as well as the experiences of the ‘new speakers’ of Basque (Ortega et al., 2017), referring to L1 speakers of Spanish who have acquired Basque at different ages. The perspective is changing from focusing on bilingualism to multilingualism, both from the point of view of multilingual individuals and of multilingual societies. Rather than aiming at, and evaluating, native-like competence in a bi/multilingual person’s languages, new approaches take into account each individual’s total language repertoire from the holistic and dynamic perspective of Dominant Language Constellations (DLC) (Aronin, 2016).

The teachers’ role in the classroom, be it in immersion or maintenance programmes of a non- dominant language, is essential for the good development of language acquisition in such contexts and therefore we examine teacher training and trainee teachers’ experiences. We

describe how some education students from the Basque Country become aware of their own multilingual skills through their examination of young children’s language development, and how they begin to understand the different DLCs and sociolinguistic complexities they will encounter in their professional future as infant teachers in the BAC. Some of the tools used for measuring the linguistic development of children are referred to and some results are presented.

Bier, Ada (Chair), David Lasagabaster, Gabriele Zanello, Ruth Videsott, Alberto Fernández- Costales, Roberto Avello Rodríguez & Daniela Mereu ‘Best practices (and pitfalls) of multilingual education with minority languages: five European contexts’

University of the Basque Country (UPV/EHU); University of Udine, Italy; Free University of Bozen-Bolzano, Italy; University of Oviedo, Spain & University of Turin, Italy

**‘Future teachers’ attitudes towards languages in contact in the multilingual Basque Autonomous Community (BAC)’**, Ada Bier & David Lasagabaster, University of the Basque Country (UPV/EHU)

Besides offering an overview of the educational system in the BAC – which has the Basque minority language at its core, this paper will focus on the perspective of future teachers, that is, university students who are enrolled in study programmes geared towards a career in teaching. More specifically, future teachers’ attitudes towards the various languages in contact will be examined in the light of their relevance for language promotion within a multilingual education system.

**‘The Friulian way to plurilingualism’**, Gabriele Zanello, University of Udine, Italy The current Friulian school situation depends on the application of Law 482/99 and the

regional laws dedicated to minority languages. Very important is the recent activation, at the University of Udine, of the Friulian curriculum for the training of future teachers. The proposed intervention intends to make a critical report on the current plurilingual training in Friuli and on teacher training, considering school and university research as an agent of innovation.

**‘Learning strategies of young speakers in three different sociolinguistic settings in the Dolomitic Ladin area’**, Ruth Videsott, Free University of Bozen-Bolzano, Italy

This paper offers an overview of the challenges of Dolomitic Ladin in educational settings, considering the different sociolinguistic and administrative landscape of the area concerning Ladin as a minority language. Two major questions will be discussed:

1. Which learning strategies are adopted by young Ladin speakers in primary schools, considering the multilingual character of the area?
2. How do teachers deal with these different strategies and with the different sociolinguistic contexts in the classroom?

**‘Multilingual education in the Principality of Asturias’**, Alberto Fernández-Costales & Roberto Avello Rodríguez, University of Oviedo, Spain (online)

This paper will provide an overview of the sociolinguistic reality of the Autonomous Community of the Principality of Asturias, a territory where two languages coexist: Asturian, the local language of Asturias, and Spanish. Besides presenting the sociolinguistic landscape in Asturias, we will comment on the most significant challenges of Asturian language in educational settings.

**‘A minority language without a standard at school: the case of Sardinian’**, Daniela Mereu, University of Turin, Italy

After a brief overview of the current sociolinguistic situation in Sardinia, the present contribution aims at discussing the main issues concerning the use of Sardinian in the education system, in relation to both language protection laws and planning proposals. Special attention will be given to the attempts to introduce this non-standard and minority language into schools, as a teaching subject and vehicular language.

# Abstract of the panel:

Among the many reasons why attention should be paid to minority languages in education, we would like to highlight two: first, the contribution of minority language speakers to multilingualism, and second, the fact that multilingual education involving minority languages can help to ward off the risk that such languages cease to be spoken and disappear (Gorter et al., 2014; Van Avermaet et al., 2018). Both the above-mentioned issues – that is, the key importance of multilingualism and the protection and promotion of engendered languages and linguistic diversity – are held in high regard at the European level (EP, 2009, 2013). However, such seemingly strong support at supra-national level is not always found in individual States or Regions. Thus, in Europe, excellent examples of multilingual education which systematically include minority languages (Ó Duibhir et al., 2015) coexist with less- than-excellent education systems where local languages struggle to reach full recognition and integration. Often, such coexistence is found within the same State, as happens in the cases of Spain and Italy.

The speakers taking part in this panel are experts from five minority language communities, two from Spain and three from Italy. All five languages are ‘unique minority languages’, that is, languages that do not have a majority status anywhere (Van Dongera et al., 2017): *Euskara*/Basque, and *Asturianu*/Asturian from Spain, *Furlan*/Friulian, *Ladin*/Ladin and *Sardu*/Sardinian from Italy. While Basque in the Basque Autonomous Community and Ladin in Alto Adige/Südtirol benefit from a high degree of protection and promotion, the other three minority languages – i.e. Asturian in the Principality of Asturias, Friulian in Friuli Venezia Giulia and Sardinian in Sardinia – find themselves in less-than-optimal conditions.

Admittedly such differences between the former and the latter languages are clearly mirrored in the education systems.

The five short talks will illustrate the main features of the respective education systems, with specific reference to the presence of the minority language, and will pinpoint their main strengths and the weaknesses that call for urgent attention. This panel will allow the speakers from the five communities to meet, share experiences and learn from each other, as well as for participants to learn about multilingual education involving minority languages in the five contexts involved. The following discussion will be an opportunity to take part in joint reflection to better frame and understand the strengths and weaknesses of the five educational systems and identify the possible paths that could be followed in order to promote the minority language in education, while adapting such action to an increasingly multilingual world and to the challenges posed by globalization.

References:

European Parliament – EP (2009). Resolution of 24 March 2009 on ‘Multilingualism: an asset for Europe and a shared commitment’ (2008/2225(INI)).

European Parliament – EP (2013). Resolution of 11 September 2013 on ‘Endangered European languages and linguistic diversity in the European Union’ (2013/2007(INI)).

Gorter, D., Zenotz, V., & Cenoz, J. (2014). *Minority Languages and Multilingual Education: Bridging the Local and the Global*. Springer.

Ó Duibhir, P., Ní Chuaig, N., Ní Thuairisg, L., & Ó Brolcháin, C. (2015). *Education Provision through Minority Languages: Review of International Research*. An Chomhairle um Oideachas Gaeltachta agus Gaelscolaiochta (COGG): Department of Education and Skills.

Van Dongera, R., Van der Meer, C., & Sterk, R. (2017). *Research for CULT Committee – Minority languages and education: best practices and pitfalls*. European Parliament: Policy Department for Structural and Cohesion Policies.

Van Avermaet, P., Slembrouck, S., Van Gorp, K., Sierens, S., & Maryns, M. (eds.) (2018).

*The Multilingual Edge of Education*. Palgrave Macmillan.

Bier, Ada, David Lasagabaster, Myrthe Coret-Bergstra & Joana da Silveira Duarte **‘A threefold comparison of the Basque, Friulian and Frisian educational contexts with a focus on language attitudes towards multilingualism’**

University of the Basque Country (UPV/EHU) & NHL Stenden University of Applied Sciences

Educators play a decisive role in the formation of their students’ language attitudes (Baker, 1992; Garrett, 2010). Our paper focuses on attitudes towards languages and multilingualism held by prospective teachers, i.e., students who are training to become teachers. The research we will be reporting on is a comparative one as it parallels three European contexts, each of which is characterized by the presence of a regional minority language: the Basque Autonomous Community (BAC) in Spain, the Friuli Venezia Giulia Autonomous Region (FVG) in Italy, and Friesland in the Netherlands*.* In the three contexts, there is variation in the role of the regional minority language (Basque, Friulian and Frisian, respectively) in the education system.

This comparative research is based on Lasagabaster and Huguet’s (2007) transnational study in nine bilingual European contexts (BAC and Friesland included), in which it was found that the L1 and the linguistic model at school were the most influential variables determining future teachers’ language attitudes. Our broad aim is to check whether these findings are still valid in the BAC (Bier & Lasagabaster, 2022) and in Friesland today and whether they apply to FVG as well.

An investigation was carried out in the three contexts using the same data collection instrument employed in the original 2007 study. The results indicate that, although broadly speaking attitudes towards the different languages tend to be positive, the L1, the use of the language in the family and the school model do exert influence, even if differences between the three contexts are also noticeable. Implications for training practice will also be discussed.

References:

Baker, C. (1992). *Attitudes and language (Vol. 83)*. Multilingual Matters.

Bier, A. & Lasagabaster, D. (2022). What has changed over 18 years? Future teachers’ language use and attitudes towards multilingualism in the Basque Autonomous Community. *Language and Education*. https://doi.org/10.1080/09500782.2022.2121611

Garrett, P. (2010). *Attitudes to Language*. Cambridge University Press.

Lasagabaster, D., & Huguet, Á. (eds.) (2007). *Multilingualism in European bilingual contexts: language use and attitudes.* Multilingual Matters.

Bober, Sergiusz **‘Minority language journalism and its practitioners: between the definition of the category, professional profiles and linguistic challenges’**

European Centre for Minority Issues, Flensburg, Germany

The point of departure for this panel proposal is the conviction shared by the involved scholars that the topic of minority language journalists, although by no means ignored by the field, still offers plenty of space for new research initiatives, focusing on hitherto under- researched aspects. Therefore, the panel – through the combination of theoretical, comparative, and case-study papers – aspires to give more attention to this professional group, whose contribution to both revitalization and maintenance of minority languages makes it an important element of the broader efforts alongside language planners, educators or activists.

The panel will begin with a conceptual paper ‘Towards a definition of minority language journalism’ by Jenny Stenberg-Sirén (University of Helsinki), attempting at a definition of this category and an identification of how it differs from majority language journalism.

Although empirically placed in the context of Swedish in Finland (based on interviews with Editors-in-Chief of the Swedish-language media in Finland), this contribution aspires to unpack the unique nature of minority language journalism by discussing the findings in the context of previous theoretical reflection addressing the issues of indigenous and ethnic journalism.

This will be followed by the study ‘Basque and Galician language journalists: a comparison of two professional groups’ by Facundo Reyna-Muniain (Kiel University and Instituto da Lingua Galega) and Sergiusz Bober (ECMI). Through such analytical angles as professional identity, career choices/strategies, working conditions (legal and economic security, available infrastructure) etc., this contribution, based on in-depth interviews, will offer a panorama of the personnel involved in the production of content in the aforementioned languages (for example for the *Berria* and *Nós Diario* newspapers), anchored in the broader reflection concerning the policies aiming to create an adequate operational contexts for minority language media.

The paper ‘Language maintenance and practitioners: a comparative study of Basque, Ladin and Sorbian media’ by Marc Röggla and Jakob Volgger (both from Eurac Research) will shift the focus to the nexus of language maintenance and the work of minority language media

journalists. The analysis is empirically based on interviews with journalists working for newspapers and television/radio operating within each of those isolated linguistic spheres. Crucially, this will be further nuanced and contextualized by additional interviews with policymakers, addressing their expectations concerning the role of media in language maintenance.

The panel will be chaired by Miren Manias Muñoz (University of the Basque Country), who will also perform a discussant’s role.

Broadhurst, Kensa **‘Gwren ni kewsel a-dro dhe Gernewekyn adhyskans’ / ‘Let’s talk about Cornish in education: new developments in Cornish teaching’**

Institute of Cornish Studies, University of Exeter

Currently, the Cornish language is successfully taught both in-person and online through adult education provision but has a limited position within formal and compulsory educational settings. The principal studies into the use of Cornish within education are MacKinnon (2000) and Sayers et al. (2018), however, these studies do not consider the most recent developments within the teaching of Cornish and are written from an outsider’s perspective. What progress has been made to allow the language to gain a greater presence in schools, further and higher education? This paper, written from the perspective of an insider, discusses issues for the language community to consider in both the immediate and longer- term future. It also offers an overview of developments in formal teaching of the language since 2020: at undergraduate level at Exeter University, in primary schools through the ‘Go Cornish’ initiative and pre-school teaching, including the new Movyans Skolyow Meythrin (Nursery School Movement) initiative.

MacKinnon, Ken, *Cornish Language Study* (Government Office for the South-West, 2000)

Sayers, Dave, Merryn Davies-Deacon and Sarah Croome, *The Cornish Language in Education in the UK* (Mercator: European Research Centre on Multilingualism and Language Learning, 2018)

Camshron, Gòrdan **‘“Nobody’s painting that picture”: the relevance of Gaelic policy to contemporary speakers’**

Sabhal Mòr Ostaig UHI & Language Sciences Institute UHI

Recent doctoral research (Cameron, forthcoming, ‘Language and culture as a societal asset’) on two cohorts involved in Gaelic language development – elite leaders who conceive and direct Gaelic policy and revitalization and, secondly, those engaged in the putative Gaelic socioeconomy, who should benefit socially and economically from policy decisions – identifies several concerning discrepancies as to the efficacy of Gaelic language policy.

Emergent themes from elite conversations indicate a lack of clarity on objectives, and admissions that policy lacks relevance for the speaker group in the so-called traditional *Gàidhealtachd*. Socioeconomic participants see policy interventions as privileging particular sectoral interests, while societal impacts at home and community levels appear insufficient to alter trajectories of wider decline.

Debates stimulated in part by *The Gaelic Crisis in the Vernacular Community* (Ó Giollagáin et al., 2020) refocused attention on the principal aims of Gaelic revitalization efforts and on the likely beneficiaries of such endeavours, while renewing consideration of the likely outcomes of a movement predicated on public agency language planning in times of constrained public finances.

This is a critically important juncture for Gaelic, in Scotland’s so-called traditional *Gàidhealtachd* which retains a marginal Gaelic-speaking majority in the Western Isles while facing multiple socioeconomic stresses, and more widely in Scotland as well as further afield. Consultation has begun ahead of the preparation and anticipated launch of the fourth National Gaelic Language Plan to cover 2023–8, and relevant Gaelic-related data from the 2022 Census for Scotland should be imminently forthcoming. This paper explores some of the divergent opinions and suggests possible future policy pathways which may ameliorate the currently challenging situation in which the language exists, and considers whether Gaelic can be reorientated to act as much as a societal asset as a sectoral benefit.

Chromik, Bartłomiej **‘The long shadow of the persecutions of Lemkos: intergenerational impact on their language and economic performance’**

Centre for Research and Practice in Cultural Continuity, Faculty of ‘Artes Liberales’, University of Warsaw

Since the Middle Ages the Lemkos (lem. *Лемкы*) have been inhabiting their land called Lemkowyna (lem. Лемковина) located in the Carpathians. After World War II the Polish communist authorities forcibly resettled the Lemkos from their homeland. Most of them were expelled to the Soviet Union. In 1947, in a coordinated action called ‘Operation Vistula’, the Lemkos still remaining at the territory in Poland were deported to western and northern areas of the reconstituted Polish state. To this day ‘Operation Vistula’ is seen by the members of this ethnic minority as a traumatic event associated with ethnic and linguistic violence, the loss of land and property as well as the disintegration of the group.

In the paper I will discuss the results of team research generated in the ‘Language as a Cure’ project (2017–22) on the long-term linguistic and economic consequences of the post-WW2 persecutions of the Lemkos. Using the classical economist’s conceptualization of discrimination and elements of Ethnolinguistic Vitality Theory, but also considering local circumstances, we created a complex structural equation model. Its results and interpretation conducted by a team consisting of Lemko scholars, transdisciplinary researchers of minority languages and economists show that persecutions, interpreted as an external shock, may lead to stable suboptimal economic equilibrium for the discriminated minoritized community, that in the long term negatively influences the linguistic situation of such a group. However, our model also shows that the high positive subjective assessment of the Lemko group strength could be a way to exit the vicious circle of interdependencies between economic performance and the use of the minority language.

An important aim of this paper is to emphasize that the discrimination of ethnolinguistic minorities has a significant socioeconomic dimension, so it has economic consequences (also for the dominant group) and can be economically modelled.

Czaiński, Kamil & Maciej Mętrak **‘Ideological aspects of language emancipation – the case of Silesian in Poland’**

Institute of Slavic Studies, Polish Academy of Sciences

Silesian is a textbook example of a contested language – regardless of its 500,000 self- identified users and strong activist community, it is not recognized by the state and is traditionally considered a less prestigious dialectal variety of the official Polish language. Without any government support, the struggle for language survival is limited mostly to bottom-up initiatives, which – albeit successful within their scope – have serious limitations. In our paper, we would like to assess the actual impact of such actions aimed at creation of the Silesian literary standard and granting it the status of a regional language. To do so we will juxtapose the material collected during in-depth interviews with language activists and policymakers with the preliminary results of a sociolinguistic questionnaire survey aimed at language users uninvolved in the linguistic autonomy movement. Particular emphasis will be placed on internal diversity within the Silesian emancipatory movement and different approaches toward language and identity in three main subregions of Silesia: ‘Central’ Upper Silesia (where most of the cultural and political activities take place), Opole Silesia and Teschen Silesia, both with different historical and political ties to the centre of the region. The research constitutes a part of the broader project on the linguistic diversity of Poland, carried out at the Institute of Slavic Studies, Polish Academy of Sciences between 2021 and 2026.

References:

Heller, M., & Duchêne, A. (eds.) (2007). *Discourses of endangerment*. London: Continuum.

Lane P., Costa J. & Korne H. D. (eds.) (2018). *Standardizing Minority Languages. Competing Ideologies of Authority and Authenticity in the Global Periphery*. New York: Routledge.

Tamburelli M. & Tosco M. (eds.) (2021). *Contested languages. The hidden multilingualism of Europe*. Amsterdam: John Benjamins Publishing Company.

Darder, Laia **‘The invisibilization of Catalan in Mallorca: from mass tourism to the luxury industry’**

Sheffield Hallam University

In this paper I explore the significance of the in/visibility of Catalan on the streets of Palma (Mallorca). The island of Mallorca, and the Balearics in general, exists in a triple periphery where the invisibility of the locale is palpable, within the European Union, the Spanish State, and Catalonia. This complicates language normalcy in a context of superdiversity. The Balearics host some of the areas where Catalan enjoys greatest vitality (EULIB 2014).

Nevertheless, the increase in global mobility and penetration of the tourist industry, together with a recent increase in the sale of luxury properties in Mallorca, have highlighted a growing system by which Catalan is invisibilized in certain sectors of the city of Palma, while displaying strong agency in others, thereby subverting the dynamic of the periphery.

In this paper, I shall focus on the interaction between the sociocultural reality and the linguistic and semiotic landscape of Palma using sociolinguistic and semiotic objects such as shop names, window displays, graffiti, and signs. I shall establish the significance of these

occurrences in terms of stance, power and indexals, with a particular focus on the instances where Catalan is either used or silenced. I argue that Catalan is absent when it comes to luxury industries linked to neoliberal trade, tourism and an aspirational lifestyle, with very little visibility through commodification. Conversely, Catalan is noticeably the only language in Palma’s LL that protests the mercantilization of a land that is seen by many as being overwhelmed by extractive tourism and global real estate industries. Therefore, I argue that the visibility of Catalan, as well as being utilitarian and a marker for native identity, represents a marker for resistance and sustainability. I also consider the importance of this in a context of ecolinguistics, at a time when Western ideas of extraction and language globalization are creating uniformity through global neoliberalism, all the way to the peripheries.

Davies, Andrew James **‘Pobl ifanc fel dewiswyr strategol: gwerthuso’r dystiolaeth am addysg ôl-orfodol cyfrwng Cymraeg’ / ‘Young people as agents of strategic choice: exploring the evidence relating to Welsh-medium post-compulsory education’**

Prifysgol Aberystwyth University

Mae addysg ôl-orfodol mewn ieithoedd cenedlaethol awtocthonaidd lleiafrifol yn nghyd- destunau adfywio iaith yn faes sydd heb ei ddamcaniaethu yn ddigonol ac sydd wedi derbyn llai o sylw gan ymchwilwyr. Yng nghyd-destun Cymru, fel yng nghyd-destunau adfywio Ewropeaidd eraill, mae cynhyrchu siaradwyr newydd wedi codi’n bennaf oherwydd ehangu addysg ieithoedd lleiafrifol a dwyieithog yn ystod y cyfnodau addysg gorfodol neu statudol (Muňos, 2000; Zalbide a Cenoz, 2011). Mae cynnydd o’r fath yng Nghymru wedi deillio’n hanesyddol o alw gan rieni, ac mae nifer o astudiaethau wedi archwilio’r cymhelliannau sydd wedi ysgogi rhieni i ddewis addysg cyfrwng Cymraeg i’w plant (Hodges, 2012; Evans, 2000).

Er y cynnydd digynsail, parhaus mewn addysg cyfrwng Cymraeg yn y cyfnodau statudol, mae pryderon wedi codi am y ganran o bobl ifanc sy’n gadael eu haddysg orfodol ac yna’n dewis peidio ag astudio trwy gyfrwng y Gymraeg pan gânt y dewis yn ystod addysg bellach neu yn y brifysgol (Davies a Trystan, 2012; Davies a Davies, 2015; Davies, 2021). Mae ymchwil o’r fath wedi ceisio deall y ffactorau sy’n ysgogi pobl ifanc i astudio yn Gymraeg neu i ddad-ymgysylltu oddi wrth addysg cyfrwng Cymraeg. Mae’r papur hwn yn asesu’r dystiolaeth ar ganfyddiadau pobl ifanc o’r manteision a’r cyfyngiadau canfyddedig o barhau â’u haddysg yn y Gymraeg. Mae’n dadlau bod angen cyfathrebu gyda phobl ifanc sy’n symud ymlaen i addysg ôl-orfodol nid fel derbynwyr goddefol naratifau adfywio iaith, ond fel ‘dewiswyr’ strategol (Ball, Macrae a Maguire, 2000) sy’n dewis llwybrau addysgol a’u cyfrwng addysgu eu hunain. Mae’n cynnig felly fod cynllunio ar gyfer ymgysylltiad parhaus myfyrwyr ôl-orfodol ag iaith leiafrifol yn fenter y dylid ei lleoli yn benodol rhwng y canlyniadau a grëir gan brosesau cynllunio caffael, statws, a defnydd/cymhelliant (Baker, 2003).

Post-compulsory education in ‘minoritized’ autochthonous national languages in language revitalization contexts is a relatively under-theorized field and under-researched area. In the context of Wales, as in other European revitalization contexts, the production of new speakers has arisen principally as a result of the expansion of minority-language and bilingual education during the compulsory or statutory phases of education (Muňos, 2000; Zalbide and

Cenoz, 2011). Such expansion in Wales has been driven historically by parental demand, and a number of studies have examined the imperatives which have led parents to choose Welsh- medium education for their children (Hodges, 2012; Evans, 2000).

In spite of this unprecedented and sustained expansion of Welsh-medium education during the statutory phases, concerns have arisen about the proportion of young people leaving their compulsory education who subsequently choose not to study through the medium of Welsh, when given the choice during further education or at university (Davies and Trystan, 2012; Davies and Davies, 2015; Davies, 2021). Such work has sought to explore the factors that drive young people to study in Welsh or to disengage from Welsh-medium education. This paper assesses the evidence on young people’s perceptions of the affordances and perceived limitations of continuing their education in Welsh. It argues that young people progressing to post-compulsory education need to be addressed not as passive recipients of revitalization narratives, but as agentic and strategic ‘choosers’ (Ball, Macrae, and Maguire, 2000) of their own educational pathways and medium of instruction. It therefore proposes that planning for post-compulsory students’ sustained engagement with a minoritized language is an enterprise that should be situated at a specific locus of interaction between the outcomes created by acquisition, status and usage/incentive planning (Baker, 2003).

Dekker, Suzanne, Laura Nap, Joana Duarte & Hanneke Loerts **‘More than a few words? Examining teachers’ translanguaging interactions for socially just education’**

NHL Stenden University of Applied Sciences & Rijksuniversiteit Groningen

As multilingual pupils’ school achievements and socio-affective development improve when home languages are valued and used as learning resources, meaningful shifts in education must be based on valuing pupils’ home languages and implementing sustainable translanguaging methods (García et al., 2021). However, Nap et al. (forthcoming) note how interaction during these methods is often limited to spontaneous use of pupils’ linguistic capital by asking for short translations, but not taking the interaction further.

The current study investigates whether interventions embracing multilingualism in primary education change how teachers and students interact over time. It takes place within ‘Project 3M’, wherein teachers developed and implemented multilingual activities (Duarte & Günther-van der Meij, 2018). Based on case studies of 4 participating teachers, we seek answers to the following research questions:

* 1. What changes occur in the translanguaging and interactional strategies of primary school teachers?
	2. To what extent does the quantity and quality of the interaction and language use of primary school pupils evolve?

An in-depth analysis based on recorded video-data of three lessons per teacher will be conducted in order to examine the changes in interaction over time.

Keywords: multlingualism, classroom interaction, multilingual pedagogy

References:

Duarte, J., & Günther-van der Meij, M. (2018). A holistic model for multilingualism in education. *E-JournALL, EuroAmerican Journal of Applied Linguistics and Languages*, 5(2), 24–43. doi: 10.21283/2376905X.9.153

García, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., & Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto. *Critical Inquiry in Language Studies*, 18(3), 203–28.

Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication*, 58, 1–10.

Nap, L.S., Hiddink, F.C., & Duarte, J. (to appear) ‘Do You Know a Few Words?’ – Exploring Multilingual and Discourse Practices in Whole Class Interaction. *Journal*? 1–28.

Diaz Mazquiaran, Jaione **‘Breaking the barriers: immigrant students’ language practices in different multilingual contexts in the Basque Country’**

Monash University, Melbourne, Australia

The Council of Europe has embraced plurilingualism in education as a response to linguistic diversity. However, the languages of immigrant students do not always seem to be as valuable as European (including regional) languages. Research shows that home languages of immigrant learners are recognized as part of the society by practitioners. Nevertheless, they are not necessarily used with pedagogical purposes. Therefore, there is a need to better understand the leveraging of minority students’ linguistic repertoire in the context of regional language bilingual education in Europe. In settings like the Basque Country, the ideology of language separation to protect the minority language in place is still relevant (Leonet et al., 2017), despite efforts to promote higher levels of integration for every pupil. The main challenge that the Basque school has in relation to immigrant pupils is to bring together these three aspects in the education of these learners: the learning of the Basque language, the learning of the language of origin and school success facilitating them with subsequent social and work inclusion. In order to address this issue, there is a need to better understand these learners’ linguistic repertoires and the ways in which they language depending on the context in which they are immersed. This study will investigate the language practices of 10–12-year- old immigrant learners in their interactions with family, peers and teachers, and the positioning of these practices in the Basque setting. The study seeks to inform teaching and learning in multilingual contexts. Findings will help teachers and parents to know how to capitalize on the communicative repertoires of students so that this mediates their learning and development.

Reference:

Leonet, O., Cenoz, J., & Gorter, D. (2017). Challenging minority language isolation: Translanguaging in a trilingual school in the Basque Country. *Journal of Language, Identity & Education*, 16(4), 216–27.

Dołowy-Rybińska, Nicole **‘Ethnolinguistic vitality of contested languages in Poland: challenges for language revitalization’**

Institute of Slavic Studies, Polish Academy of Sciences

This paper presents the preliminary results of the ethnolinguistic vitality survey of contested languages in Poland. The survey is a part of the broader research project on the linguistic diversity of Poland (2021–6) carried out at the Institute of Slavic Studies, Polish Academy of Sciences. This project aims to investigate the condition of the non-recognized languages of Poland that belong to the same language family as the dominant language, Polish, and therefore, are often perceived as dialects of Polish or *patois*. Among five cases of studied languages, there is Kashubian, the only one that gained official status as a ‘regional language’ in Poland in 2005. Another one, Podlachian, is closely related to the neighbouring state language, Belarus, and is used in the territory where the national Belarus minority is recognized. Yet, most Podlachian speakers do not identify their language with Belarussian.

Other cases taken into consideration in the survey are Silesian, spoken by a few hundred thousand people, with large bottom-up support but without recognition; Podhalanian, used by the Polish Highlanders; and the almost entirely extinct Mazurian language.

Although all cases differ significantly in terms of the profile of speakers, their language practices and attitudes, comparison of the data allows us to draw some more general conclusions concerning the linguistic diversity of Poland, the vitality of its languages, and the collective identity of speakers.

The paper discusses the survey’s preliminary results against the background of the image of Poland as a monolingual state. Finally, the conclusions concern these minority languages’ maintenance and revitalization challenges.

References:

Ehala M. (2010). Ethnolinguistic vitality and intergroup processes. *Multilingua*, 29 (2), 203–

21.

Giles, H.; Bourhis, R.Y.; Taylor, D.M. (1977). *Towards a theory of language in ethnic group relations*. W: Giles, H. (Red.). *Language, ethnicity and intergroup relations*. London: Academic Press, 307–48.

Dołowy-Rybińska, Nicole & Claudia Soria **‘The perception of Italy and Poland as**

**multilingual countries’**

Institute of Slavic Studies, Polish Academy of Sciences & Consiglio Nazionale delle Ricerche – Istituto di Linguistica Computazionale ‘A. Zampolli’

The paper discusses the results of an online questionnaire held in 2022 to assess speakers’ ‘naïve’ perception of Italy and Poland as multilingual countries. Studies addressing folk perception of linguistic varieties that are present in a given territory help sociolinguists and language planners understand the language ideology dominant at a certain point in time.

Most European states, including Poland and Italy, have large linguistic repertoires including state, immigrant, regional and minority languages, as well as their dialects. The safeguarding

of linguistic diversity in Europe is one of the most often declared tasks of the EU, and Member States comply to a certain extent by providing support to recognized indigenous languages in their territory and adopting measures for promoting multilingualism by means of internal State regulations. However, officially recognized languages represent only a small percentage of the total of language varieties in use in Poland and Italy. Unrecognized forms, both those that are perceived as languages (e.g. those of foreigners, immigrants, some minority languages) and those treated as dialects of the State language (the contested languages), in most cases hardly receive any support. In addition, awareness of their existence and of the need to protect them is somewhat limited.

Through the answers of the questionnaire, we will discuss to what extent languages of different prestige and status that are in use in Italy and Poland are salient to people’s consciousness and perceived as contributing to a folk representation of Italy and Poland as multilingual countries. We will also concentrate on whether the lack of recognition to some language varieties results in their neglect and consequently diminishes further their chances of legal protection, support and recognition.

Reference:

Tamburelli M. & Tosco M. (eds.). *Contested languages. The hidden multilingualism of Europe*. Amsterdam: John Benjamins Publishing Company.

Donovan, Patrick & Lorraine O’Donnell **‘The role of community organizations in the emergence of an English-speaking minority in Quebec in the 1970s–1980s’**

Quebec English-Speaking Communities Research Network (QUESCREN), Concordia University, Montreal, Canada

The Canadian province of Quebec has a Francophone majority and an English-speaking minority. The latter have often been typecast as wealthy elites (Donovan, 2022). Our ‘People’s History of English-Speaking Quebec’ project (O’Donnell, 2022), begun in 2019, aims to provide a more nuanced portrait of the past. The project focuses on English-speaking Quebec (ESQ) community organizations engaged in collective action for positive social change. Project topics include the organizations’ practices, culture and identity, politics, and relations with the state and the majority. Our preliminary work suggests that the groups built and asserted ways for English speakers to belong in and contribute to Quebec and Canada within a complex, challenging political context.

After presenting the overall project, our paper will focus on a key moment in this history. The rise of Quebec nationalism starting in the 1960s led the ESQ to see itself and be perceived as a provincial minority rather than as part of Canada’s anglophone majority (Legault, 1992; Rudin, 1985). Starting in the 1970s, community organizations such as Alliance Quebec formed to advocate on the ESQ’s behalf, and in so doing, they both embodied and helped establish a Quebec-based identity for English-speakers.

Our paper will also present our project’s research methodology in relation to this topic. This includes new oral history interviews (2022–3) and analysing the community organization ‘grey literature’ (briefs, pamphlets, etc.). The latter are accessible via an innovative new

Community Knowledge Open Library (<https://ckol.quescren.ca/en/lib/>) we developed to support the project.

Related conference themes: languages, ideologies, identities and attitudes, technology, digitalization and the role of social media in Minority Language Communities

Duarte, Joana (Chair), Suzanne Dekker, Mirjam Günther-van der Meij, Fardau Visser, Albert Walsweer, Maaike Pulles & Klarinske De Roos **‘Implementation and results of multilingual education in Frisian primary education’**

NHL Stenden University of Applied Sciences

Despite some improvement in the educational situation of minority background students, the achievement gap between majority- and minority-speaking learners remains a challenge in many European schools (Schleicher et al., 2019). Research has offered evidence for the potential of using multilingualism for raising academic achievement of both minority- and immigrant background students (Duarte, 2011). However, due to negative attitudes of teachers about multilingualism, lack of knowledge about the advantages of using pupils’ full linguistic repertoires for learning and limited pedagogical skills on how to implement multilingual education, teachers often adopt monolingual teaching practices (Cummins, 2000). Empirical research on professional development of teachers shows that a small intervention can have significant effects on their knowledge (Van Laere et al., 2017).

Moreover, from a dialogic educational perspective (Wells, 1999; Wegerif, 2013), it is known that the quality of interaction both in small group work as in whole-class conversations is essential to be profitable for learning content and language (Howe & Abedin, 2013).

The main aim of our panel is to shed light on the development, implementation and effects of multilingual education programs developed within the Frisian context. Our studies are set in the bilingual province of Fryslân, the Netherlands, in which schools, in addition to the official languages Frisian, Dutch and English, are challenged by the growing number of pupils with an immigrant background. We have developed a holistic approach towards multilingual education (Duarte & Günther-van der Meij, 2018) that allows teachers to both flexibly incorporate multiple languages in their teaching in linguistic and culturally diverse settings – e.g., through translanguaging (García, 2009) – and catering for the Frisian minority language. Our panel aims at answering the following overarching research question: How do Frisian primary schools manage the balance between catering for the existing linguistic and cultural diversity and assuring high quality minority language teaching?

# ‘Multilingual Mindsets: examining teachers’ attitudes towards multilingualism in Frisian primary education’

The first contribution, by Suzanne Dekker and Mirjam Günther-van der Meij, focuses on teachers’ professional development and mindset growth whilst participating in a multilingual education project. Students with growth mindsets have shown greater school achievements across transitions (Yaeger & Dweck, 2012). As teachers’ growth mindset can predict students’ growth mindset (Mesler et al., 2021), it is critical that teachers demonstrate willingness to challenge monolingual norms, and exhibit attitudes and behaviour in line with growth mindsets (Dweck, 2016). Based on six case studies, we provide a longitudinal comparison of the mindsets of teachers based on their self-reported attitudes, knowledge and practical skills,

aiming to answer the following research question: how does instruction in multilingual praxis affect growth mindsets in primary school teachers in Fryslân?

**‘Taalplan Frysk 2030: inspiring multilingual education in Frisian primary schools’** In the second presentation, Fardau Visser and Albert Walsweer will discuss the project ‘Taalplan Frysk 2030’ (‘Frisian language plan 2030’). Commissioned by the province of Fryslân, we monitor the quality of the Frisian language & culture in education at all 400 schools for primary education. This study was first conducted between 2016 and 2018 (Varkevisser & Walsweer, 2018) and was conducted again between 2020 and 2023

(Varkevisser, Visser & Walsweer, 2023). We will present the global results of both studies and then briefly give examples of the practice-oriented design research, that started in 2021, in which most schools participate. The projects that are carried out in collaboration with the schools are linked under the name ‘Inspiring Multilingual Education’.

# ‘Multilingual talk in Frisian primary schools’

The third paper focuses on multilingual classes learning the Frisian language from a dialogical perspective. Maaike Pulles, Klarinske de Roos and Albert Walsweer will present interactional data from an intervention in Fryslân that aimed to stimulate multilingual peer interaction during reading-to-learn activities. Our detailed analyses, informed by Conversation Analysis (Ten Have, 2007) demonstrate how dialogic reading interactions (Pulles, 2021) enhance the use of Frisian by both students and teachers (Nap et al.). By doing so, we will make a plea for focusing on the quality of interaction in multilingual interventions aiming for school development and/or teacher professionalization.

Elias, Osian **‘Ymestyn ffiniau ieithyddol: pop up Gaeltacht mewn ardaloedd dinesig o Iwerddon’ / ‘Extending the linguistic boundaries: pop up Gaeltacht in urban areas in Ireland’** IAITH: Y Ganolfan Cynllunio Iaith / The Welsh Centre for Language Planning

Archwilia’r papur hwn ddefnydd iaith mewn gofodau dros dro drwy ystyried poblogrwydd diweddar y Pop Up Gaeltacht. I ddechrau, archwilir y cysyniad o ddefnydd dilys a chyfreithlon o iaith mewn perthynas â siaradwyr neu leoliadau penodol e.e. siaradwyr brodorol a bröydd gwledig. Ystyrir hefyd sut y gall dilysrwydd a gwreiddioldeb ieithyddol siaradwyr ddylanwadu ar hunaniaethau siaradwyr sy’n deillio o darddiadau daearyddol all fod yn hynod o leol (Rampton, 1990). Gall y tiriogaethu ieithyddol hyn arwain at ystyried siaradwyr o ardaloedd gwledig fel gwarcheidwaid diwylliannol ac ieithyddol (Bucholtz, 2003). Caiff y syniadau hyn eu herio gan siaradwyr newydd a gan sefydlu gofodau dinesig dros dro i ddefnyddio’r Wyddeleg, megis y Pop Up Gaeltacht.

Mae’r pau pop up newydd hyn (gweler Ferreri, 2015) o ddefnydd iaith yn amlygu pwysigrwydd grŵp o siaradwyr ar draul ffactorau ieithyddol neu ddaearyddol. Heria hyn y cysyniadau o iaith fel rhywbeth ag iddo ffiniau pendant – gan egino’r posibilrwydd o gael gofodau o luosogaeth, hylifedd, a rhyng-ranoldeb. Gan dynnu ar waith maes yn Iwerddon, bydd y papur hwn yn ystyried apêl Pop Up Gaeltacht o fewn lleoliadau trefol gan archwilio dylanwad y gofodau newydd a dros dro hyn ar ddefnydd iaith (Seoighe, 2018). Defnyddir fframwaith rhesymegai pop up (Harris, 2105) wrth drafod dylanwad y dorf, a phosibiliadau cyffrous gofod y Pop Up Gaeltacht. Amlyga rhesymegai pop up ddulliau cyfredol o ailfrandio ansicrwydd bregus gofodau dros dro. O ganlyniad gellid glamoreiddio’r hyn sy’n fyrhoedlog, gan normaleiddio ac atgyfnerthu’r amodau sy’n gorfodi ansicrwydd bregus yn y lle cyntaf.

Lle mae hyn eisoes wedi bod yn destun ymchwil mewn meysydd eraill, cynigia’r Pop Up Gaeltacht gyfle i archwilio’r cwestiynau hyn mewn perthynas â sefyllfa fregus ieithoedd sydd wedi’u lleiafrifoli. Arweinia hyn at ddealltwriaethau newydd o sut y gall siaradwyr ifanc bontio’r ‘threshold between traditional and new speaker classifications’ (Walsh a Lane, 2014).

This paper examines language use in temporary spaces by considering the recent popularity of the Pop Up Gaeltacht. We begin by examining the concept of valid and legitimate use of language in relation to specific speakers or settings e.g. native speakers and rural areas. We also consider how the linguistic authenticity and originality of speakers can influence the identities of speakers who hail from geographical origins which can be extremely local (Rampton, 1990). These linguistic territorializations can lead to the consideration of speakers from rural areas as cultural and linguistic guardians (Bucholtz, 2003). These ideas are challenged by new speakers and by the setting up of temporary urban spaces for the use of Irish, such as the Pop Up Gaeltacht.

These new pop up domains (see Ferreri, 2015) of language use highlight the importance of having a group of speakers at the expense of linguistic or geographical factors. This challenges the concept of language as having definite boundaries – which gives rise to the possibility of creating spaces of multiplicity, fluidity, and intersectionality. Drawing on fieldwork conducted in Ireland, this paper will consider the appeal of the Pop Up Gaeltacht within urban settings and examine the influence of these new and temporary spaces on language use (Seoighe, 2018). The framework of pop up rationale (Harris, 2105) is used to discuss the influence of the crowd, and the exciting possibilities of the Pop Up Gaeltacht space. A pop up rationale highlights current methods of rebranding the fragile uncertainty of temporary spaces. This could lead to the glamorization of the ephemeral, and the normalization and reinforcement of the conditions that force vulnerable insecurity in the first place. Whereas this has already been the subject of research in other areas, the Pop Up Gaeltacht offers an opportunity to explore these questions in relation to the vulnerable situation of minoritized languages. This leads to new understandings of how young speakers can bridge the ‘threshold between traditional and new speaker classifications’ (Walsh and Lane, 2014).

Elordui, Agurtzane **‘Translanguaging on Basque youth’s Instagram: emerging stylistic dynamics in identity authentication’**

University of the Basque Country

In the traditional imaginary associated with authenticity in Basque, the ‘authentic speaker’ is seen as an individual immersed in vernacular speech, but also someone who is monoglot, not socially mobile and, above all, somebody who is far from language contact. Hybridity in that traditional view is seen as synonymous to inauthentic, in particular for minority languages where often purity is related to the cultural legitimacy of the language itself.

That approach to authenticity and hybridity of traditional sociolinguistics inevitably conflicts with the lived reality of most of the minority language speakers today and in particular, with that of young minority people’s reality; even more in such a context as social networks which have become for young people a key showcase for building one’s identity in mediated

society. In that public context of social networks, hybrid, mixed and changing multilingual practices and identities are more and more habitual.

In this talk we will analyse translingual stylistic choices drawing our data from a corpus collected within the Gaztesare project in 2019–2020. It comprises the production in posts and direct messages in Instagram of 30 university students from all over the Basque Country. The research includes an ethnolinguistic research in which we discuss with the students their stylistic preferences and we take a close look at the beliefs and values they associate with those translingual uses.

All the participants of the Gaztesare project are far from that view of the authentic minority speaker we mentioned above; all of them are active prosumers in Basque, Spanish and English in global networks and daily consumers of global flows of different forms of popular culture. Gaztesare research confirms that Instagram often means engaging in the hybridity of both the local linguistic resources and the global ones, and also that the intrinsic superdiversity of social networks has opened the door for the authentication of translingual linguistic practices, to consider them legitimate, what is ‘real’ in internet communication.

Farhat, Leena Sarah **‘Developing a language independent methodology for the processing of survey data – advances for computing and step changes for social sciences’**

Prifysgol Bangor University

Surveys have always been a popular way to collect data and understand what people are thinking and even feeling. Social scientists look into how people and groups interact as well as the variables that affect how people behave (1). Within survey methodologies, free-text answers are favoured as they allow people to properly express themselves, and there is a growing trend to provide surveys as well as other data collection methods in the language of the place where the work is conducted. Social scientists are currently not effectively utilising current technologies to analyse these surveys. In the context of survey analysis for social science, this project will examine existing Natural Language Processing (NLP) techniques. It will also investigate what may be accomplished by reorienting NLP away from language models and toward a language-independent method of data processing (2)(3). Creating a tool for social scientists to analyse free-text survey data will give social scientists the ability to understand large data sets quickly and efficiently draw broad conclusions and understand the data sets. This will allow for survey analysis in any language (3) on any scale to a variety of audiences.

1. Willcock, Simon, et al. ‘Do ecosystem service maps and models meet stakeholders’ needs? A preliminary survey across sub-Saharan Africa.’ *Ecosystem Services* 18 (2016): 110– 17.
2. M. H. Shakeel, S. Faizullah, T. Alghamidi and I. Khan, ‘Language Independent Sentiment Analysis,’ *2019 International Conference on Advances in the Emerging Computing Technologies (AECT)*, 2020, pp. 1–5, doi: 10.1109/AECT47998.2020.9194186.
3. Korayem, Mohammed, Khalifeh Aljadda, and David Crandall. ‘Sentiment/subjectivity analysis survey for languages other than English.’ *Social network analysis and mining* 6.1 (2016): 1–17.

Farr, Megan **‘Exporting children’s and YA literature from Wales: an ethnographic case study of Llyfr Glas Nebo’**

Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David

*Llyfr Glas Nebo* by Manon Steffan Ros was a literary sensation in Wales when it was first published in Welsh in 2018. Winner of the Eisteddfod Prose Medal in 2018 the novel went on to win the Wales Book of the Year award and has since been translated into eight languages to date (Arabic, Polish, French, Catalan, Spanish, Turkish, Italian) including an adaptation by the author into English published in the US and UK.

In this dystopian YA novel set in north Wales after a nuclear catastrophe has wiped out most human life, a mother and her son survive using their own resourcefulness to live off the land. The story is told in diary form written in individual entries by the mother and son giving two generational perspectives. Themes of the novel include Welsh literature, consumerism, the environment and faith. In particular the novel examines the complex political and cultural relationship between the Welsh and English languages.

This paper presents a case study that investigates how *Llyfr Glas Nebo* has been translated and published into different languages, of which some versions have been translated from the original Welsh edition and others from the English adaptation which was altered by the author. The case study includes interviews with a number of stakeholders including the author, publishers, translators, literary agents and literature promotion organizations, reflecting on the intricacies of exporting minority language literature.

This paper is part of a PhD research project exploring strategies into internationalizing children’s and YA literature from Wales focusing on case studies in import, export and co- production.

Franco-Landa, Eukene **‘New speakers: a misconception based on otherness’** University of Miami (UM)

Basque, a minority language spoken in western Europe, became available to anyone willing to learn it, after its standardization in the 1960s. This phenomenon created the concepts of ‘traditional speaker’ and ‘new speaker’ (NS), dividing the community of speech between native and non-native, also seen in other minority contexts (O’Rourke & Ramallo, 2011).

The term NS has expanded to ‘individuals who have learned Basque by means other than a family transmission’ (Urla et al., 2016: 3). Hence, it is employed to define both speakers who learned the language as adults or infants, obviating that the latter have always been bilingual. Moreover, NSs are often associated with not being authentic speakers (Ortega et al., 2015), provoking rejection from the community. However, how do young so-called NSs self- identify?

I collected the testimony of 41 speakers, inquired about their linguistic experiences and

(self-)identification. My paper will argue that the notion of NS is based on otherness (all-but- native), ignoring speakers’ experiences. I also show that not all NSs classify themselves as new but as something else. Consequently, I urge to the scholars to consider speakers’ self- identification in research. I propose abandoning the generalized classification mainly

designed for the comfort of natives and researchers. Instead, we need a faithful representation of the participants’ sense of self-identity.

References:

O’Rourke, B. & Ramallo, F. (2011). The native-non-native dichotomy in minority language. *Comparisons between Irish and Galician. Language Problems & Language Planning* 35(2). 139–59.

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

Urla, J., E. Amorrortu, A. Ortega, and J. Goirigolzarri. (2016). *Authentic and Linguistic Variety among New Speakers of Basque*. In Ferreira, V. & Bouda, P., Language Documentation & Conservation Special Publication, 9 (pp. 1–12).

Fukuda, Makiko & Nobuko Sano **‘Minority language in the context of heritage language transmission: a pilot study on Japanese heritage families in Catalonia and Israel/Palestine’** Universitat Autònoma de Barcelona & freelance

This paper presents the initial findings of an ongoing study that explores the transmission of Japanese as a heritage language (HL) in two sociolinguistically complex societies, namely Catalonia and Israel/Palestine.

According to previous studies on language transmission, family use of HL is essential for preserving the language. However, in sociolinguistically complex societies like Catalonia and Israel/Palestine, how do these families manage to transmit their HL? Our primary focus in this study is determining the languages used within families.

This study addresses the following questions using a questionnaire survey with a focus on Japanese parents living in Catalonia and Israel/Palestine who claimed to transmit Japanese as a HL to their children: (1) how do families regulate their language use?; (2) how much is each language used within families?; (3) which language do they consider as their children’s mother tongue?; (4) what do they think of their children’s multilingualism?

Our findings show that Japanese has an important presence in these families, especially in Catalonia. They are likely to follow the One Parent One Language approach, which seems to encourage the use of socially weaker languages. Notably, nearly half of the participating parents reported that Japanese is one of their children’s mother tongues. Despite parental use of Spanish, Catalan also has a significant presence, although its use is limited to Catalan- speaking parents.

Meanwhile, in Israel/Palestine, Japanese is often transmitted through bi/multilingual use; Hebrew is used even by some Japanese-speaking parents in a way that makes the language outstanding. Fewer families establish a certain language policy, which suggests that they give priority to communication, and one person speaking multiple languages is considered common.

Garaio, Beñat **‘Analysing schools that teach Basque in multilingual contexts’** Elebilab Research Group, University of the Basque Country

While only 20% of children and youth were able to speak Basque in 1981, by 2016 the percentages were as high as 88% and 70%, respectively (EUSTAT, 2017). This outstanding achievement has been possible due to the popularity of Basque immersion schools.

Under the current conditions of teaching, however, new challenges have arisen in the teaching of the Basque language (Flors i Mas and Manterola, 2021) and attention should be paid to emerging diverse social contexts, e.g. schools that bring together students of multiple sociocultural backgrounds in urban school communities from predominantly Spanish speaking areas. It should be noted that these types of schools have the worst linguistic and academic results in the Basque Autonomous Community (ISEI-IVEI, 2016).

Thus, this work focuses on two diverse school communities in Gasteiz. The purpose is two- fold: on the one hand, I aim to study language attitudes by using questionnaires, and on the other hand, storytelling has been used to analyse students’ oral competence in Basque.

This case study has identified many achievements and good practices, despite previous worrisome data and existing concerns. On the one hand, we have found that most participants have favourable attitudes towards the main languages of the Basque Autonomous Community, that is, Basque, Spanish, English and ‘heritage’ languages. On the other hand, although Basque is an L2 or L3 for most students from Gasteiz, the oral productions of students indicate a solid oral competence.

References:

EUSTAT (2017). Proportion of bilingual persons aged 10-24 in the Basque Country from 1981 to 2016. Link: https://eustat.eus/bankupx/pxweb/eu/euskara/-/PX\_3671\_ne03.px

Flors i Mas, A. & Manterola, I. 2021. Els models lingüístics de l'educació obligatòria a la Comunitat Autònoma Basca i a Catalunya: una visió comparada No. 75, pp. 27–45.

ISEI-IVEI (2016). Immigrant Students in the Basque Country: Characteristics and Results Analysis, Bilbao: Basque Government Publications Service: https://[www.berrigasteiz.com/site\_publications/docs/311\_evaluation\_diagnostico/311201600](http://www.berrigasteiz.com/site_publications/docs/311_evaluation_diagnostico/311201600) 3\_Pub\_ISEI\_ED\_2015\_inmigrac\_e.pdf

Garaio, Beñat & Eider Saragueta **‘Children’s thoughts on recent language shift in predominantly Basque speaking areas’**

Soziolinguistika Klusterra

In recent decades the situation of the Basque language has improved significantly, according to various indicators (Ortega, 2017). However, its ethnolinguistic vitality is very variable and heterogeneous, both from generation to generation, and in the different territories where Basque is spoken.

There are currently about 100 municipalities in UEMA (Commonwealth of Basque Speaking Municipalities), an institution composed of Basque speaking municipalities that aim to coordinate specific language policies for such a sociolinguistic context. Nevertheless, recent data on knowledge and use of the Basque language has declined where Basque is the predominant language (Iurrebaso, 2019). This language shift has also reached the younger generations and many investigations have concluded that children from these areas shift from Basque to Spanish at earlier ages.

Given the situation, this study seeks to identify the factors behind the decline and, from these factors, propose strategies for language revitalization. To this end, seven municipalities of different geographical areas and socioeconomic backgrounds have been analysed. A qualitative methodology adapted to children has been developed for this investigation, and the methods used have been linguistic biographies, language portraits, role playing and confrontational sessions. Finally, group discussions with local adults have been also conducted.

One of the main conclusions drawn in this study is that factors influencing language shift may be local, regional and/or international and, therefore, solutions cannot be provided only at a local level.

References:

Iurrebaso, I. (2019). ‘Hego Euskal Herriko arnasguneak zenbatzen: arnasguneen operatibizazioaren inguruko ekarpena’, *BAT Soziolinguistika Aldizkaria*, vol. 110, pp. 115– 26.

Ortega, A. (2017). ‘Gazteen hiztun-profil berriak eta ideologia berriak’, In Goirigolzarri, J., Landabidea, X. and Manterola, I. (eds.), *Euskararen biziberritzea: marko, diskurtso eta praktika berriak birpentsatzen*. Bilbo: UEU, pp. 79–100.

Garcia-Ruiz, Maite, Ibon Manterola & Ane Ortega **‘Basque-centred parental language planning for the upbringing of trilingual children’**

Universidad del País Vasco / Euskal Herriko Unibertsitatea & «Begoñako Andra Mari» Irakasleen Unibertsitate Eskola / ‘Andra Mari’ Teacher Training University College

The proliferation of Family Language Policy (FLP) studies in the last decade has shed light into the processes of minority language transmission (Hornsby & McLeod, 2022). Research on FLP has focused, among others, on parental strategies in order to manage the use of minority languages in the interactions taking place in the family domain (Nandi, 2018).

However, the study of FLP with a minority language has most often focused on the minority language and the hegemonic language. This presentation takes the view that a multilingual approach is needed in order to better understand parental ideologies, strategies and practices when a foreign language is also present in the education of their children. In this context, the goal of the presentation is to explore the parental strategies that try to manage their children’s use of Basque and Spanish while also promoting the learning of English, in a sociolinguistic context where the use of Spanish predominates.

In-depth data of 19 families was gathered through two focus groups and individual interviews carried out with parents who live in a mostly Spanish-speaking metropolitan area of the Basque Autonomous Community and whose children attend a Basque-medium school with early introduction of English as the foreign L3.

Our analysis reveals that all parents aim for their children to develop a trilingual competence in Basque, Spanish and English. However, we will also show that among the three languages involved, Basque is the language that parents try to manage the most by means of explicit strategies. We will explain the motivations as well as the types of parental strategies used in the family domain.

References:

Hornsby, M. and McLeod, W. (eds.) (2022). *Transmitting Minority Languages.* Palgrave Studies in Minority Languages and Communities.

Nandi, Anik. (2018). Parents as stakeholders: Language management in urban Galician homes. *Multilingua* (37), 2, 201–23. https://doi.org/10.1515/multi-2017-0020

Genesin, Monica & Flora Koleci **‘Linguistic landscape and urban toponimy in the Italo- Albanian enclaves in Apulia’**

University of Salento, Italy

The Linguistic Landscape (LL) plays a crucial role for minority communities in their efforts to obtain political acknowledgment by local-level politics. In this sense LL is the product of a specific situation and can thus be considered as an additional source of information about the sociolinguistic context. For this reason we will be investigating the relationship between LL and the sociolinguistic context in the Albanian minority enclaves of San Marzano, Chieuti, and Casalvecchio. The Italo-Albanian varieties in Apulia, like others in Calabria and Sicily, derive from the Balkan Albanian Tosk dialect, i.e. the southern dialect group of the Albanian language. After some difficult times in the 1960s and 1980s when the use of Arbresh was discouraged and even disapproved of by the speakers themselves, the old linguistic heritage is now slowly being recovered and enhanced. The approval of national and subsequent regional laws on the protection of historical linguistic minorities have awakened interest in the local cultural heritage. Noteworthy among some initiatives which were implemented to promote the revitalization of this low-status language is the effort of the local administration to replace the odonyms of the historical centres with bilingual signs where Italian ones are adjacent to Arbresh/Albanian counterparts. The initiative implemented by local administrations to give an ‘ethnical touch’ to the top-down expressions has no communicative function. In fact, it is merely symbolic on the level of LL trying to codify the community’s cultural and ethnic distinctiveness. In terms of bottom-up signs, such as shop names, or street posters, one can notice the almost complete absence of the Arbresh language, and the use of Italian, English and in some cases French instead.

Reference:

Cenoz J., Gorter D, 2006; ‘Linguistic Landscape and Minority Languages’, in *Linguistic Landscape. A new Approach*, Clevedon, pp. 67–80.

Giorgadze, Madona **‘The necessity and benefits of media literacy competencies from a multicultural education perspective’**

Ilia State University & Caucasus University

The development of digital technologies has crossed the line of time and space bringing nations closer together and opening different possibilities of cooperation for them. Therefore, multiculturalism and cultural diversity have become the main paradigms of the 21st century. Naturally, this diversity is reflected by the education system and it requires the development of corresponding educational policy that will encourage such competencies in future generations as the acknowledgement of versatility and critical thinking, appreciation of cultural diversity, openness to cultural diversity, adaptation to the rapidly changing world and purposeful use of digital technologies and multimedia. A new challenge has emerged to equip learners with the proper skills needed to evaluate and analyse loads of information, make informed choices, understand and acknowledge the importance of diversity. Given this background, along with traditional learning courses, subjects promoting the aforementioned skills and civic consciousness gain special importance. This paper deals with the challenges of one of such subjects – media literacy.

The paper looks at media literacy from various angles, such as information literacy and digital literacy and analyses the significance of each perspective in promoting civic consciousness. The author makes special emphasis on the importance and usefulness of teaching civic literacy in the multicultural society.

The paper aims to demonstrate the need for media literacy competencies in the multicultural society, promote its introduction in the teaching process and highlight its usefulness for building a fair, democratic society.

The paper is based on the theory of cultural constructivism and sociocultural theory according to which knowledge is socially constructed and a person – the only being developing in a cultural context – is greatly influenced by its social and cultural surroundings.

The paper brings the following arguments to support civil literacy:

* Promoting common national consciousness;
* Using a language not only as a medium of communication but as a means of integration as well.
* Supporting the civic development of various ethnic groups with an emphasis on citizenship, not on ethnicity.
* Developing common civic culture – respect and dedication to common values.
* Developing/promoting tolerance to ethnic and religious diversity.

Media literacy competencies will equip learners with skills needed to better navigate in social, academic and professional areas in the multicultural society. This will enable them, regardless of religion, race and origin, to be open to national diversity, lead a successful life in their environments and participate in building the fair and democratic society along with peoples from around the world.

Goirigolzarri, Jone, Estibaliz Amorrortu & Ane Ortega **‘Agency in the process of becoming an active speaker of Basque’**

Deustuko Unibertsitatea & Andra Mari Irakasle Unibertsitate Eskola

The latest work on new speakers of minoritized languages has revealed that the process of becoming an active speaker of these languages is neither easy nor feasible for everyone. This is also the case for many Basque speakers.

In order to understand better the complexity of this process, we have conducted a Participatory Action Research (PAR) project (2018–21) with university students as co- researchers. Considering the three principles of PAR – research, participation, and action – and using an ethnographic action-based approach, participants in the research project have become agents of their own linguistic change. They have observed their own linguistic practices and set themselves personal challenges for increasing their everyday use of Basque. In this way, participants have engaged in a process of self-awareness and reflective thinking in which teamwork, cooperative discussion of ideas and experiences, and relations of accompaniment (Bucholtz, Casillas, and Lee, 2016) have proved crucial to find strategies for increasing speakers’ control and enact the changes in language use they desired (see Ortega et al. 2022).

In this presentation, we will explore the concept of agency (Ahearn, 2001) based on our research project. Specifically, we will examine the different ways in which agency has emerged among our participants and how they have exercised it, as well as how they see themselves as agents in the transformation of linguistic order.

Ahearn, L.M. (2001). Language and agency. *Annual Review of Anthropology*, 30, 109–37.

Bucholtz, M., Casillas, D.I. & Lee, J.S. (2016). ‘Beyond Empowerment: Accompaniment and Sociolinguistic Justice in a Youth Research Program’. In Lawson & Sayers (eds.), *Sociolinguistic Research: Application and Impact*. Routledge.

Ortega, A., Goirigolzarri, J. & Amorrortu, E. (2022). Participatory action research to promote linguistic mudas among new speakers of Basque: design and benefits. *Journal of Multilingual and Multicultural Development*, 43(1), 55–67.

Grond, Agnes **‘Şexbizinî-Kurdish on Facebook: experimental writings in a non-codified language’**

University of Graz

*Şexbizinî* was designated by a Kurdish tribal confederation and is used more and more as the designation of its language. Şexbizinî is a north-western Iranian language which is endangered and linguistically neither documented nor described. Historically, the Şexbizinî confederation migrated from Western Iran to the region of Sulaimanya in Iraq to the present main settlement area in Central Anatolia in Turkey (Akɪn, 2016; Çelebi, 2017). Şexbizinî is a language that did not exist in written form and has exclusively been transmitted orally.

From the 1970s onwards, a considerable diaspora community developed in Europe, particularly in France, Germany, and Austria (Grond, 2019). During the last decade, interest in the language has awakened both on the part of its speakers and on the part of linguistic

research. The new engagement became manifest in rising activities on social media, e.g. on Facebook or YouTube.

This paper investigates Facebook groups with a thematical connection to Şexbizinî*.* Theoretically, the study is based on the Fishmanian notion of ‘breathing spaces’ (Fishman 1991); methodologically, it draws on an online ethnography. The data consist of a corpus of Facebook wall events, and the replies to a questionnaire which reveal the transnational member structure of the Facebook groups and help embed the results into a broader sociolinguistic context.

The findings highlight the role of the European Diaspora in language maintenance and transmission of an endangered language, as well as the potential of virtual communities to provide a space where the language can be used, explored and expanded into new domains (e.g. the written domain). The discussion will focus on (a) the use of language in the postings,

(b) experimental user postings in an orally transmitted language, and (c) the role that can be played by virtual communities for social cohesion in the diaspora.

Akın, Salih. 2016. The Kurdish Dialect Continuum in Central Anatolia. Paper held at the 3rd International Conference on Kurdish Linguistics, 25–6 August 2016. University of Amsterdam.

Çelebi, Cemile. 2017. Bezeynî – Historie, Migration, Diaspora und linguistische Besonderheiten. In: Brizic, Katharina et al. (eds.). *Sprache – Migration – Zusammenhalt. Kurdisch und seine Diaspora.* Wien: praesens Verlag. S. 63–79.

Fishman, Joshua. 1991. *Reversing Language Shift. Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Clevedon: Multilingual Matters.

Grond, Agnes 2019: The Şexbizinî speech community in migration. A qualitative investigation of multiple identities and shifting linguistic repertoires. Paper presented at the 19th conference of the Italian Association of Applied Linguistics. 21–3 February 2019.

Università degli studi di Cagliari.

Gspandl, Julia **‘Success in additional sign language learning in 12 adult deaf migrants in Austria’**

Plurilingualism Research Unit, University of Graz

I report on results from an ongoing study exploring the unique semiotic repertoires (Kusters et al., 2017), (trans)languaging practices (e.g., Otheguy, García and Reid, 2015) and linguistic backgrounds of deaf migrants in Graz, Austria to provide a first understanding of the way different linguistic experiences and socialization shape the current practices of deaf migrants.

Semi-structured interviews with 12 deaf migrant participants were conducted by a deaf native ÖGS (Austrian Sign Language) signer. Interview recordings were translated, coded and analysed using ELAN and MaxQDA. Additionally, two deaf native ÖGS signers rated the functional and formal signing skills exhibited by the participants during the interviews using an adapted version of the Sign Language Proficiency Interview (e.g. Caccamise and Newell, 1995).

A first analysis of the ratings in connection with the information on the participants’ linguistic backgrounds reveals exposure to signing peers in childhood as the strongest factor predicting good ÖGS competence. Yet, even in participants with lower ÖGS skills, good use of non- conventionalized International Sign resources makes up for a lack of formal ÖGS proficiency and enables comprehension despite participants’ use of some non-ÖGS signs and grammatical structures.

References:

Caccamise, F., & W. Newell (1995). Evaluating Sign Language Communication Skills: The Sign Communication Proficiency Interview (SCPI). In R. Myers (ed.), *Standards of Care for the Delivery of Mental Health Services to Deaf and Hard of Hearing Persons* (pp. 33–5).

Silver Spring, MD: National Association of the Deaf.

Kusters, A., Spotti, M., Swanwick, R. & E. Tapio (2017). Beyond Languages, Beyond Modalities: Transforming the Study of Semiotic Repertoires. *International Journal of Multilingualism*, 14(3), 219–32.

Otheguy, R., García, O. and W. Reid (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281–307.

Günther-van der Meij, Mirjam (Chair), Myrthe Coret-Bergstra, Laura Nap, Joana Duarte & Babs Gezelle Meerburg **‘Skriuw! Frisian writing skills in secondary education’**

NHL Stenden University of Applied Sciences

In the panel we present three studies which focus on Frisian writing skills in secondary education. The studies are set in the bilingual province of Fryslân (the Netherlands), where Dutch is the dominant language and Frisian the regional minority language being spoken. Frisian secondary schools are obliged to offer Frisian as a subject in year 1 and 2 for 1 hour per week. In addition, Frisian is offered as an exam subject from year 3 onwards, depending on the level of education pupils follow.

The majority of Frisian young people are illiterate in their own language. Although a large part (64%) of the Frisian population can speak Frisian, only 16% are able to write it (Provinsje Fryslân, 2020). In education, the focus is on Dutch literacy skills, even though this is not the mother tongue of a large proportion of Frisian adolescents. Research shows that multilingual literacy has positive effects on school performance (Portes & Rumbaut, 2001; Lutz & Crist, 2009). In addition, being proficient in multiple languages helps develop literacy skills (Gutierrez-Clellen & DeCurtis, 1999; Durgunoglu, 2002). However, Frisian writing education mainly takes place only in the final years of secondary education, as an optional component comparable to modern foreign language education. To find out how Frisian writing skills education can be improved, research is needed into the current writing education and its effects.

The main aim of our panel is to shed light on several interventions that have been created during the last few years which focus on improving Frisian writing skills at secondary education level. We aim at answering the following overarching research question: how do Frisian secondary schools motivate pupils to write Frisian?

# ‘Skriuw it mar! (Just write it!)’

The first presentation, by Myrthe Coret-Bergstra and Laura Nap, presents the ‘Skriuw it mar!’ project. In this project, we investigate Frisian writing skills education in the upper years of secondary schools. For this paper we will share our findings in our study of cross-linguistic transfer between the Frisian, English and Dutch writing skills of young adolescents. We investigated the connections between skills in different languages and (linguistic) background factors by means of writing assignments and a questionnaire.

# ‘Local Linguistic Landscapes for Global Language Education’

The second presentation, by Joana Duarte, presents the ‘LoCALL’ project in which we examined multilingualism in ordinary places and in everyday lives. In this paper we present data from a mixed-method study on the affordances of the linguistic landscape in the Frisian context of minority language education. We collected survey data on secondary school pupils’ attitudes to language and held interviews with teachers and provincial policymakers. Results showed that all stakeholders believed that, while there are some obstacles to overcome, LL interventions can be a useful way to improve minority language education and the position of the minority language itself.

# ‘Skriuw dy ryk! (Enriching Writing!)’

The third and final presentation, by Babs Gezelle Meerburg, presents the ‘Skriuw dy Ryk’ project. Students from the Frisian teacher’s training have been working on a study into the question of how pupils and students are activated to get started with Frisian writing. Creative writing – which receives relatively little attention in Dutch education – appears to be a powerful tool. Based on literature and insights from practice, a creative writing series of lessons has been designed under the name ‘Skriuw dy ryk!’, which has been tested in various educational situations.

Hætta, Johan Thomas ‘A repository of Sámi learning materials’ Sámi University of Applied Sciences

# A repository of Sámi learning materials

*ovttas|aktan|aktesne*

1. Web portal for learning materials: information about all learning materials in the Sámi language(s). The facilities for borrowing and purchasing learning materials will be mentioned. The purpose is to convey experiences from a user that actively uses the facilities for borrowing.
2. Sharing arena: materials shared by school- and kindergarten teachers. In this part, we will show some of the shared materials.
3. A resource for creating digital learning materials: H5P is a resource that lets you create interactive content, i.e. learning materials. In this part, we will show some examples of digital learning materials and the possibilities of the resource.

Ovttas.no is funded by the Sámi Parliament in Norway and the Ministry of Knowledge in Norway.

Ovttas.no is a non-commercial web page with the aim of collecting all Sámi learning materials in one place. The Sámi people are indigenous people living in Sápmi, which is a

large geographical area that crosses the borders of Norway, Sweden, Finland and Russia. The web page is in four languages, and Sámi people all over Sápmi use it.

Another important aspect of ovttas.no is that it offers the possibility of sharing learning materials. The Sámi languages (9) are small languages, and the Sámi people live over large geographical areas, which is why technology is an important tool to communicate and share experiences.

There will also be a short introduction about the Sámi people. Notes:

Location: we are located in a small village in Sápmi, Kautokeino. Besides work, we enjoy hunting, fishing and reindeer herding.

Kautokeino is Norway’s largest municipality, twice bigger than the next one on the list. Population around 2,900, the density is 0.3 inhabitants per km2.

Kautokeino is the home of the Sámi University of Applied Sciences and ovttas.no, our workplace.

Around 95% of the municipality's inhabitants are Sámi-speaking. The Sámi and Norwegian languages have equal rights in municipality. Norway was the first country in the world to ratify the ILO Convention on Indigenous and Tribal Peoples, 1989 (No. 169); ratified by Norway on 20 June 1990.

Kautokeino is in the Arctic. The municipality experienced the country’s second coldest temperature on record of -50.3ºC in January 1999.

Hampton, Jessica & Stefano Coretta **‘Measuring spaces and observing attitudes: a comparative analysis on the vitality of Emilian and Esperanto’**

University of Cambridge & University of Edinburgh

This paper provides a glimpse into the current state of the attitudes surrounding two minority languages: Emilian and Esperanto. Emilian is a language in the Gallo-Italic family, historically spoken in the Emilia Romagna region of Italy, about which very little is currently known. Esperanto has seemingly been maintained more successfully than Emilian and can therefore serve as an insightful method of comparability. Data was collected through the administration of a sociolinguistic questionnaire designed to quantify current attitudes towards each language as well as the spaces each community uses to communicate in the respective language. The paper addresses two research questions: (i) is there a difference in the practices of language maintenance in the two communities, and (ii) is there a correlation between language use and explicit language attitudes. By adopting Multiple Correspondence Analysis as a technique for dimensionality reduction in conjunction with Bayesian linear models, the findings allowed us to propose two hypotheses, namely, that a positive correlation exists between competence and explicit language attitudes and that there is no difference between the effect of explicit language attitudes on language use across the two communities. Descriptive statistics show a stark difference in the ways Esperantists make use

of the spaces available to them to maintain the language. The comparative element was furthermore instrumental in gauging a simultaneous understanding of the effect of language attitudes on language use in both groups. Overall, the findings can be taken with prudent optimism. Although Emilian is not being maintained actively in several spaces, this study suggests that it is still used in local spaces. Data from Esperanto shows positive trends of language attitudes correlated with language use. This could ultimately mean that creating spaces in the community and attaching social functionality to Emilian could engender higher levels of language maintenance.

Hempel, Karl Gerhard **‘“Separate” or “flexible” multilingualism? A glance at design and translingualism on signage in the South Tyrolean linguistic landscape’**

Department of Humanities, University of Salento (Lecce, Italy)

Research on Linguistic Landscape has sometimes focused on the graphic design of signage in public spaces which can provide information not only on the presence of several languages, but also on different attitudes towards multilingualism (‘separate’ or ‘flexible’, depending on whether a strict separation between different languages or a translingual practice is preferred). The German-Italian signage, which is characteristic of the linguistic landscape of South Tyrol, can generally be understood as a visible expression of an equal language policy with a predominantly symbolic function. A closer look at multilingual official and private signs from a verbal and non-verbal point of view (content and visual relationship between the text parts in different languages) usually reveals a rigid parallelism and separation between German and Italian. In some cases, however, there is also a tendency towards a more or less playful realization of multilingual labels and the combined or complementary use of German and Italian. Despite the predominant tendency towards ‘separate’ bilingualism, the South Tyrolean linguistic landscape can therefore be interpreted as a translingual (or ‘flexible’ multilinguistic) space where different linguistic resources can be used at the same time.

Higham, Gwennan **‘Minority language learning and sub-state integration policies: a Welsh approach to welcoming international migrants?’**

Prifysgol Abertawe / Swansea University

This paper will investigate the development of a WSOL provision (Welsh for Speakers of Other Languages) for adult migrants in Wales and show how four migrant students pursue and invest in these new language learning opportunities as well as appropriate Welsh as part of their personal integration projects. These lived experiences are further analysed in relation to the increasing divergency of policies and practices in Wales regarding integration and questions the extent to which both host community languages form part of a distinct sub-state model on migrant integration (Higham, 2020). To advance the argument, this paper will further consult the insights of WSOL language teachers and community activists regarding the opportunities and constraints of establishing bilingual and multilingual policies and practices in a sub-state context. In conclusion, the paper explores the scope for developing an interdisciplinary policy and pedagogical framework regarding migrant language learning in Wales, which engages with theories on multiculturalism (Kymlicka, 1995) as well as sociolinguistic research on minority language learning and multilingualism (McCarty, 2011).

Hodges, Rhian & Cynog Prys **‘Defnyddio’r Gymraeg ar Ynys Môn’ / ‘The use of the Welsh language in Anglesey’**

Ysgol Hanes, y Gyfraith a Gwyddorau Cymdeithas / School of History, Law and Social Sciences, Prifysgol Bangor University

Yn ei Strategaeth Iaith Gymraeg, *Cymraeg 2050*, mae Llywodraeth Cymru yn cydnabod cynyddu’r defnydd cymdeithasol o’r Gymraeg fel thema strategol hollbwysig er mwyn ceisio cyrraedd un miliwn o siaradwyr Cymraeg erbyn 2050 (Llywodraeth Cymru, 2017). Er hynny, mae gofid ynglŷn â defnydd o’r Gymraeg mewn cymunedau ledled Cymru. Nod yr astudiaeth hon yw i osod y chwyddwydr ar un ardal benodol yng ngogledd Cymru a’r heriau a wyneba’r defnydd o Gymraeg o fewn y gymuned hon. Bwriad y papur hwn yw crynhoi themâu allweddol o astudiaeth ymchwil ‘Defnyddio’r Gymraeg ar Ynys Môn’.

Mae Ynys Môn, sydd yn sir ac yn ynys yng ngogledd Cymru, wedi profi newidiadau cymdeithasol ac ieithyddol dros y blynyddoedd diwethaf. O ganlyniad, comisiynwyd ymchwil, a gyllidwyd gan y Gronfa Adfywio Cymunedol, i geisio deall mwy am sefyllfa ieithyddol yr ynys. Amcanion yr ymchwil yw i roi’r chwyddwydr ar arferion da sy’n hybu defnydd cymdeithasol o’r Gymraeg ond hefyd i gydnabod yr heriau a’r rhwystrau sy’n atal defnydd iaith ar yr ynys bwysig hon. Mae’r ymchwil yn archwilio’r cyfleoedd gwahanol sydd gan grwpiau amrywiol i gael mynediad i weithgareddau cyfrwng Cymraeg ar Ynys Môn ac yn holi a oes gan rai grwpiau diffyg mynediad i weithgareddau cymunedol cyfrwng Cymraeg a dwyieithog. Diben yr ymchwil yw creu argymhellion i ymarferwyr ym maes polisi a chynllunio ieithyddol Ynys Môn ddeall a gweithredu strategaethau addas i’r Gymraeg ar Ynys Môn.

In its Welsh Language Strategy, *Cymraeg 2050*, the Welsh Government recognizes that increasing the social use of the Welsh language is a crucial strategic theme in order to try to reach one million Welsh speakers by 2050 (Welsh Government, 2017). However, there is concern regarding the use of the Welsh language in communities throughout Wales. The aim of this study is to place the spotlight on one specific area in north Wales and the challenges faced by the use of Welsh within this community. The purpose of this paper is to summarize key themes from the ‘Defnyddio’r Gymraeg ar Ynys Môn’ research study.

Anglesey, a county and an island in north Wales, has undergone social and linguistic changes in recent years. As a result, research was commissioned, funded by the Community Regeneration Fund, to try to understand more about the island's linguistic situation. The objectives of the research are to place the spotlight on good practices that promote social use of the Welsh language but also to recognize the challenges and obstacles that prevent language use on this significant island. The research examines the opportunities that various groups have to access Welsh-medium activities in Anglesey and questions whether some groups lack access to Welsh-medium and bilingual community activities. The purpose of the research is to create recommendations for practitioners in the field of language policy and planning in Anglesey to understand and implement suitable strategies for the Welsh language on the island.

Horváth, Csilla **‘Siberian Avantgarde: the use of the Mansi and Khanty languages in business and marketing’**

University of Helsinki

The Ob-Ugric languages Mansi and Khanty are endangered Uralic languages, spoken in Western-Siberia. Although the prestige of the Mansi and Khanty languages and cultures is rising, the number of speakers is critically low. Mansi and Khanty play a limited role in their Russian-dominated, multi-ethnic and multicultural environment; their use is heavily affected by the loss of the traditional way of life and rapid urbanization as well. While the Ob-Ugric peoples have been regarded as followers of traditional, nomadic lifestyles, the majority of the Khanty and Mansi live in a multi-ethnic urban environment, which, besides intensifying language shift, also offers new tools and domains to assist language maintenance and language revitalization.

The aim of this paper is to analyse and discuss the role of Ob-Ugric language use in regional business and marketing. The presentation briefly introduces the Ob-Ugric community of the Khanty-Mansi Autonomous Okrug, the linguistic vitality of Mansi and Khanty, with special attention to the new urban domains of language use. The presentation focuses on the indigenous and majority strategies of representation and the branding of the Ob-Ugric languages.

The data used in the presentation was collected during fieldwork in the Khanty-Mansi Autonomous Okrug (eight times between 2006 and 2019), as well as the online observation of Ob-Ugric social media sites. The data on linguistic vitality and the new domains of language use was collected during participant observation carried out at Ob-Ugric institutions and communities in Khanty-Mansiysk, while the information on heritage language use was collected via participant observation and semi-structured interviews.

Huang-Lan Su **‘A study on Taiwanese adolescences’ motivation for learning the native languages’**

Department of Chinese Language and Literature, National Taitung University, Taiwan

Motivation is of importance to language planning and minority language revitalization. The micro-societal motivation could impact language choices in education. Learners’ interests are evinced when motivation is triggered so that they could become active leaners from being asked to learn and thus bring about corresponding accomplishment. Taiwan’s minority languages shift could be reversed with active motivation, language values, and language attitudes. This research aims to investigate the motivation for learning the native languages (Taigi, Hakfa, and indigenous languages) by Taiwan’s senior and junior high school students in consideration of their language anxiety about bilingually studying Mandarin and English as required subjects for all national examinations. This research analysed the motivational fabric of the adolescents’ society in relation to their learning and use of the native languages. By categorizing their communication and interaction with their society, the study examines the adolescents’ language choice decisions and their attitudes toward language use in various domains. The questionnaire, survey and interviews results show that among 13 social domains, Mandarin Chinese is basically more important than English and the native languages, English is more important than native languages, and individual domains show varying importance between Mandarin Chinese and English. The research could contribute to

the work of language policy planners and actors, stakeholders, and assist the general public with how to promote the adolescents’ motivation for using the native languages, furthermore increasing domain-oriented language values and reaching the goal of sustainable development in the native languages.

Keywords: language motivation, language attitude, language planning, language anxiety, native languages, bilingual education

Hughes, Will, Craig Willis & Sergiusz Bober **‘Minority languages and football clubs: a study of linguistic landscapes and language practices of clubs and their fans’**

Newcastle University, Europa Universität Flensburg & European Centre for Minority Issues

By far Europe’s most popular spectator sport, football plays a significant role for many individuals and communities across the continent. For the most part it is organized and framed around the narrative of the nation state. Consequently, although clubs at times refer to local or regional specificities, generally this is not in the sense of national, ethnic or linguistic identities. There are, however, cases of clubs operating in minority regions with those aspects prominent. Whilst previous research has examined some of the well-known cases such as Athletic Club Bilbao (Vaczi, 2015), much of the literature has focused on aspects such as the links between secessionism and sport (Vaczi & Bairner, 2021). The linguistic landscapes of those clubs and the linguistic usage by their fans is less examined, comparatively in particular.

This paper, therefore, analyses 10 football clubs, involving a mix of language settings with and without a kin-state, offering a broad variance of European cases. Examples include Girona FC (Catalan), SC Bastia (Corsican), FC DAC 1904 Dunajská Streda (Hungarian in Slovakia), FC Südtirol (German in Italy). The assessment criteria are twofold: minority language usage by the club and the fans. The aim of this division is to assess the extent to which a minority language is used in a symbolic official manner by the club, and/or a substantive unofficial use by the fans. This considers therefore how a minority language forms part of the linguistic landscape of the club and the balance between top-down actions of the club against the private bottom-up actions of the fans (Cenoz & Gorter, 2006).

Predominantly taking a desk-research approach, the assessment focuses on: (1) analysis of language usage on club websites, official social media channels, as well as club merchandising and (2) social media comments, banners and chants on the part of the fans.

References:

Cenoz, J. & Gorter, D, (2006) ‘Linguistic Landscape and Minority Languages’, *International Journal of Multilingualism*, 3 (1), pp. 67-80, DOI: 10.1080/14790710608668386

Vaczi, M. (2015) *Soccer, Culture and Society in Spain: An Ethnography of Basque Fandom*. Routledge. Vaczi, M., & Bairner, A. (2021). *Sport and Secessionism*. Routledge.

Huilcán, Marcela I. **‘Language attitudes and ideologies of Indigenous language speakers in New South Wales and central-south Chile: the role of digital technology in language revitalization and beyond’**

Macquarie University & The University of Groningen

The presence of Indigenous languages in digital spaces has increased through their use on learning and language documentation platforms as well as through their use in social media. Speaking in or learning Indigenous languages is usually not only related to language revitalization work but also to language reclamation processes. Engaging in language revitalization to an individual level or as part of a community signifies taking a stance, a stance that reflects the commitment to the ancestral community and a deeply rooted identification with it. In this context, the digital presence of Indigenous languages on online platforms has represented a potentially wonderful opportunity for communities to claim their languages back after centuries of forceful silence. However, despite these positive potentials, how is digital technology supporting such processes? What is the specific role that the community of speakers assigns to the use of these digital tools? How are Indigenous identities impacted by such interactions?

This paper will present the perspectives of Aboriginal language communities in New South Wales (Australia) and the Mapuche community in central-south Chile regarding their languages and their languages in the digital world. From a sociolinguistic perspective, this paper will explore the language attitudes (Sallabank, 2015) and ideologies (Woolard, 2020) found in around 100 speakers based on the tripartite dynamic: language, technology, and identity. The analysis follows a mixed methods approach (quantitative and qualitative) based on the data collected from a pre-survey and post-survey (mediated by the use of a collaborative language app) and in-depth interviews.

These findings and discussion aim to contribute to the understanding of the relationship between the languages of these communities and their identity and how we can best contribute to the future of Indigenous languages in the digital world.

References:

Sallabank, J. (2015). Language ideologies, practices and policies in Kanaky/New Caledonia. In M. C. Jones (Ed.), *Policy and Planning for Endangered Languages* (pp. 31–47).

Cambridge University Press. https://doi.org/10.1017/CBO9781316162880.004

Woolard, K. A. (2020). Language Ideology. In *The International Encyclopedia of Linguistic Anthropology* (pp. 1–21). John Wiley & Sons. https://doi.org/10.1002/9781118786093.iela0217

Iñarra-Arregi, Maialen **‘Observing language oral use: a methodological proposal’** Soziolinguistika Klusterra / Basque Cluster of Sociolinguistics

Oral use is one of the most important indicators for evaluating the vitality of a language. How can we analyse the level of use? We often answer that research question by using

questionnaires and asking speakers how much they use the language. In the Basque Country, though, we have been using the observation technique for more than 30 years.

The first measurement of linguistic practices on the streets of the Basque Country was made in 1989, and, since then, the investigation has been repeated every 5 years; the last fieldwork was finished in 2021. This descriptive research answers the following main question: ‘How much is the Basque language used on the streets?’ In the Basque Country, public spaces and streets have a great vitality because of everyday round trips and as places to spend leisure time. Thus, without asking anything to anyone and with total discretion, we note in what language we hear chats on the streets and, at the same time, we add information about the speakers in those conversations: their age, gender and whether the active speaker is a child.

We apply that methodology in different areas to quantify language use through observation: in schoolyards, sport trainings, spaces in the work environment, mass events or at celebrations etc.

In this presentation, we will explain the methodology of measuring language use through observation. In particular, we will describe how to design a research of those characteristics, and the collection of data and other methodological criterions and notes. This methodology could be useful for investigating the different sociolinguistic situations of other language communities.

Altuna, O. & Urla, J. (2013). The Basque Street Survey: Two Decades of Assessing Language Use in Public Spaces. International Journal of the Sociology of Language, 2013(224), 209-

227. https://doi.org/10.1515/ijsl-2013-0061

Altuna, O. & Basurto, A. (2013). A guide to language use observation survey methods. https://soziolinguistika.eus/wp-content/uploads/2020/05/gida-ing.pdf

Altuna, O.; Iñarra, M.; Basurto, A. (2022). Measurement of the street use of languages. Basque Country, 2021. Summary report of results. https://soziolinguistika.eus/eu/argitalpenak/measurement-of-the-street-use-of-languages- basque-country-2021/

Irigarai, Graxi, Josu Martinez, Patxi Azpillaga & Ramón Zallo **‘Diagnosis of the audiovisual and cinema sector of the Northern Basque Country for a public policy in favour of its development: the place of the Basque language’**

University of the Basque Country (UPV/EHU)

The Basque Country spreads across two countries. In Spain, there are the Basque Autonomous Community (Euskadi) and the Foral Community of Navarre (Nafarroa), and in France, there is the Agglomeration Community of the Basque Country (commonly called Northern Basque Country). The Basque language, while common to all territories, does not hold the same value everywhere. It’s an official language in Euskadi and part of Navarre, whereas in the French part, minority languages (known as ‘regional languages’), such as Basque, have a very limited legal recognition. Indeed, where in Euskadi a national channel exists entirely in Basque and state policies promote Basque audiovisual and cinema, public institutions of the Northern Basque Country have never considered cinema as part of their

cultural and linguistic policies. In 2021, however, as media and cinema became sectors of professionalization, local public institutions (e.g. Euroregion Nouvelle- Aquitaine/Euskadi/Navarre, Région Nouvelle-Aquitaine, Département des Pyrénées- Atlantiques, the Basque Country Agglomeration Community, the Public Office of the Basque Language and the Basque Cultural Institute) signed a research agreement with the University of the Basque Country (UPV/EHU). Their aim is to develop local audiovisual and cinema while keeping in mind issues of cross-border co-production and linguistics due to the variety of the Basque language.

The study concludes that there is an increase in skills in the fields of audiovisual and cinema in the territory that must be supported, because it is a sector generally concentrated in France in Paris or in the big cities, leaving no opportunities for the regions. Nevertheless, it identifies the Basque language, through its cross-border dimension, as a development lever for the media and cinema sectors in the Northern Basque Country. Conversely, the border is felt at the level of the distribution and diffusion of films, because the exploitation rights are negotiated by state. Films produced on the other side of the border are difficult to access from the North. A cultural and economic ecosystem remains to be imagined alongside film professionals to promote the development of the sector.

Keywords: Cultural and creative industries, language policy, cinema in minority languages Bibliography:

Amezaga, J. (1996). *Herri kultura: euskal kultura eta kultura popularrak*. Leioa: UPV/EHU.

Amezaga, J., Martinez J. (2019). The question of linguistic minorities and the debates on cultural sovereignty*. Catalan Journal of Communication Cultural Studies*, 11(1), pp .99–114.

Amezaga, J. ‘*Euskarazko komunikabideen erabilerak eta euskaldunen erabilera ohiturak Ipar eta Hego Euskal Herrian. Analisi konparatiboa*’. Behategia, 2020eko uztaila.

Azpillaga, P. (2015). El cine vasco como industria. Un vistazo a la trayectoria de la cinematografía vasca desde la perspectiva económica. Coord. por Joxean Fernández *Euskal zinema : zinemagileen hiru belaunaldi = Cine vasco : tres generaciones de cineastas*, (pp. 351–9) ISBN 978-84-943032-0-3

Cheval, J.-J. (2019). Médias audiovisuels français et langues régionales minorisées contexte national et exemples aquitains. In A. Viaut (Éd.), *Langues d’Aquitaine : Dynamiques institutionnelles et patrimoine linguistique* (pp. 197–242). Maison des Sciences de l’Homme d’Aquitaine.

Choukroun, J. (2004). Aux origines de « l’exception culturelle française » ? Des études d’experts au « Rapport Petsche » (1933–5). *1895. Mille huit cent quatre-vingt-quinze. Revue de l’association française de recherche sur l’histoire du cinéma*, 44, 5–27.

Cormack, M., Hourigan N. (2017). (Eds.) *Minority Language Media. Concepts, critiques and Case Studies*. Clevedon, UK: Multilingual Matters Limited.

Ezeiza, A. (1985*)* Reflexiones para un debate sobre el cine vasco. In Intxausti, J. (zuz).

*Euskal Herria. Realidad y proyecto*. Donostia: Caja Laboral Popular.

Izagirre, K. (1996). *Gure zinemaren historia petrala.* Donostia: Susa. Johnston, C. (2010) *French Minority Cinema*. Amsterdam; New York: Rodopi

Jones, E. H. G. (2013) *Minority Language Media, convergence culture and the indices of linguistic vitality*. Bristol: Multilingual Matters.

Lafon, J. (1994) *Langue et pouvoir: aux origines de l’ «exception culturelle française»*. Revue Historique, 292(2 (592)).

Martinez, J. (2015). *Gure zinemaren sor lekua: euskarazko lehen filmaren aurkikuntza, historia eta analisia*. Leioa: EHU

Stone, R. & Rodriguez, M. P. (2015). *Basque Cinema. A cultural and political history*. London: I. B. Tauris.

Unsain, J. M. (1985). *El cine y los vascos.* Donostia: Eusko Ikaskuntza.

Zulaika, J. (1996). *Del Cromañon al Carnaval: los vascos como museo antropológico.*

Donostia: Erein.

Zallo, Ramón. (2011) *Estructuras de la comunicación y de la cultura. Políticas para la era digital*. Barcelona: Gedisa.

Jones, Dilys **‘From the Next Day to The Last Days: changing narratives of Catalan identities in film’**

Collapsing distinctions between documentary and feature, this paper discusses how recent films may be classified in terms of changing narratives of Catalan identities. It presents analysis of three classes of film, developed from a classification system arising from analysis of Welsh and Basque film. It argues that one class of film can be regarded as a ‘comfort blanket’ of known, uncontroversial and stereotypical ideas, histories and narratives of mainly singular Catalan identity contained within a simplistic moral framework. These films are largely based on systems of dualisms shaped around the dictates of patriarchal social organization. Although they may provide a reassuring safety net in times of national crisis, they also compose stereotypically oppressive ideas concerning gender, race, sexuality, community and family. These dualisms are reversed in the second category of films, which move away from the stereotyped characters to depict those marginalized or excluded from the first class of films. This paper then moves on to outline a third class of film, in which the dualisms on which the other two categories are based are transcended, thus shaping new ways of thinking about Catalan identities as in some ways ‘mislaid’ within what are discordant landscapes.

Readings taken from:

Raymond Williams 1977, three concepts as Dominant, Residual, and Emergent

Manuel Castells 1997, three different types of identity: Legitimizing identities, Identity of Resistance and Project Identity

Benedict Anderson 1983, ‘Imagined Communities’ Andrew Higson 1989, heritage film, national cinema Judith Butler 1990, ‘social construction of gender’ Jacques Derrida 1980, Deconstruction and Difference

Jones, Siôn Llewelyn **‘Arferion da o ran datblygu darpariaeth addysgiadol ac o ran dysgu mewn iaith leiafrifoledig mewn prifysgolion: enghreifftiau o Gymru ac Iwerddon’ / ‘Good practices in terms of developing educational provision and in terms of teaching through the medium of a minoritized language in universities: examples from Wales and Ireland’** Prifysgol Caerdydd / Cardiff University

Yn y cyflwyniad hwn, byddaf yn rhannu arferion da o ran datblygu darpariaeth addysgiadol a dysgu mewn iaith leiafrifoledig mewn prifysgolion. Mae’r arferion da sydd yn cael eu trafod yn y cyflwyniad yn dod o grwpiau ffocws a gynhaliwyd gyda darlithwyr a myfyrwyr yn edrych ar eu profiadau o addysg gyfrwng Gymraeg a chyfrwng Wyddeleg mewn prifysgolion yng Nghymru ac Iwerddon.

Byddaf yn trafod arferion da o ran annog myfyrwyr i astudio mewn iaith leiafrifoledig; datblygu darpariaeth mewn iaith leiafrifoledig; dysgu mewn iaith leiafrifoledig; cefnogi myfyrwyr mewn iaith leiafrifoledig; marcio asesiadau sydd yn cael eu cyflwyno mewn iaith leiafrifoledig a normaleiddio defnydd o’r iaith leiafrifoledig ymysg myfyrwyr.

Er bydd y cyflwyniad yma’n trafod enghreifftiau o arferion da a gododd myfyrwyr a darlithwyr mewn prifysgolion yng Nghymru ac Iwerddon, bydd y cyflwyniad yma’n berthnasol nid yn unig i ddarlithwyr a darparwyr addysg uwch yn y gwledydd yma, ond hefyd i ddarlithwyr, darparwyr addysg uwch a darparwyr mewn sectorau addysg eraill yn rhannau eraill o’r byd sydd yn datblygu darpariaeth addysgiadol ac yn dysgu mewn iaith leiafrifoledig.

In this presentation, I will be sharing some good practices in terms of developing educational provision and teaching through the medium of a minoritized language in universities. The good practices discussed in the paper come from focus groups held with lecturers and students looking at their experiences of Welsh and Irish medium education in universities in Wales and Ireland.

I will be discussing good practices in terms of encouraging students to study in a minoritized language; developing provision in a minoritized language; educating through the medium of a minoritized language; supporting students in a minoritized language; marking assessments presented in a minoritized language and normalizing the use of a minoritized language among students.

Although the presentation will focus on examples of good practice raised by students and lecturers at universities in Wales and Ireland, it will be relevant not only to lecturers and higher education providers in these countries but also to lecturers, higher education providers and providers in other education sectors in other parts of the world who develop educational provision and teach through the medium of a minoritized language.

Jones, Siôn Llewelyn & Siân Lloyd-Williams **‘Cynnal ymchwil ddwyieithog, addysgol yng nghyd-destunau ieithoedd lleiafrifoledig’ / ‘Conducting bilingual educational research in the context of minoritized languages’**

Prifysgol Caerdydd / Cardiff University & Prifysgol Aberystwyth University

Yn y drafodaeth banel hon, bydd y cyfranwyr yn trafod rhai o’r materion sy’n gysylltiedig â chynnal ymchwil ddwyieithog ym maes addysg. Byddwn ni’n edrych ar wahanol agweddau o ymchwil fel dylunio ymchwil, casglu data, dadansoddi data a chyflwyno a lledaenu canfyddiadau ymchwil. Bydd cyfranwyr sydd wedi eu lleoli yng Nghymru ac sydd yn rhugl yn y Gymraeg a’r Saesneg yn tynnu o’u profiadau eu hunain o gynnal ymchwil addysgol ddwyieithog ac o weithio gyda thimau a rhwydweithiau ymchwil lle mae proffiliau ieithyddol yr ymchwilwyr yn amrywio o ran rhuglder yn y Gymraeg. Rydyn ni’n gobeithio bydd y drafodaeth yn ddefnyddiol i ymchwilwyr y tu hwnt i faes addysg a thu hwnt i Gymru sydd yn cynnal ymchwil ddwyieithog neu ymchwil amlieithog.

In this panel discussion, the contributors will be discussing some of the issues associated with conducting bilingual research in the field of education. We will be looking at different aspects of research such as research design, data collection, data analysis and the presentation and dissemination of research findings. Contributors, who are based in Wales and are fluent in Welsh and English, will be drawing from their own experiences of conducting bilingual educational research and of working with research teams and networks where the linguistic profiles of researchers vary in terms of fluency in Welsh. We hope that the discussion will be useful to researchers beyond the field of education and beyond Wales who carry out bilingual or multilingual research.

Jones, Rebecca ‘**Reimagining the L2 learning experience through complex dynamic systems & engagement: an exploratory MM-GT investigation into adults learning Welsh on Say Something in Welsh and Dysgu Cymraeg courses’**

University of Nottingham & Durham University

The L2 Learning Experience (L2LE) is an often-neglected dimension in second language (SL) development research and an underdeveloped component of Dörnyei’s (2005, 2009) L2 Motivational Self System (L2MSS), the most prevalent model of SL motivation. This mixed methods-grounded theory (MM-GT) study follows a sequential exploratory instrument development design to explore the L2 learning experience (L2LE) of adults using two distinct course providers, *Say Something in Welsh* (SSIW) and/or *Dysgu Cymraeg Learn*

*Welsh* (DCLW)*.*

Nine adults using SSIW and/or DCLW were interviewed, and grounded theory was employed to create a model of their L2LE, facilitating the emergence of constructs pertinent to adult Welsh language learners using these two popular courses. A subsystem of the L2LE that contained seven self-perceived outcomes (increased awareness and interest in Welsh culture, commitment to learning Welsh, attitudes toward transmission, sense of belonging, willingness to use Welsh ‘in the wild’, grasp on grammar, and fluency) was posited.

A *SSIW/DCLW self-perceived adult learner outcomes grounded theory model* (SDSALO) was formulated and transformed into an instrument (the AWLOS) which was used to obtain

questionnaire data from 419 adults who had used or were using SSIW and/or DCLW to learn Welsh. Except for understanding of grammar, the questionnaire revealed no statistically significant differences between the groups in terms of their self-perceived outcomes.

However, these results should be interpreted with caution due to issues surrounding multicollinearity.

Foregrounding the L2LE highlighted its complexity and a need to approach its understanding using a methodology that can accommodate its emergent, complex, and dynamic nature.

Drawing on complex dynamic system theory (CDST) and applying an engagement-specific lens (Dörnyei, 2019), the qualitative and quantitative findings were integrated, and the model was updated. Further directions to expand our understanding of the L2LE among adult Welsh language learners are suggested to continue raising the stock of speakers.

Juuso, Randi & Anna Erica Jonsson **‘Nice to see your eyes: taking back the language of feelings’**

National Centre for Sámi Languages in Education

‘Nice to see your eyes’ is a Sámi expression about telling somebody that they enjoy meeting you. That expression is no longer well-known among Sámi speakers. That lead us to the theme of this abstract.

In Sámi languages the language field of feelings and emotions is partly forgotten. The concepts and expressions which explain and describe the complexity of feelings and emotions are not much in use in the daily language any longer. As feelings and emotions are a natural part of life and are included as themes in the Curriculum for primary, lower secondary and upper secondary education and training, it should be essential that children learn to express and understand their feelings, sensations and emotions in their own language and in the aspect of the social codes and expressions for feelings connected to their own culture. The National Centre for Sámi Language in Education has therefore developed learning resources for kindergarten and schools, with the aim of giving Sámi educators resources both to revitalize the language of feelings in Sámi languages, and to decolonize the expression of feelings towards our own culture. In the resource package for feelings, we have posters, an information movie, card game, proverbs/expressions, and teacher’s guide. These are developed in the three official Sámi languages in Norway, the North-, Lule- and South-Sámi languages, along with Norwegian translations.

In the XIX International Conference on Minority Languages (ICML) we would like to show how other minority languages can work to promote some parts of the language, like the vocabulary and expressions of feelings. We would like to show the materials we have made and share the ideas and the methods in the teacher’s guide.

References:

Resources (in North-Sámi language):

Poster: Dovddut – Følelser | Ovttas/Aktan/Aktesne

Card game: Dovddut – Dåbdo – Domtesh | Ovttas/Aktan/Aktesne

Teacher guide: Dovddut – Bagadus mánáidgárdái ja skuvlii | Ovttas/Aktan/Aktesne Expressions and proverbs: Juovlakalenddar | Sámi lohkanguovddáš (lohkanguovddas.no) Movie: Følelser – YouTube

These research-based resource materials are developed by the National Centre for Sámi Languages in Education, lohkanguovddas.no, Sámi allaskuvla – Sámi University of Applied Sciences, samas.no. We also refer to the source reference in the teacher’s guide.

Ka’ai, Tania, Elin Haf Gruffydd Jones, Rachel Ka’ai-Mahuta, Merris Griffiths, Dean Mahuta & Dafydd Sills-Jones **‘Mediated intergenerational language revitalization by young people in Aotearoa-Cymru’**

Te Ipukarea / National Māori Language Institute, Te Wānanga Aronui O Tamaki Makau Rau / Auckland University of Technology; Canolfan Uwchefrydiau Cymreig a Cheltaidd Prifysgol Cymru / University of Wales Centre for Advanced Welsh and Celtic Studies; Ysgol Addysg a Pholisi Cymdeithasol Caerdydd / Cardiff School of Education and Social Policy, Prifysgol Metropolitan Caerdydd / Cardiff Metropolitan University; Te Whakatere, Te Kura Whakapāho / School of Communication Studies, Te Wānanga Aronui O Tamaki Makau Rau / Auckland University of Technology & Te Kura Whakapāho / School of Communication Studies, Te Wānaga Aronui O Tamaki Makarau / Auckland University of Technology)

# Introduction:

This panel brings together researchers from Aotearoa (New Zealand) and Cymru (Wales), two countries who have a shared experience in terms of British imperialism and language revivalism, and whose different cultural histories, geographies and positionings provide a fruitful context for comparison, discussion analysis and action.

# Aotearoa background:

The Māori language revitalization landscape in Aotearoa New Zealand has continued to evolve over time. *Te Maihi Karauna – the Crown’s Strategy for Māori Language Revitalisation 2018–2023* that emerged out of the *Te Ture mō te Reo Māori 2016* (the Māori Language Act 2016) has created a new way of approaching language revitalization. The Act established a partnership between the Crown, *iwi* and Māori, who are represented by Te Mātāwai, an independent entity. Te Mātāwai focuses on homes, communities, and the nurturing of Māori children as first language speakers of *te reo Māori*, hence *Te Maihi Māori*. The Crown focuses on creating a New Zealand society where *te reo Māori* is valued, learned and used by developing policies and services that support language revitalization, hence Te Maihi Karauna. The Maihi Karauna proposes three very bold goals to achieve by 2040:

* That 85% of New Zealanders (or more) will value te reo Māori as a key part of national identity;
* That one million New Zealanders can speak at least basic te reo Māori;
* That 150,000 Māori aged 15 years and over will use te reo Māori as much as English.

(Te Puni Kōkiri 2019, 11–14)

# Cymru background:

Recent developments in Cymru position language revival at a crucial crossroads: on one hand the success of language acts and primary education advances have strengthened the popular position of Cymraeg, on the other hand political and economic influences (such as Brexit and the internal property market of the UK) threaten the traditional heartlands of Cymraeg, putting an ever increasing load onto mediatized language revival, if the Llywodraeth Cymru (Welsh Government) target of 1 million Cymraeg speakers is to be realized. Efforts to influence this mediatization of language revival face the stiff challenge of the hegemony of large global languages in the digital realm. As ethnic Cymreictod (Welshness) gives way to a digitized, civic national identity, what are the implications for language revival, language use, and the wider function, value and identity of the language?

# List of Papers:

**‘Artificial Intelligence (AI) and Voice Technologies to support Māori language acquisition and digital literacy in early childhood’**, Professor Tania Ka’ai, Professor of Language Revitalisation, Director of Te Ipukarea (National Māori Language Institute), Te Wānanga Aronui O Tamaki Makau Rau (Auckland University of Technology)

This paper outlines the proposed use of Artificial Intelligence (AI) and voice recognition technologies to promote phonic awareness in young children (Grist, 2020; Furlong et al., 2021), in order to reverse Māori language decline in whānau (families) in Aotearoa.

**‘Media policy and language strategy’**, Professor Elin Haf Gruffydd Jones, Professor of Linguistic Diversity and Creative Industries, Director of Canolfan Uwchefrydiau Cymreig a Cheltaidd Prifysgol Cymru (University of Wales Centre for Advanced Welsh and Celtic Studies)

This paper will analyse current policy, strategies and practice in Wales and explore the factors that contribute to convergence and alignment and across the two areas.

**‘Raising Māori-speaking children – challenges and solutions’**, Dr Rachel Ka’ai-Mahuta, Senior Lecturer, Te Ipukarea (National Māori Language Institute), Te Wānanga Aronui O Tamaki Makau Rau (Auckland University of Technology)

This paper will explore key findings from two studies focused on the factors that contribute to the successful intergenerational transmission of the Māori language.

**‘This time, it’s personal: childhood, identity and belonging in social constructions of Cymru and y Gymraeg’**, Dr Merris Griffiths, Senior Lecturer, Cardiff School of Education and Social Policy, Cardiff Metropolitan University

Reflecting on two key spheres of childhood – the creative industries (media production) and education – this paper will explore how processes of ‘personalization’ are used to maintain the Welsh-language, fostering a sense of participation and ownership.

**‘The intersection of Māori language revitalization, youth, and popular culture’**, Dr Dean Mahuta, Associate Professor, Te Whakatere, Te Kura Whakapāho (School of Communication Studies), Te Wānanga Aronui O Tamaki Makau Rau (Auckland University of Technology)

Looking at the importance of the language of Māori youth, and how this links with popular culture, via the efforts to normalize the use of Māori language in popular culture.

**‘Making bilingual media with and alongside young people’**, Dr Dafydd Sills-Jones, Associate Professor, Deputy Head of School, Te Kura Whakapāho (School of Communication Studies), Te Wānaga Aronui o Tamaki Makarau (Auckland University of Technology)

This paper reflects on the making of the film *Y Dosbarth Melyn* (2016), filmed in a bilingual primary school in west Wales, and asks how making media could bring bilingual teens and tweens together across Aotearoa and Cymru.

Kircher, Ruth, Ethan Kutlu & Mirjam Vellinga **‘Promoting minority language use to foster revitalization: insights from new speakers of West Frisian’**

Mercator European Research Centre on Multilingualism and Language Learning / Fryske Akademy, University of Iowa & Algemiene Fryske Underrjocht Kommisje

Policymakers are increasingly aware of the importance of *new speakers* – that is, individuals acquiring a language outside the home, typically later-on in life – for the revitalization of minority languages. Consequently, in many contexts, new speakers’ acquisition of the local minority language is now promoted through the education system. Yet, knowledge of a language does not automatically entail its use, and little is known about the *activation* of new speakers – that is, the process by which they become active and habitual minority language users. This paper presents a study of activation conducted in Fryslân, a province in the north of the Netherlands, which is home to almost all traditional speakers of West Frisian: a minority language that has been classified by UNESCO as vulnerable. A questionnaire was used to elicit data from 264 new speakers of West Frisian, with the aim of shedding light on their language use patterns and the role that traditional speakers play in their activation.

Quantitative data (analysed statistically) and qualitative data (analysed thematically) show that new speakers use West Frisian only very rarely; and when they do use it, it is mainly in the classroom. Minority language interactions outside the classroom, with traditional speakers, consist mostly of a few tokenistic words or phrases. The results highlight how revitalization efforts are hindered by the complex relationship between traditional and new speakers, in which questions of legitimacy and linguistic insecurity (amongst both groups) play key roles. The study provides nuanced insights into the dynamics of new speakers’ activation by showing to what extent different behaviours on the part of traditional speakers discourage and/or encourage new speakers’ minority language use. The paper discusses the implications of these results for language policy and planning in Fryslân, and potentially also in other minority language communities.

Kolehmainen, Leena & Maija Surakka **‘Dynamics of intersectionality: language and class in the interviews of a Finnish janitor family’**

University of Turku & Tampere University

How does the combination of language and class contribute to the production of power relations and social inequalities in a society? This paper presents findings from the recent past of a Finnish industrial community, the small town of Varkaus, where Finnish has numerically been the majority language and Swedish the minority language. Despite its status as a minority language, Swedish used to be the language of power – language of industrial management and upper officials.

Our presentation addresses a Finnish-speaking janitor family that lived in the Swedish- speaking part of the city of Varkaus and served the upper Swedish-speaking social class. Through interviews with the family’s janitor father (b. 1928) and his son (b. 1955), we study linguistic memories related to social power relations in the local environment from the 1950s to the 1980s. By analysing processes of linguistic and social integration and segregation in different contexts of the neighbourhood, our goal is to explore the complex relation between language and social class. As shown by intersectionality research (e.g. Block & Corona, 2016), different factors often tend to intertwine and together maintain social inequalities. In our interviews, this is manifest in language and social class sometimes contributing to social segregation together. However, language and class occasionally also function separately – language is not always considered a factor separating neighbours with different social statuses.

Whereas previous linguistic research of Finnish industrial communities has concentrated on the use of the minority language Swedish (e.g. Lönnroth, 2011), the focus of our presentation is on Finnish speakers.

References:

Block, D. & Corona, V. (2016). Intersectionality in language and identity research. In *The*

*Routledge handbook of language and identity*, 533–48. London: Routledge.

Lönnroth, H. (2011). Swedish speech islands in Finland: A sociocultural linguistic perspective. *Language, Society and Culture,* 45–52.

Larraza, Saioa & Leire Diaz-de-Gereñu **‘Teacher attitudes towards and practice relating to linguistic diversity: how do we revitalize Basque, the local minority language?’**

University of the Basque Country (UPV/EHU)

Recent studies in the Basque Autonomous Community (BAC, Spain) indicate that current teachers and those in training have a positive attitude towards the three curricular languages: Basque, Spanish, and English (Bier & Lasagabaster, 2022; Gartziarena & Villabona, 2022). However, the recognition and promotion of students’ migrant languages is still a challenge, even more so considering the increasing impact of the hegemony of English on the revitalization of minority languages (Phillipson, 2009).

This study analyses teachers’ attitudes towards and practice relating to linguistic diversity. Data was collected from preschool and primary school teachers in Vitoria (BAC), a Spanish- dominant context where most families (including those with a migrant background) choose the Basque immersion model for their children. Of the surveyed teachers, 83.3% do not see children’s native languages as an obstacle to teaching them Basque and 13.8% admit to providing particular attention to immigrant children. In addition, 20% of teachers believe there is a lack of training and specific measures to promote students’ L1. When asked about the importance of English, they believed local families prized English over Basque, and this was even more pronounced among immigrant families.

Even though Basque multilingual schooling has succeeded in entrenching positive attitudes towards Basque and linguistic diversity, significant action is needed to strengthen the teaching of the region’s minority language while also valuing pupils’ migrant languages.

References:

Bier, A., & Lasagabaster, D. (2022). What has changed over 18 years? Future teachers’ language use and attitudes towards multilingualism in the Basque Autonomous Community. *Language and Education*, 1–22.

Gartziarena, M., & Villabona, N. (2022). Teachers' beliefs on multilingualism in the Basque Country: Basque at the core of multilingual education. *System*, 102749.

Phillipson, R. (2009). The tension between linguistic diversity and dominant English. In T. Skutnabb-Kangas (Ed.), *Social Justice Through Multilingual Education* (pp. 85–102): Bristol: Multilingual Matters.

Larrea, Imanol **‘How to change language habits in Wales and in the Basque Country: a joint perspective’**

Soziolinguistika Klusterra

Wales and the Basque Country share several sociolinguistic features. Nonetheless, there have been few exchanges about the processes of revitalization of the two minoritized languages.

The Etxepare Basque Institute and the University of Wales Trinity Saint David have recently created the Alan R. King chair to promote collaboration in the field of sociolinguistics between the two countries. The results of the first project of the chair will be presented, the main subject of which is the research on the methodologies to change language habits and the potential to jointly build sociolinguistic research with the participation of Welsh and Basque researchers.

In fact, one of the main challenges in language revitalization is the changing of bilingual speakers’ habits towards the minority language, in order to increase and to stabilize the social use of it. For almost two decades Soziolinguistika Klusterra has carried out applied research in the Basque Country with the active participation of many social agents with the objective of creating new methodologies to foster the changing of language habits. These projects have been analysed for the sociolinguistic situation of Welsh.

In addition to that, some current Welsh sociolinguistic researchers have been contacted and their work has been analysed from a Basque perspective.

As a result, some conclusions have been reached about potential applied projects which would be worth undertaking in collaboration between sociolinguists of both communities in the field of provoking the changing of language habits.

Little, Christopher W. & Maria del Mar Vanrell **‘The relation between language dominance and attitudes: evidence from Ibizan youth’**

Mississippi State University & Universitat de les Illes Balears

The aim of this paper is to explore the relationship between language dominance (Catalan vs Spanish) and attitudes towards Spanish and different varieties of Catalan (Central Catalan, Ibizan, Mallorcan, and Valencian) among Ibizans. To this end, we have collected data from 118 Ibizan teenagers between 12 and 19 years old by way of two tasks: the *Bilingual Language Profile* (Birdsong et al., 2012), designed to gauge the dominance of the informant in two languages, and a task based on the Matched-Guise Test (Lambert et al.,1960), in which the informants had to rate speakers that spoke in Spanish and in different varieties of Catalan on a Likert scale of 5. These ratings were organized into a series of descriptors divided between three different social dimensions: Social Attractiveness, Competence, and Status (Newman, et al., 2008). Social Attractiveness has to do with the affective solidarity that the informant feels with the speaker, whereas both Competence and Status are related to the prestige that one associates with the speaker on a social level. The results of the univariate ANOVA analysis demonstrate that both the variety rated (Spanish, Central Catalan, Ibizan, Mallorcan and Valencian) and the dimension (Social Attractiveness, Competence, and Status) have a statistically significant effect on attitudes (p < 0,001). By contrast, the degree of dominance (categorized into 4 different groups: very dominant in Spanish, dominant in Spanish, full bilinguals, and dominant in Catalan) has no significant effect on ratings. That being said, we do find, on the one hand, an interaction both between the rated language variety and dominance (p = 0,001), and, on the other, between social dimension and dominance (p < 0,05). In the paper, we will discuss these results within the framework of sociolinguistic theories of linguistic ‘authority’ vs linguistic ‘authenticity’ (Woolard, 2005) and of languages as cultural and economic capital in social markets (Pujolar, 2008).

Llewellyn, Anastasia **‘Beyond language policy: territorial policy and the Welsh language’** University of Ottawa

Much scholarly work surrounding language preservation has focused on language policy and planning (LPP), that is on policies which specifically target language. Yet language use is equally affected by policies whose primary aims are not linguistic. As such, it would be reductionist to assume that all policies influencing language fall under LPP. Many policy areas inadvertently bolster or hinder language reproduction, even when their primary aim is far removed from LPP.

Among such policy areas, those pertaining to land stand out, not least because of the documented importance of an understanding of territory and territoriality in any analysis of

the resilience of the Welsh language in Wales (Williams, 1991; O’Rourke & Walsh, 2015; Jones & Lewis, 2019; McLeod et al., 2022). Moreover, scholars recognize a Welsh ‘heartland’, which today is under threat due to agricultural policies resulting from Brexit, and the increasing cost of property, among other things. Such challenges are intrinsically linked to ongoing tensions with Wales’s more dominant neighbour, England.

In this paper, I will explore linguistic effects of policies pertaining to land and territory in Wales, drawing on historical examples and comparative cases.

References:

Jones, Rhys, and Huw Lewis. 2019. *New Geographies of Language: Language Culture and Politics in Wales*. London: Palgrave Macmillan.

McLeod, Wilson, Robert Dunbar, Kathryn Jones, and John Walsh. 2022. *Language Policy and Territory: A Festschrift for Colin H. Williams*. Cham: Palgrave Macmillan.

O’Rourke, Bernadette, and John Walsh. 2015. ‘New Speakers of Irish: Shifting Boundaries Across Time and Space’. *International Journal of the Sociology of Language* 231: 63–83. https://doi.org/10.1515/ijsl-2014-0032.

Williams, Colin H., ed. 1991. *Linguistic Minorities Society and Territory*. Clevedon: Multilingual Matters.

Lloyd-Williams, Siân & Enlli Môn Thomas **‘Exposure to a minority language during a pandemic: the case of the Welsh language’**

Prifysgol Aberystwyth University & Prifysgol Bangor University

Many studies recognize that the frequency of exposure to a language, either as an L1 or L2, has the potential to affect children’s proficiency in that language in the future (Gathercole & Thomas, 2009; Thomas et al., 2014; Binks & Thomas, 2019), and highlight that a lack of adequate input can lead to incomplete acquisition of the language at hand (Montrul, 2008). In a minority language context, as in the case of the Welsh language, some of the immediate concerns during the COVID19 pandemic are related to the sudden drop in frequency of pupils’ exposure to Welsh and confidence in using Welsh (Estyn, 2020). This research is set in the context of significant and legitimate concern in relation to children’s home education practices during the COVID19 pandemic, which includes concerns for: the lack of opportunities/exposure to Welsh in their homes and in the community; a lack of necessity to communicate through the medium of Welsh in non-Welsh speaking homes; the restrictions on teachers’ ability to set oral work / group activities for pupils that facilitate the use of targeted languages; and the ability/confidence of non-Welsh speaking parents/guardians to set specific schoolwork for children if the work and resources used are in Welsh (Rhieni dros Addysg Gymraeg, 2020).

This study adopted a mixed method approach with comprehensive online surveys sent out to teachers and parents as well as structured interviews and focus groups with ITE tutors and students. The findings indicate that, although there were numerous accounts of good practice within the WM education sector when preparing and supporting L2 pupils and parents,

consistency of provision across the sector could have strengthened the provision further. This has implications for blended learning opportunities as well as ITE training and development.

References:

Binks, H. L., & Thomas, E. M. (2019). Long-term outcomes for bilinguals in minority language contexts: Welsh–English teenagers’ performance on measures of grammatical gender and plural morphology in Welsh. *Applied Psycholinguistics*, 40(4), 1019–49.

Estyn (2020). Engagement work: Primary sector update – Autumn 2020 [online]. Available at https://[www.estyn.gov.wales/system/files/202012/Engagement%20work%20Primary%20sect](http://www.estyn.gov.wales/system/files/202012/Engagement%20work%20Primary%20sect) or%20update%20%E2%80%93%20autumn%202020%20en\_0.pdf. Accessed March 2021.

Gathercole, V. C. M., & Thomas, E. M. (2009). Bilingual first-language development: Dominant language takeover, threatened minority language take-up. *Bilingualism*, 12(2), 213.

Montrul, S. (2008). *Incomplete acquisition in bilingualism: Re-examining the age factor*. Amsterdam/Philadelphia, John Benjamins Publishing Company.

Rhieni dros Addysg Gymraeg (Medi 2020). Adroddiad ar Holiadur RhAG: Effaith cyfnod clo ar rieni a disgyblion Addysg Gymraeg.

Thomas, E. M., Williams, N., Jones, L. A., Davies, S., & Binks, H. (2014). Acquiring complex structures under minority language conditions: Bilingual acquisition of plural morphology in Welsh. *Bilingualism*, 17(3), 478.

Llwyd, Catrin **‘Deall ein cymunedau Cymraeg: yr iaith Gymraeg, pobl ifanc a’r cyfryngau digidol yng ngorllewin Cymru’ / ‘Understanding our Welsh-language communities: the Welsh language, young people and digital media in west Wales’**

Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity Saint David

Sir Gaerfyrddin, gorllewin Cymru, sydd â’r nifer fwyaf o siaradwyr Cymraeg yn ôl Cyfrifiad 2011, sef 78,048. Mae gostyngiad yn nifer y siaradwyr Cymraeg wrth iddyn nhw gyrraedd 16–24 oed a dyma’r grŵp oedran sydd leiaf tebygol o ddefnyddio eu Cymraeg. Mae cynyddu’r defnydd o'r Gymraeg ymhlith pobl ifanc, ynghyd â chyfleoedd iddynt ddatblygu hunaniaethau ac arferion iaith cadarnhaol yn y Gymraeg, yn allweddol er mwyn diwallu nod Llywodraeth Cymru yn ei strategaeth iaith Gymraeg, *Cymraeg 2050: Miliwn o siaradwyr*.

Bydd Catrin yn cyflwyno ei phrosiect ymchwil doethurol, sydd wedi’i wreiddio yng ngorllewin Cymru. Bydd y papur yn dangos ei harchwiliad o’r ffactorau allweddol er mwyn datblygu arweinyddiaeth ieithyddol gymunedol ymhlith pobl ifanc yr ardal, gan ganolbwyntio ar y cyfryngau digidol. Dros y ddau ddegawd diwethaf, mae cynhyrchu cynnwys cyfryngol digidol wedi cynyddu’n aruthrol i bob maes a sector. Cyfeiriwyd at y chwyldro digidol hwn fel cyd-destun a allai ddarparu cyfleoedd a heriau fel ei gilydd ar gyfer ieithoedd lleiafrifol (e.e., Crystal, 2001) ar draws pob sector.

Mae ei hymchwil yn ystyried p’un a yw creu cynnwys cyfryngol Cymraeg yn cyfrannu at greu amodau ffafriol neu ‘ofodau anadlu’ (Fishman, 1991) ar gyfer y Gymraeg. Bydd Catrin

yn cyflwyno amcanion ei hymchwil, astudiaethau achos, a’r bartneriaeth gyda Chanolfan S4C Yr Egin a’r Urdd.

Carmarthenshire in west Wales has the largest number of Welsh speakers according to the 2011 Census, at 78,048. There is a reduction in the number of Welsh speakers as they reach the age of 16–24 and this is the age group least likely to use their Welsh. Increasing the use of the language among young people, along with opportunities for them to develop identities and positive language habits in Welsh, is key in meeting the Welsh Government’s goal in its Welsh language strategy, *Cymraeg 2050: A million Welsh speakers*.

Catrin will be presenting her doctoral research project, which is rooted in west Wales. The paper will reflect her examination of the key factors in developing community-based linguistic leadership among young people in the area, focusing on digital media. Over the past two decades, the production of digital media content has increased dramatically across all fields and sectors. This digital revolution has been referred to as a context that could provide both opportunities and challenges for minority languages (e.g., Crystal, 2001) across all sectors.

Her research considers whether creating Welsh media content contributes to forming favourable conditions or ‘breathing spaces’ (Fishman, 1991) for the Welsh language. Catrin will be presenting the objectives of her research, some case studies, and the partnership with Canolfan S4C Yr Egin and the Urdd.

McNulty, Erin **‘Language ideologies and language use in revitalized Manx’** University of Glasgow

Manx Gaelic, spoken in the Isle of Man, has undergone extreme language endangerment, and is now being revitalized. The language has a community of around 2,200 people who report competence in the language. All members of the Manx speaker community are ‘New Speakers’, having acquired this revitalized minority language through means other than first language transmission in the home (Ramallo, O’Rourke, and Pujolar, 2015: 1).

Being a New Speaker involves having ‘deep-rooted beliefs about what the correct way of speaking is’ (O’Rourke and Walsh, 2020: 18). New Speakers are often united by certain ideologies, such as the belief that their language is worth revitalizing (Hornsby, 2015: 121). However ideological differences within New Speaker communities are common. Research is beginning to indicate that language ideologies are a powerful force in shaping language use in New Speaker communities, leading to linguistic variation and change.

This paper discusses the varying beliefs about language use in the Manx New Speaker community collected via interviews. These ideologies are placed on a spectrum, ranging from beliefs that privilege Manx’s communicative function over its form, and those that privilege historically attested forms in language use. It also links these ideologies to results of a questionnaire given to Manx New Speakers asking them to rate various morphosyntactic structures. The paper explores how language ideologies are leading to variation and change in Manx.

References:

Hornsby, M. (2015). *The ‘new’ and ‘traditional’ speaker dichotomy: bridging the gap*. International Journal of the Sociology of Language, 231 (special issue: ‘New Speakers of Minority Languages’).

O’Rourke, B. and Walsh, J. (2020). New Speakers of Irish in the Global Context. New York: Routledge.

Ramallo, F., O’Rourke, B. & Pujolar, J. (2015). New speakers of minority languages: The challenging opportunity. International Journal of the Sociology of Language, 231 (special issue: ‘New Speakers of Minority Languages’).

Manias-Muñoz, Miren, Sergiusz Bober & Craig Willis **‘The impact of media on the revitalization and use of minority languages: insights from an international Delphi study’** University of the Basque Country (UPV/EHU) & European Centre for Minority Issues

The potential of media consumption to promote the use of a language has not yet been demonstrated empirically. While some studies suggest that media exposure can have a positive impact, others argue that there is no evidence of causality.

This paper addresses this question by looking into the impact of media on the revitalization and use of minority languages through an international Delphi analysis. The main objective of this study is to diagnose and evaluate problems for future directions within the object of study.

The Delphi analysis is an innovative qualitative technique for collecting information to obtain diagnoses, evaluate problems, make forecasts, guide future actions and generate consensus.

This study is based on several sequential questionnaires involving a panel of international academics in the field of media and sociolinguistics.

The original contribution of this research consists in the absence of academic studies within the field of minority-language media testing the Delphi technique, advancing our understanding of the empirical relationship between media consumption and minority- language use/revitalization through the former engaging function, and invigorating the respective debate by the evidence-based input.

Regarding results, the first round of responses suggested media is important for language normalization and introduction/development of new terminology, as well as raising the prestige of a language, but the effects on reversing language shift were less known. The subsequent (ongoing) second stage introduces Likert-scale questions to move towards a position of consensus on the initial findings.

Manu-Barfo, Esther Desiadenyo **‘Revitalizing Dompo using teaching materials’** University of Ghana, Legon, Accra-Ghana

The fate of the majority of the world’s languages is a reality check for all language users. The statistics reveal that in the very near future, about half of the world’s estimated 6,000–7,000 languages will become extinct (Krauss, 1992). The loss of these languages does not imply that their speakers will be left without any language to speak. Rather, it affirms the sad truth that linguistic and cultural diversity will also be lost, names for essential flora and fauna will be eroded and generally, the sense of pride and belonging felt in knowing and speaking one’s own language will be lost for the upcoming generation. The onus thus lies on the speakers of minority and endangered languages, language preservation activists and all others interested in safeguarding the welfare of languages in danger to ensure that at least certain important aspects of these languages survive. The Dompo language, spoken in the north-western part of the Bono Region of Ghana is an extremely endangered language with a remaining speaker base of about 3 people between the ages of 52 and 96. This paper discusses efforts at a revitalization project of Dompo and the means through which this is to be achieved. Aside, a descriptive grammar written on the language, a learner’s manual, which contains images of animals and body parts, words, sentences and their meanings in Dompo and numerals has been compiled. Additionally, two sets of illustrated folktale books in Dompo with English translations have been produced to aid in literacy and revitalization works in Dompo. The target group for the revitalization project is school children of the Dompo community.

Reference:

Krauss, Michael (1992). The world’s languages in crisis. *Language* 68 (1): 4–10

Markl, Nina, Peter Bell, Electra Wallington, Ondrej Klejch, Simon Robinson, Thomas Reitmaier, Matt Jones & Jennifer Pearson **‘Speech technologies development with and for minority language communities: case study of isiXhosa’**

University of Edinburgh & Swansea University

Automatic speech recognition (ASR) is now embedded in many ‘smart’ devices. However, this new way of interacting with computers only works reliably for a comparatively small group of speakers of (standard) varieties of majority languages (see, e.g., Koenecke et al., 2020) and remains inaccessible to minority languages communities.

Current ASR development approaches are poorly suited to the needs of minority language communities. The efficient design, functioning and evaluation of these systems relies on large speech datasets, standard(ized) orthographical conventions, and the use of a monolingual medium by speakers. As a result, speakers of minoritized varieties are placed at a disadvantage not just in terms of currently available language technologies but also in terms of the technologies they could build in the future.

We present our experiences as an interdisciplinary team of researchers working with isiXhosa speakers in a township of Cape Town, South Africa to develop an automatic transcription tool for voice messages (see Reitmaier et al., 2022). We consider isiXhosa a minoritized language because of its status as a ‘low-resource’ or ‘under-resourced’ language in the context of language technologies, with little representation in digital contexts, and the ongoing legacy of

apartheid and colonialism marginalizing isiXhosa speakers. Code-switching and diverse writing practices among community members challenged us to rethink how ASR systems are built, evaluated and used with and by minority language communities.

Minoritized language practices are not a ‘problem’ for ASR development, but rather, they highlight problematic inbuilt assumptions about language(s) and speakers and provide opportunities to interrogate established practices. Robustly supporting minority language communities in language technology development requires meaningful interdisciplinary discussion. We hope that this contribution can be a step towards that.

References:

Koenecke et al. (2020). https://doi.org/10.1073/pnas.1915768117 Reitmaier et al. (2022). https://doi.org/10.1145/3491102.3517639

MičKec/Mitschke, Sara **‘A family language policy perspective towards language ideologies**

**and practices regarding Upper Sorbian’**

Institute of Slavic Studies, Polish Academy of Sciences, Warsaw, Poland

The Sorbian language in the Lusatia region of Germany is characterized by a highly varying degree of ethnolinguistic vitality. My presentation draws on research in Catholic Upper Lusatia in Saxony, where the intergenerational transmission of Sorbian is maintained. Sorbian is spoken in many domains there, and Sorbian language learning in schools is fostered through a more multilingual perspective, yet old monolingual and purist ideologies and practices of language separation persist to its disadvantage.

My focus is on the home domain, specifically on couples with different language backgrounds – one having grown up with the majority language, German, one with the minority language, Sorbian – who have decided to raise their children with both languages. I explore their strategies of passing on Sorbian through a family language policy lens (King, 2016) and by referring to Spolsky’s general differentiation of language policy into language practices, beliefs, and management (Spolsky, 2004). Family members’ perspectives were captured through narrative biographic interviews and ethnographic participant observations conducted in 2021 and 2022.

In their daily negotiations of language use, the families navigate changing language attitudes and practices that are held and lived within the wider society. While bilingualism is increasingly viewed as positive, societal bilingualism in Lusatia remains asymmetrical, and none of the parents with a German language background learned Sorbian to any significant extent. Although purist ideas contribute to a feeling of insecurity in Sorbian and lead many of the children to use more German, the attachment to local traditions and a strong sense of being part of the village community contribute significantly to the Sorbian part of their identity.

King, Kendall A. 2016. Language policy, multilingual encounters, and transnational families.

*JMMD* 37(7). 726–33.

Spolsky, Bernard. 2004. *Language Policy*. Cambridge: CUP.

Milà-Garcia, Alba & Anna Tudela-Isanta **‘Minority languages and social networks: the hashtag #estiktokat for content in Catalan’**

Universitat Pompeu Fabra & The Open University

The use of minority languages in the digital sphere has become a clear indicator of their linguistic vitality, and one of the contexts where it becomes more apparent is the way in which young people use these languages on social media. This paper focuses on the study of the hashtag #estiktokat, which has more than 510 million views on the platform and has become the reference when it comes to finding and creating content in Catalan. This hashtag was born from the initiative of a group of young content creators who designed it to share videos in Catalan and to create a community around it. The analysis combines qualitative and quantitative approaches. On the one hand, we carried out semi-structured interviews with four creators of the hashtag in order to reconstruct how it was developed. On the other, we compiled and analysed a corpus of the 216 videos with the most engagement recovered on TikTok by the #estiktokat hashtag. The results show that there is a variety of creators who upload content mostly focused on humour and on different topics, which shows that the hashtag has managed to create a space of communication and interaction in Catalan.

Mimenza Castillo, Libe **‘Applied research to measure the digital audience in Basque media outlets: what and how to track on internet?’**

University of the Basque Country (UPV/EHU), NOR Research Group & Observatory of Basque Media – Behategia

Digitalization has completely changed the media ecosystem, as evidenced by large international research from the Digital News Report series (Newman et al., 2020, 2021, 2022). Today, the media are being redefined (Nielsen & Ganter, 2022; Yuste, 2022).

Changing traditional audience studies to more innovative techniques has made it possible to measure web traffic and use digital analytics for both audience knowledge and media production (Quintas-Froufe & González-Neira, 2021).

This applied research answers to the situation of the Basque digital media, implementing and developing a common measurement plan for analysing, updating and training. A pilot phase started in September 2021 and will end by the end of 2023 with shared and aggregated audience data monitored and more than 60 website tracking tools updated. Research methods include in-depth interviews, Delphi and *ad hoc* digital analytic developments.

The process has been led by Behategia (the Basque Media Observatory), the University of the Basque Country (UPV-EHU) and the association of the media in Basque HEKIMEN. This research demonstrates the value of joint work between academia and the media industry, as well as the value of cooperation and transparency of data, which in an open culture environment will foster cooperation and shared knowledge.

Newman, N., Fletcher, R., Robertson, C. T., Eddy, K., & Nielsen, R. K. (2022). *Reuters Institute Digital News Report 2022* (p. 164). Reuters Institute for the Study of Journalism.

Newman, N., Fletcher, R., Schulz, A., Andı, S., & Nielsen, R. K. (2020). *Reuters Institute Digital News Report 2020* (p. 112). Reuters Institute for the Study of Journalism.

Newman, N., Fletcher, R., Schulz, A., Andı, S., Robertson, C. T., & Nielsen, R. K. (2021). *Reuters Institute Digital News Report 2021* (10th edition; p. 164). Reuters Institute for the Study of Journalism.

Nielsen, R. K., & Ganter, S. A. (2022). *The power of platforms: Shaping media and society*. Oxford University Press.

Quintas-Froufe, N., & González-Neira, A. (2021). *Los estudios de la audiencia: De la*

*tradición a la innovación*. Gedisa.

Yuste, B. (2022). *La comunicación en tiempos de algoritmos*. Ediciones Pirámide.

Morgan, Angharad & Gwenllian Lansdown Davies **‘Siarad Babi: Parentese a siaradwyr newydd y Gymraeg’ / ‘Baby Talk: Parentese and new Welsh speakers’**

Mudiad Meithrin

Nod Llywodraeth Cymru yw cyrraedd miliwn o siaradwyr Cymraeg erbyn 2050 (1). Mae data ar gyfer y flwyddyn hyd 31 Rhagfyr 2021 yn awgrymu bod 29.5% o’r boblogaeth dros dair oed yn siarad Cymraeg (2). Er gwaethaf llwyddiant cymharol addysg cyfrwng Cymraeg i gynyddu nifer y siaradwyr, nid yw bob amser yn arwydd o gynnydd yn y defnydd yn y gymuned na'r teulu (3).

Mae trosglwyddo rhyng-genedlaethol yn elfen allweddol o gynllunio ieithyddol. Nod ‘Siarad Babi’ yw casglu’r enghreifftiau a ddefnyddir yn naturiol ar aelwydydd Cymraeg, ac yna rhannu’r enghreifftiau hyn â siaradwyr Cymraeg newydd – y rhai a brofodd y Gymraeg fel iaith eu haddysg, a’r rhai a wnaeth ymdrech ymwybodol fel oedolion i ddysgu’r Gymraeg.

Casglwyd geirfa mewn holiaduron gwirfoddol ar gyfer corpws cychwynnol. Mae’r corpws yn sylfaen ar gyfer ystod o adnoddau sy’n annog normaleiddio defnydd y Gymraeg ymysg siaradwyr newydd. Mae Mudiad Meithrin a’r Ganolfan Dysgu Cymraeg Genedlaethol yn ymgorffori eitemau o’r corpws mewn gweithgareddau a chyrsiau sydd wedi’u hanelu’n benodol at deuluoedd â phlant ifanc.

Mae’r cynllun – y cyntaf o’i fath yn Gymraeg – yn rhan o gynllun ‘Cymraeg yn y Cartref’ y Ganolfan Dysgu Cymraeg Genedlaethol, a bydd yr holl gyfraniadau yn cael eu rhannu gyda Geiriadur Prifysgol Cymru.

1. Llywodraeth Cymru (2017), Cymraeg 2050: Miliwn o Siaradwyr.
2. Llywodraeth Cymru (2022a), Data am y Gymraeg o'r Arolwg Blynyddol o’r Boblogaeth: 2021.
3. Llywodraeth Cymru (2022b), Y Gymraeg yn y cartref ac mewn addysg (Arolwg defnydd iaith): Gorffennaf 2019 i Fawrth 2020.

It is the Welsh Government’s aim to reach one million Welsh speakers by 2050 (1). Data for the year up to 31 December 2021 suggests that 29.5% of the population over the age of three speak Welsh (2). Despite the relative success of Welsh-medium education in increasing the number of speakers, this does not always signify an increase in use within the community or the family (3).

Intergenerational transfer is a key element in language planning. The aim of ‘Baby Talk’ is to collect examples used naturally in Welsh-speaking households and then share these examples with new Welsh speakers – those who experienced Welsh as the language of their education as well as those who made a conscious effort as adults to learn Welsh.

Vocabulary for an initial corpus was collected through voluntary questionnaires. The corpus forms the basis for a range of resources that encourage the normalization of the use of the Welsh language among new speakers. Mudiad Meithrin and the National Centre for Learning Welsh incorporate items from the corpus in activities and courses specifically aimed at families with young children.

The scheme – the first of its kind in Welsh – is part of the National Centre for Learning Welsh’s ‘Welsh at Home’ scheme, and all contributions will be shared with the University of Wales Dictionary.

1. Welsh Government (2017), Cymraeg 2050: A million Welsh speakers.
2. Welsh Government (2022a), Welsh language data from the Annual Population Survey: 2021.
3. Welsh Government (2022b), Welsh in the home and in education (Welsh language use survey): July 2019 to March 2020.

Nagy, Noémi **‘Experiences from the implementation of the European Charter for Regional or Minority Languages: case studies from the UK, Hungary and Slovenia’**

Department of International Law, University of Public Service (Ludovika), Budapest, Hungary

Although language diversity is an important element of the European integration project and a value cherished in several international documents, minority language rights are contested in many respects, and state practices differ widely as to the interpretation and implementation of these rights. In terms of international protection, the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities constitutes an important benchmark for state language policies, but it is a non-binding instrument. In turn, Article 27 of the International Convention on Civil and Political Rights has binding force, however, the related practice of the UN Human Rights Committee has proven to be very modest in the protection of minority languages. The same assertion applies to the case law of the European Court of Human Rights and regional human rights mechanisms outside Europe. Yet, Europe stands out for having two binding international treaties on the protection of minorities and their languages: the European Charter for Regional or Minority Languages (ECRML) and the Framework Convention for the Protection of National Minorities, both having entered into force in 1998. This paper presents the implementation of the ECRML in three state parties, with the aim of establishing the extent and forms of contribution the treaty

has made to the recognition and protection of minority language rights in Europe. Case studies are selected from the United Kingdom (Welsh), Hungary (Slovenian) and Slovenia (Hungarian). All three states ratified the ECRML more than 20 years ago and completed at least five monitoring cycles, having produced ample materials for analysis. Yet, the linguistic situation in these countries and their territorial-administrative solutions for accommodating minorities could not be more different. This makes it possible to assess how much flexibility the ECRML can handle, and what recommendations the Committee of Experts (an independent expert body monitoring the implementation of the treaty) has made to improve the situation of minority languages under diverse legal, political, sociolinguistic, etc. circumstances.

Ó Ceallaigh, Ben **‘Post-materialism and language revitalization: some comments based on Irish and other Celtic contexts’**

Prifysgol Aberystwyth University

Post-materialism is a concept that has often been invoked by political scientists and sociologists to help explain how societal values shift. Authors such as Inglehart (1997, 2018) have convincingly argued that higher levels of material security – i.e. ensuring fundamental needs like housing, income and health care are provided – allow populations to focus on so- called ‘post-material’ issues. This is often offered as an explanation for the growth of the civil rights movement, environmentalism and feminism in the 1960s and 70s, following some three decades of Keynesian economic policies in the developed west which offered a degree of social welfare and wealth redistribution. Notably, during this time there were also significant developments regarding minoritized language rights in many parts of the world.

In this paper, I will use the example of Irish as a way to explore the relevance of post- materialism for contemporary language revitalization efforts, also offering some comparative comments relating to Welsh, Scottish Gaelic and Manx. I posit that the high levels of precarity created by contemporary capitalism are generally inconducive to large numbers of people being animated by post-materialist issues such as the fate of minoritized languages, with the exigencies of everyday survival leaving little cognitive space for such concerns.

Despite sociolinguistic literature being replete with discussions of ‘linguistic ideologies’, there has, to date, been very little engagement with materialist understandings of ideology such as those offered by research on post-materialism. This talk hopes to take some steps towards addressing this deficit, and in doing so offer an example of one of the many intersections between economic forces and language vitality.

References:

Inglehart, Ronald. 1997. *Modernization and Postmodernization: Cultural, Economic, and Political Change in 43 Societies*. Princeton: Princeton University Press.

Inglehart, Ronald. 2018. *Cultural Evolution: People’s Motivations are Changing, and*

*Reshaping the World.* Cambridge: Cambridge University Press.

Ó Giollagáin, Conchúr **‘Class, social hierarchy and institutional containment: conceptualizing minority-language social dynamics in the subordinated civic promotion of minority culture’**

University of the Highlands and Islands

This paper aims to present a conceptual framework by which we can interpret the various constituent social elements contributing to minority-language social dynamics. Drawing on detailed data from the Gaelic contexts of Ireland and Scotland (e.g. Ó Giollagáin et al., 2007; Ó Giollagáin and Charlton, 2015; Ó Giollagáin et al., 2020; Ó Giollagáin and Caimbeul 2021), the analysis examines: a) the implications of minority-language promotion with insufficient language protection, and b) the influence of the minority-language LPP (Min- Lang LPP) framework on the social dynamics of the minority group. Four phases of socialization (primary, secondary, civic reinforcement, and processes of collective coherence) are identified in the social dynamic, and the influence and interaction of key groups of social participants (from minority; majoritarian; tangential and neo-cultures) on the outplay of the dynamic in society are demonstrated. I argue that the established Min-Lang LPP framework has generated a de-societalized approach to the concerns of the vernacular communities in decline, as policy affairs do not adequately correspond to core aspects of the actual reality of minority social dynamics.

Defining aspects of Min-Lang LPP have focused on promoting language issues through key sectors of education, media, arts, and symbolic language use in public administration, but despite considerable achievements in these sectors, broader social policies aimed at supporting the communal/societal use of Irish and Gaelic remain underdeveloped. The paper demonstrates how the preferment of the sectoralist approach to Min-Lang LPP has been to the advantage of an intermediary state class – analysed through the Bordieuan lens of symbolic authority – and has led to: 1) a disadvantageous social ranking system; 2) a clientelist hierarchy promoting shambolic language politics; 3) the alienation of the existing speaker group from language politics of Min-Lang officialdom; and 4) the emergence of a consumerist, ‘user’ aesthetic for minority language sociocultural engagement.

Ogundeyi, Olanrewaju John & Tshepang Bright Molale **‘Use of a minority language as a marketing communication strategy to secure consumer brand loyalty in south-west Nigeria’** Indigenous Language Media in Africa (ILMA) Research Entity, Faculty of Humanities, North-West University, Mafikeng Campus, South Africa & Faculty of Communication Studies, School Social Sciences, University of Mpumalanga

In recent times, there has been an increasing use of minority languages in business promotion and sales activities across the globe. Although this development has been considered part of the marketing communication strategies, incidentally, customer brand loyalty has also been a major focus of strategic marketing planning because it offers a basis for developing a sustainable competitive advantage. Existing studies have demonstrated the inevitable nexus between communicating with consumers in their language as a tool for excelling in a highly competitive business environment. Yet, only a few have focused on the expected role of a minority language in sales and marketing in relations to brand loyalty. Deploying the persuasion theory as a theoretical framework and secondary data and including Focus Group Discussion (FGD), this study interrogates the possible role(s) minority language strategy could play in stimulating consumer brand loyalty. Regardless of the expanding significance

of consumer brand loyalty in trade and commerce in the south-western states of Nigeria, the apparent use of a minority language strategy cannot be understated. Evidently, a minority language builds a strong connection between the buyer and the seller and this has created a smooth path in trading and communication in recent times. This study explores the relevance of a minority language in establishing consumer brand loyalty and its utilization in product marketability.

Olko, Justyna **‘The relationship between speaking the heritage language and speakers’ well- being: policy implications’**

Centre for Research and Practice in Cultural Continuity, University of Warsaw

Although many forms of advocacy and support programs for language revitalization have been developed over the last several decades, it is clear that if ethnic minority languages and multilingualism in locally spoken languages are left to the mercy of market forces and nationalistic political agendas, without more efficient and research-driven policies and strong social responses, their continuity will be at risk. In this talk I discuss the results of multidisciplinary research carried out with a number of minority/Indigenous communities in Europe and America, representing different stages of language endangerment and loss. The case studies include several ethnic minorities from Poland (Lemkos, Kashubs, Silesians and Wilamovians) and Mexico (speakers of Nahuatl and other Indigenous languages). I will tackle a number of closely related research results, including the relationship between minority language use, experiences of discrimination, historical trauma and various dimensions of individual and collective well-being. I will also relate these findings to the recent impact of the Covid-19 pandemic on minority language speakers who very often belong to particularly vulnerable groups in the present health crisis.

Both earlier research and the data emerging from our project make it increasingly clear that the implications of the vulnerability of ethnic minority communities also have an impact on state level and for societies at large. The unresolved issues of ongoing structural discrimination and systemic marginalization of these groups not only cause devastating damage for them, but also create tangible costs for the health systems and job markets.

However, these processes can be reversed by smart investments in language, educational and healthcare policies that would respond to long-term challenges in more sensitive, decolonizing and research-driven ways. One of the biggest opportunities for developing better-informed policies are the implications of the relationship between heritage language use and the well-being and health of ethnic minority speakers.

Pasanen, Annika **‘“To look far and see ahead”: Inari Saami language activism over the decades’**

Sámi Allaskuvla / Sámi University of Applied Sciences, Guovdageaidnu/Kautokeino, Norway

As pointed out in the research of language activism (Combs & Penfield, 2012), efforts of a few individuals may lead to remarkable changes in language policies. This paper examines such a case: language activism in the community of the Inari Saami language, one of the ten Indigenous Saami languages, spoken by a few hundred speakers. Inari Saami had become

severely endangered when Anarâškielâ servi, the Association of Inari Saami language, was founded in 1986. Initiators – three language speakers – carried the responsibility for the revitalization for a long time until more people joined the movement. Language vitality has gradually increased due to e.g. language nests, mother-tongue-medium education, intensive adult education, and dynamic corpus planning. Official status of Inari Saami has strengthened, and nowadays also top-down language policies affect the use and prestige of the language.

I will focus on 1. the evolution of the Inari Saami language activism from bottom-up activities to partially top-down language policies; 2. language ideologies of the Inari Saami language activism e.g. the principles of inclusion and ethnic neutrality. The paper is based on my PhD thesis on the revitalization of Inari Saami (Pasanen, 2015), my postdoctoral research on the new speakers of Saami languages (e.g. Pasanen, 2019), and long-term participatory observation in the speech community.

References:

Combs, Mary Carol & Susan D. Penfield 2012: Language Activism and Language Policy. – Spolsky (ed.): *The Cambridge Handbook on Language Policy*, pp. 461–74. Cambridge: Cambridge University Press.

Pasanen, Annika 2015: *Kuávsui já peeivičuovâ. ’Sarastus ja päivänvalo’. Inarinsaamen kielen revitalisaatio*. Uralica Helsingiensia 9. Helsinki: Suomalais-Ugrilainen Seura & Helsingin yliopisto.

Pasanen, Annika 2019: Becoming a new speaker of a Saami language through intensive adult education. – Sherris & Penfield (eds.): *Rejecting Marginalized Status: Educational projects and curricula pushing back against language endangerment*, pp. 49–69. Bristol: Multilingual Matters.

Pascaru, Andreea **‘Legitimating authentic Pontic Greek: performative competence of young speakers and intergenerational language transmission (a case study of northern Greece)’** Institute of Slavic and Caucasus Studies, Austrian Academy of Sciences, Vienna

This paper takes an ethnographic approach to intergenerational linguistic practices that influence language acquisition in the communities of Pontic Greek speakers in northern Greece. Drawing on interviews investigating cultural and linguistic practices with their specific patterns of intergenerational transmission, it will shed light on the processes of language identity transformations in younger language speakers and their decision-making regarding language use.

As reported by many interviewees, descendants of Pontic Greek speakers from Greece still experience stigmatization because the ‘dialect’ in use is still perceived as ‘the wrong Greek’ (as described by the local population which they joined after the population exchange with Turkey in 1922). Nevertheless, most young speakers today are starting to show a more positive language attitude towards their heritage language while creating a frame for language identity jointly with fluent speakers.

This paper focuses on how language attitudes result from, and are massively influenced by elderly fluent speakers, while the language is perceived as a ‘mother tongue’ by the majority of semi-speakers and some community members with no language proficiency. It will also discuss the steps taken to improve the social prestige of the inherited language while considering the gradual softening of language politics towards minority groups in the past few years.

Pendevska, Marija & Branislav Gerazov **‘Interdisciplinary approaches to sociolinguistics and language revitalization’**

Komercijalna Banka AD Skopje, Faculty of Electrical Engineering and Information Technology

Bringing Vlach/Aromanian language and culture through digitalization in North Macedonia: efforts on preservation and revitalization of endangered language

The Aromanian language is a south-eastern European Latin language spoken on the wider Balkan peninsula. It is acknowledged as a language in North Macedonia and Albania, with established education only in North Macedonia. A framework for learning has been developed that is in accordance with the European language framework and under its curricula the language education is conducted from grades 3 to 9 as optional education and only within municipalities where the residents are above 20% from this minority, which is only one municipality in the country.

The digital presence of this under-resourced language is being developed in accordance with a framework of activities that are to be carried out, that are organized according the knowledge management practices, building on Evans and Ali’s (2013) Lifecycle Model the Knowledge Management Cycle (KMC). It consists of 7 phases: 1. identify, 2. preserve, 3. share, 4. use, 5. learn, 6. improve and 7. create new knowledge. (Evans, Max, Kimiz Dalkir, and Catalin Bidian, 2014) and is grouped in three main modules to achieve different goals:

# Goal 1: Learning from previous archives

* 1. identification and localization of sources of previous data and existing sources
	2. takeover and digital perseverance of existing content

# Goal 2: Inclusion of all interested to learn the culture and language

* 1. sharing/distribution of data/information.

2.2. collaboration/learning from digital portal

# Goal 3: Creating new content

* 1. improvement of existing processes/solutions
	2. creation and incorporation of new content
	3. from collected data recording audiobooks
	4. activities towards developing speech synthesizer on Aromanian/Vlach language, language corpus processing activities on how to organize, review, how best to combine information to build new knowledge

This platform will enable digital sovereignty. It will be safeguarding the integrity of original records, and providing legal framework for the submissions from the active community members.

Ramirez Rodriguez, Rosa Angelica **‘Is language loss a cause of the extinction of indigenous peoples? The case of the Kankuamo people’**

Externado University of Colombica (UEC) – Multicultural Interactions Program (MIP); The National Indigenous Organization of Colombia (ONIC) & Local Indigenous Board of La Candelaria (Bogotá)

According to Ethologue.com, there is a great linguistic diversity on our planet this is reflected in 7,151 languages. Mandarin Chinese, English, Spanish and Hindi are the most popular languages among people of the world. These languages represent just a small portion (359) of the total, while most languages (6,550) are spoken by a small number of people. In other words, ‘94% of the world’s population speaks 6% of its languages, while 6% of the world’s population speaks 94% of its languages’.1

Only in Abya Yala,2 a broad territory, do we have a great linguistic diversity thanks to Indigenous peoples. However, the majority of these languages are at considerable risk of extinction. Consequently, for many academics that context is disturbing because they say that the situation of Indigenous Languages reflects the situation of their Indigenous peoples and their territories. So, it is important to ask: are Indigenous Languages an important factor to the survival of Indigenous Nations?

This panel seeks to raise awareness of the value and the importance of native languages. Firstly, it seeks to present Indigenous languages as a fundamental part of the intangible wealth of Indigenous peoples. Languages are a central element in our identity and the guarantee of the survival of the peoples. Secondly, it seeks to corroborate what was stated in the case of the Kankuamo people, one of the four Indigenous peoples of the Sierra Nevada de Santa Marta, Colombia. With this case it is evident that if a language dies, a culture also dies. Finally, suggestions from the will-be South in order to generate a dialogue. It is necessary to continue making efforts to recover, strengthen and teach Indigenous languages in the world.

I am a Kankuama Indigenous woman from the Sierra Nevada de Santa Marta, a defender of the rights of Indigenous peoples in Colombia and I am committed to the premise that Indigenous peoples are crucial actors for the development of all countries around the world.

1. National Geographic. ‘Language Diversity Index’ Consulted in https://education.nationalgeographic.org/resource/language-diversity-index
2. Abya Yala is what the Cuna Indigenous (Panama) call the American continent in its entirety (meaning ‘land in full maturity’) and was suggested by the Aymara leader Takir Mamani, who proposes that all Indigenous people use it in their documents and oral statements, because ‘to call our cities, towns and continents by a strange name is tantamount to subjecting our identity to the will of our invaders and that of their heirs’. Consulted in https://repositorio.flacsoandes.edu.ec/handle/10469/14969

K. David Harrison (2016). When languages die: the extinction of languages in the world and the erosion of human knowledge. Andes Univertity. Bogotá, Colombia.

Rodriguez Aguirre, Amaia **‘Integrating minority languages in multilingual education: the case of the “Grand Oral” assessment activity in Northern Basque Country’**

Université Bordeaux Montaigne & Universidad del País Vasco-Euskal Herriko Unibertsitatea (UPV-EHU)

In many educational contexts, but especially in those involving the revitalization process of a minority language, it is possible to benefit greatly from a multilingual approach to

school-learning situations (Garcia-Azkoaga & Idiazabal, 2015). This paper will focus on the experimentation of a multilingual approach to learning oral discourse in Basque and French. The study takes place at a Basque language immersion high school, the Lycée Bernat Etxepare in Bayonne, as part of the preparation for the Grand Oral assessment activity at the end of the final year. This activity opens the way to a meaningful learning situation, involving bilingual expository-argumentative skills in French and Basque. A multilingual and integrated perspective will lead to sequenced activities that switch languages, designed taking into account language alternation and interlinguistic transfer, as well as the sociolinguistic situation of each of the languages involved (Cenoz & Gorter, 2014). The methodological approach consists of working on these activities with an experimental group, with the aim of comparing their oral discourse at the beginning and at the end of the experimentation, and subsequently comparing it to the productions of the control group. This way, we aim to analyse the impact of these activities on the development of the oral language skills of the experimental group. This study attempts to identify the didactic tools likely to optimize the acquisition of oral skills. It also aims to show that school activities based on interlinguistic approaches can foster the development of multilingual oral explanatory skills, while contributing to the reinforcement of a discursive community in the minority language (Dolz, 2019).

Cenoz, J., & Gorter, D. (2014). *Multilingualism and European minority languages: The case of Basque*. In D Gorter, V. Zenotz & J. Cenoz (Eds.), *Minority languages and multilingual education: Bridging the local and the global*. New York: Springer.

Dolz, J., (2019). *La règle du sept de la sociodidactique des langues*. In: El Barkani, B. & Meksem, Z. (Ed*.). Plaidoyer sur la variation. Mélanges en hommage à Marielle Rispail*. Caen: EME éditions, 2019.

García-Azkoaga, I. M. & Idiazabal, I. (eds.). (2015). *Para una ingeniería didáctica de la educación plurilingüe*. Euskal Herriko Unibertsitatea/Universidad del País Vasco.

Rosiak, Karolina & Rhian Hodges **‘Language ideologies and beyond: the motivations of new speakers of Welsh to learn, use and live the Welsh language in Wales’**

Adam Mickiewicz University & Prifysgol Bangor University

The Welsh Government’s current Welsh language strategy aims to create a million Welsh speakers by 2050 (Welsh Government) and recognizes the key role played by new speakers of Welsh in achieving this aim. Indeed, research on adult new speakers from different ethnic backgrounds is an increasingly important field of study that warrants further research (Rosiak, 2018; Tilley, 2021). This paper will discuss the findings of a study into six non-UK economic immigrants’ motivations to learn Welsh, their learning experiences, and opportunities afforded to them due to their Welsh language skills. A plethora of studies on

motivation to learn English exist. The two dominant models of studying motivation employed are the L2 Motivational Self System (Dörnyei et al., 2006, 2009), which is deeply rooted in psychology, and the socio-educational model developed by Lambert and Gardner (Gardner & Lambert, 1972; Gardner, 1985). However, sociolinguistic research on minority language learning, both by children in schools and by adults, in particular research on new speakers, show that language ideologies have a significant impact on the commencement of learning and its continuation at a higher level of advancement (Piller, 2015; Duchêne, 2008; Rosiak, 2022). Our paper, then, will discuss (1) whether and to what extent the sense of belonging to the Welsh community motivates/motivated economic migrants who speak the Welsh language at a level of at least B1 to learn the language; (2) whether and what role reactance played in their psychological case; and (3) whether and how linguistic ideologies influence/influenced their motivation to learn Welsh.

Royles, Elin & Jone Goirigolzarri-Garaizar **‘Exploring the connections between minority languages and sustainable development’**

Prifysgol Aberystwyth University & Deustuko Unibertsitatea

In line with efforts to consider culture as a ‘fourth pillar’ of sustainability alongside the interconnected economic, social and environmental pillars of sustainable development (Dessein et al., 2015), this panel seek to explore the connections between minority languages and sustainable development in different socioeconomic, ecological and linguistic contexts. In doing so, it assesses conceptual synergies between sustainable development and language revitalization in different contexts and the policy implications of grassroots formal and informal initiatives and/or public institution initiatives in favour of minority languages to inform both regional sustainable development and language revitalization agendas.

Chair: Rhys Jones, Prifysgol Aberystwyth University

**‘Minority language use, speakers’ well-being and sustainable futures of local communities’**, Justyna Olko, University of Warsaw

Speakers’ adaptations to changing environments and socio-political pressures are key forces in the trajectories of specific languages. However, when such adaptations involve a shift to a dominant language, they often imply trauma, worse physical and psychological health, sense of shame and loss of traditional knowledge and relationships with the environment.

Conversely, the retention of heritage languages and linguistic-cultural revitalization provides enormous potential for enhancing the sustainable development and well-being of minoritized communities, informing balanced and sensitive policies at national and regional levels. To illustrate this potential, I discuss several case studies including several ethnic minorities from Poland (Lemkos, Kashubs and Wilamovians), Mexico (speakers of Nahuatl and other Indigenous languages), with some additional background derived from research and community-based programs in the USA and Canada.

**‘Basque as a living language: a contribution to the global debate on the links between sustainability and linguistic diversity’**, Jone Goirigolzarri-Garaizar Deustuko Unibertsitatea, Ibon Manterola & Ines Garcia-Azkoaga, Euskal Herriko Unibertsitatea This paper investigates the conceptualization and implementation of the link between sustainable development and language revitalization by key Basque public institutions and

community-based entities. It illustrates different approaches, from the Basque Government’s

language policy defining the sustainable development of Basque as the current and future linguistic needs of Basque speakers and speakers, to non-governmental entities and various projects committed to sustainability but not explicitly linked to the Basque revitalization agenda integrating the use of Basque into their programmes. In highlighting the differences, the paper delves into the motivation and strategies of public and social institutions and evaluates their broader implications for sustainability and linguistic diversity.

**‘Integrating the agenda of a million speakers and future generations in Wales’**, Rhys Jones & Elin Royles, Prifysgol Aberystwyth University

In examining the synergies between regional sustainable development and language revitalization agendas, this paper draws predominantly on the Welsh case. The significant promotion of sustainable development as a governmental goal and the statutory basis given to the Welsh language as an important aspect of sustainable development in the Wellbeing of Future Generations (Wales) Act 2015 suggests a significant potential in this case to integrate the Welsh language into sustainable development, and sustainable development into Welsh language strategies. However, the paper highlights some of the limitations and unintended consequences of this government-led integration approach to date and the value of investigating more grassroots approaches in Wales to broader understandings of sustainability and minority languages.

Sams, Hannah, Máire McCafferty & Ríona Nic Congáil **‘Welsh and Irish youth culture, 1900 to the present’**

Swansea University & University College Dublin

Youth (the teenage years) is a pivotal period in terms of an individual’s independent engagement with or disengagement from minority languages. Indeed, teenagers are important and influential players both in language preservation and in language decline. However, little scholarly attention has been paid to the study of youth involvement in minority languages.

This panel will address aspects of youth engagement in two Celtic languages, Irish and Welsh, and will analyse some of the most successful examples of youth engagement in both languages since the turn of the twentieth century, and right up to the present day.

# Panel Overview:

1. **‘Putting youth’s voices centre stage: Urdd Gobaith Cymru’s Medal for Drama competition 1975–2022’** / ‘**Rhoi llwyfan i leisiau’r ifanc: cystadleuaeth Medal Ddrama Eisteddfod Genedlaethol yr Urdd 1975–2022’**, Hannah Sams

The pioneering youth organization Urdd Gobaith Cymru, the League of Welsh Youth, has carved out spaces for youths to engage with the Welsh language in a wide variety of contexts in an increasingly Anglicized Wales since 1922. The annual Urdd National Youth Eisteddfod’s literary competitions have played a key role in developing the voices of the next generation of young Welsh language playwrights. This paper will focus on the plays that have been awarded the Medal for Drama, one of the main literary prizes at the Urdd National Eisteddfod, since the beginning of the competition in 1975 up until today.

1. **‘The Irish Language Summer Colleges and Schemes for Youth, 1904–1950’**, Máire McCafferty

The first Irish Language Summer College was established in 1904 and catered for adults and teachers in particular who had no access to the Irish language within the educational system. The Colleges soon spread throughout Ireland and attracted increasing numbers of children and teenagers. Indeed, to this day, Irish Colleges are synonymous with teenage culture in Ireland, with over 20,000 teenagers attending the colleges each summer. This paper will focus on the first half of the twentieth century, and will trace the various schemes aimed at bringing children and teenagers from English-speaking areas to Irish Colleges. The first such scheme was initiated by the London Gaelic League, and schemes of this type were most popular in the 1930s and 1940s, with one scheme being of particular significance in the Northern Irish context.

1. **‘Youth organizations and the Irish Language, 1900–2022’**, Ríona Nic Congáil

This paper will build on the previous paper, by providing an overview of the most successful extracurricular Irish language initiatives for youths in the twentieth and twenty-first centuries. These include youth clubs linked to Irish language summer colleges, a youth arts festival called Slógadh, established by the organization Gael Linn and first staged in 1969, and smaller-scale initiatives such as writing competitions aimed at youths. Attention will be focused both on native speakers and on learners of the language.

Schall, Verena & Jan Erik Bangsund **‘Minority languages in light of Norway’s new language act’**

The Language Council of Norway

Under Norway’s new Language Act, introduced in 2022, seven minority languages are afforded specific statuses: three Sami languages are ‘indigenous languages’, while Kven, Romani and Romanes are ‘national minority languages’, and Norwegian Sign Language is the ‘national sign language’.

These seven languages are taught, learned, spoken, written and read under vastly different circumstances. Their numbers of speakers vary, as do their levels of endangerment. Due to the patterns of migration, all the languages have significant user groups in the capital and other major cities, even those languages which traditionally have a stronger foothold in certain geographical areas.

Under the Language Act, public bodies have a ‘responsibility for using, developing and strengthening Sami languages’ and a ‘responsibility for protecting and promoting Kven, Romani, Romanes and Norwegian Sign Language’. The formal statuses and responsibilities are supplemented by provisions in other legislation, specifying the rights of individual language users and the duties of public bodies.

However, the recognition of national minorities and their languages in the Language Act was not fully mirrored in the subsequent Education Bill, and much remains unclear in other supporting legislation currently being revised. For example, the right to Romanes and Romani language education in schools, an important language policy tool, is currently not included in the Education Bill.

A lack of supporting legislation might make formal statuses sound hollow. These paradoxical policies suggest a lack of a clearly defined national policy, making it difficult to define and implement targeted measures. In other words, the current language education policy does not reflect the overall language policy of the land.

The current situation highlights important questions: What effects could these new rules and statuses entail? Which measures is the state required to implement? What expectations would be realistic? What is the likelihood of revitalization without coordinated policies?

Schram, Frederike **‘Commodification of regional and minority languages on Instagram: language attitudes and ascriptions of Low German’**

University of Turku

This paper focuses on how the regional language Low German is employed in commercial posts on the social media platform Instagram. Previous studies on offline domains show that regional and minority languages are increasingly employed in commodified ways (e.g.

Brennan & O’Rourke, 2019; Moriarty, 2015; Reershemius, 2011). At the same time, e- commerce plays an important role in retail. However, until now, comparably little attention has been paid to the commercial use of regional and minority languages online. The paper answers the question of what a multimodal analysis of commercial Instagram posts reveals about attitudes and ascriptions associated with Low German.

The data consists of a multimodal corpus of Instagram posts that was created for this study. A group of 86 Instagrammers employing Low German for advertising was compiled using different Low German-related hashtags. The corpus consists of 1,157 posts (1,157 captions, 1,753 visuals) published between March and October 2021. The data was analysed using a mixed-method approach combining qualitative and quantitative analyses to group the data into topics, attitudes, and ascriptions. In addition, the visual data was coded and categorized following Kress & van Leeuwen’s (2006) multimodal framework.

The study shows that overt expressions of language attitudes in Instagram posts are rare, but positive. Similarly, the ascriptions encompass a limited repertoire of predominantly positive concepts. In contrast to other, non-commercial contexts in which Low German is used, no negative ascriptions occur. The attitudes and ascriptions are therefore suitable for creating positive regional branding and marketing of the given Instagrammers, their products and services. The results of the analysis of the use of Low German in e-commerce thus shed light on the changing use of regional and minority languages in today’s society.

Brennan, S., & O’Rourke, B. (2019). Commercialising the *cúpla focal*: New speakers, language ownership, and the promotion of Irish as a business resource. *Language in Society*, 48(1), 125–45. https://doi.org/10.1017/S0047404518001148

Kress, G. R., & van Leeuwen, T. (2006). *Reading Images: The Grammar of Visual Design*

(2nd ed.). Routledge.

Moriarty, M. (2015). Indexing Authenticity: The Linguistic Landscape of an Irish Tourist Town. *International Journal of the Sociology of Language*, *2015*(232), Article 232. https://doi.org/10.1515/ijsl-2014-0049

Reershemius, G. (2011). Reconstructing the Past? Low German and the Creating of Regional Identity in Public Language Display. *Journal of Multilingual and Multicultural Development*, 32(1), 33–54. https://doi.org/10.1080/01434632.2010.536238

Selvelli, Giustina **‘The sociolinguistic ecology of Roma and Armenian communities in the Bulgarian city of Plovdiv’**

Ca’ Foscari University of Venice

This paper deals with the case of the Roma and Armenian minority communities in the city of Plovdiv, whose sociolinguistic ecologies in the local urban environment of multilingualism and linguistic diversity are developing in a way that could be interpreted as diametrically opposite.

As first example, I will illustrate the case of the Armenian minority, whose younger members are becoming increasingly monolingual (in Bulgarian) or ‘imperfectly bilingual’ (in Bulgarian and Armenian) in their daily lives and practices, a clear transition from the earlier trilingual experiences of the older generations, which included competencies in Western Armenian and Turkish. As second example, I will present the complex sociolinguistic practices of local Roma minority communities who are increasingly abandoning Romany in favour of Turkish, a minority language in the country, often preferring to identify themselves as Turks. Moreover, some of them have started to learn German for professional reasons (as guest workers) and Arabic for religious reasons, a fact that also signals a declining interest in learning Bulgarian, the national language.

By examining these two paradigms, I will demonstrate the complexity of the factors that contribute to the development of language choice, as well as the problematic nature of discourses on the immobility of minority languages, which assume a traditionalist or one- dimensional view of local communities and establish a direct correspondence between language and (ethnic or national) identity. Furthermore, I will argue that it is important not to neglect aspects such as the contemporary circumstances of coexistence and interaction between ‘old’ and ‘new’ multilingualism, in which new languages assert themselves as dominant and create instances of the sociolinguistics of globalization even in contexts mistakenly considered ‘fixed’.

Siôn, Cadi Gwen **‘Teachers’ perceptions of translanguaging and their attitudes towards the concurrent use of two languages in the classroom: the case of Wales’**

Ysgol Gwyddorau Addysgol / School of Educational Sciences, Prifysgol Bangor University The term translanguaging was initially coined in the 1980s by the Welsh academic Cen Wiliams to refer to the purposeful teaching practice of using one language for the input and another language for the output. By now, it has become a widely recognized concept within bilingual education in Wales, but also globally, with many academics expanding on its original definition. These new conceptualizations have moved the term from formal pedagogy into the informal use of language among bilingual speakers.

With the new Curriculum for Wales 2022 placing a clear emphasis on encouraging and promoting dynamic bilingualism in pupils, there is more of a need than ever for the

implementation of translanguaging in classrooms in Wales. However, for this pedagogical method to be delivered effectively in the classroom, it is important that the teachers themselves fully understand the concept and the rationale behind it.

For the purpose of this study, an online questionnaire was administered to 75 teachers in Welsh medium and bilingual secondary schools in Wales to gain insight to their use of Welsh and English in the classroom as well as their perception and use of translanguaging.

The research results highlighted a lack of consistency in their use of both languages in the classroom as well as confusion about the meaning of translanguaging within the classroom context.

This paper calls for changes to be made to initial teacher training courses and in-service training programmes to increase teachers’ understanding of translanguaging and its importance as a pedagogical tool.

Soria, Claudia **‘Why are speakers linguistically submissive? A survey of submissive language attitudes of speakers of minority languages’**

Consiglio Nazionale delle Ricerche – Istituto di Linguistica Computazionale

Research has found that minority language speakers tend to switch to the dominant language in certain contexts and situations, e.g. when there is a speaker of the dominant language around, when they approach a stranger, are at work or enter a shop (Belmar, van Boven & Pinho, 2019).

This quick and self-induced switch can be described as a form of submissive behaviour. Submissiveness is a spontaneous, self-induced suppression of a certain behaviour in favour of another one by virtue of habit.

Linguistic submissiveness happens whenever somebody stops speaking her or his language and switches to another one, even when no-one has asked them. This phenomenon can take many different forms, the common denominator being inducing anxiety and stress in the speaker, and very often even a sense of failure and helplessness. A pattern of language submissiveness that is consistently adopted by many speakers significantly reduces the presence of a language in a given sociolinguistic environment and contributes to its minorization.

As any learned behaviour, however, linguistic submissiveness can be changed with appropriate training in linguistic assertiveness (Suay and Sanginés, 2010), i.e. the ability to express oneself in a language while feeling self-assured in situations where one would have normally switched to a dominant language.

In this paper, we will present the qualitative results of a survey carried out in the framework of the project LISTEN, aimed at developing resources and techniques for building language assertiveness in minority language speakers (Catalan, Basque, Welsh, Irish, Sardinian). In these interviews, minority language speakers recall situations where they behaved in a linguistically submissive way, giving details about the context where this happened, the

attitudes of the majority language speakers, and their own feelings about speaking or not speaking the language.

The aim of the survey was to shed light on a) the contexts in which speakers are linguistically submissive and b) the feelings associated with linguistically submissive behaviours. The observations from these interviews show which language ideologies interact with personal feelings and emotions and induce speakers to a self-censoring behaviour. However, they also show that awareness of strategies of language assertiveness can build positive attitudes that may have a boosting effect on the use of minority languages. This suggests that language assertiveness strategies can rightfully be included in minority language revitalization and preservation actions.

References:

Belmar, G., van Boven, C. & Pinho, S. (2019). Why do adults decide to learn a minority language? A study of the motivation(s) of potential new speakers of West Frisian. Sustainable Multilingualism, 14(1), 138–51.

Suay, F. (2019). Com incidir sobre els usos lingüístics? Una perspectiva psicològica. In F. Xavier Vila i Moreno & Emili Boix Fuster (eds), La promoció de l’ús de la llengua des del Sistema educatiu: realitats i possibilitats (pp. 23–36). Barcelona: Edicions de la Universitat de Barcelona.

Suay, F. & Sanginés, D. (2010). Sortir de l’armari lingüístic: una guia de conducta per a viure en català. Barcelona: Angle Editorial.

Thomas, Enlli, Nia Parry, Gareth Caulfield & Cadi Siôn **‘Demystifying the English bias in science: exploring the factors influencing bilinguals’ uptake of STEM subjects in minority language education’**

Prifysgol Bangor University

In minority language contexts, schools are constantly having to negotiate between the competing demands of minority language maintenance on the one hand, and the all- encompassing privilege of English in certain subject areas on the other. This dilemma is exacerbated in domains where English is seen to have a global tradition. Whilst the prevalence of English in STEM-related fields is well established, less is understood about the opportunities to study these subjects in languages other than English. Exploring the extent to which an English bias may influence pupils’ conscious choices around the study of STEM- related subjects, and how pupils negotiate the linguistic choice dilemma, can help inform school language policies and practices to better support pupils’ engagement with these subjects and to help address some of the limitations of a monolingual teaching approach for bilingual students. This study examined pupils’ likelihood of studying STEM-related subjects in Welsh-medium secondary schools in Wales, their linguistic choices around these subjects and their attitudes towards learning such subjects in English and/or in Welsh. The results revealed a general impression among pupils of the importance of English for STEM, which, mediated by their own linguistic backgrounds, abilities and experiences, influence pupils’ linguistic choices and desires to various extents, particularly at the latter stages of education. Since the propensity towards monolingual engagement with these subjects – in Welsh or in

English – may limit the scope for scaffolding their learning across languages and the benefits that incur, we propose alternative bilingual approaches to STEM-related subject teaching.

Tjepkema, Eabele **‘Stimulation of meaningful language use through communicative tasks in the Frisian trilingual classroom (students aged 10–12 years)’**

NHL Stenden University of Applied Studies

In Frisian trilingual primary schools, Dutch, Frisian and English are taught through content and language integrated learning (CLIL). CLIL is often characterized as an umbrella term, which can be carried out in various ways, and including different languages (e.g. Cenoz et al., 2014). Through the planning of meaning-focused communicative tasks (Ellis, 2009), and using different formats (Llinares & Dalton-Puffer, 2015), the co-construction of knowledge can be stimulated by meaningful language use. However, little is known about how CLIL is executed in the Frisian trilingual primary schools, and how these practices are related to development in the three languages. The current research thus focuses on the observation of

1. the focus on meaning (FoM) and 2) the use of teaching formats in the Frisian trilingual primary school, and how these outcomes are related to student language development in the three languages. Data has been collected by event sampling observations of 51 content- lessons in the three target languages in seven trilingual primary schools (n= 165 pupils), and for which an observation instrument was developed (Tjepkema, 2021). Student language development in the three target languages was assessed using vocabulary and reading comprehension tests.

Results show that in Frisian lessons higher scores for FoM-strategies are related to Frisian vocabulary development. In addition, Frisian vocabulary development is related to the use of a broader variety of teaching methods in Frisian lessons. Concrete implications of these results for future research and policy-making in multilingual education systems including a regional or minority language will be discussed.

References:

Cenoz, J., Genesee, F., & Gorter, D. (2014). Critical Analyses of CLIL: Taking Stock and Looking Forward. *Applied Linguistics*, 35(3), 243–62.

Ellis, R. (2009b). Task‐based language teaching: sorting out the misunderstandings.

*International Journal of Applied Linguistics*, 19(3), 221–46.

Llinares, A., & Dalton-Puffer, C. (2015). The role of different tasks in CLIL students’ use of evaluative language. *System* 54, 69–79.

Tjepkema, E. (2021). Exploring content-based language teaching practices to stimulate language use in grades 7 and 8 of Frisian trilingual primary education. University of Groningen.

Torralba-Rubinos, Claudia Mª & Ines Mª Garcia-Azkoaga **‘Code-switching in the parliamentary interventions of the Basque Autonomous Community’**

University of the Basque Country

Code-switching is a common practice in bilinguals which may be related to the competences (Ezeizabarrena, 2015) and communicative abilities of the speaker, as well as to the context in which the verbal activity takes place, and to the intentionality of the speaker. Likewise, this alternation can occur both at the level of morphosyntactic elements and at the level of broader discourse structures (Cortés Moreno, 2001; Muysken, 2000, among others). The aim of this paper is to analyse the circumstances of code-switching in a very specific contextual situation: the oral interventions of parliamentarians in the Parliament of the Basque Autonomous Community. We believe that code-switching in this situation may be related not only to the comfort or communicative capacity of the speaker, but especially to the argumentative orientation they wish to imprint on their discourse. A corpus of 331 minutes consisting of speeches in Basque by 16 parliamentarians is analysed. The fragments in which code-switching occurs are identified and their characteristics and the intentionality they entail are described. The results show that most of the time, language switching is a discursive strategy aimed at highlighting or giving argumentative force to some of the ideas expressed by the speakers.

Cortés Moreno, M. (2001). «Fenómenos originados por las lenguas en contacto: cambio de código, préstamo lingüístico, bilingüismo y diglosia». In *Wenzao Journal*, Wenzao Ursuline University, Káohsiung, Taiwan, 15, pp. 295–312.

Ezeizabarrena, M.J. (2015), Kode alternantzia elebidun txikien hizkuntzak bereizteko gaitasunaren adierazgarri. In M.J. Ezeizabarrena & R. Gomez, (eds.) *Eridenen du zerzaz kontenta. Sailkideen omenaldia Henrike Knörr irakasleari (1947–2008)*. Bilbao: Servicio de Publicación de la Universidad del País Vasco, 207–26.

Muysken, P. (2000). *Bilingual Speech: A Typology of Code-mixing.* Cambridge: Cambridge University Press.

Uruska, Anne C. **‘Yn erbyn y ffactorau: dylanwadau ar ddewis iaith pobl ifainc yn y Gymru gyfoes’ / ‘“Yn erbyn y ffactorau”: influences on young people’s choice of language in contemporary Wales’**

Ysgol Addysg / School of Education, Prifysgol Aberystwyth University

Bwriad y papur hwn yw tynnu sylw at rai o’r ffactorau sydd yn effeithio ar brofiadau ieithyddol a chymhelliant (neu ddiffyg cymhelliant) i bobl ifainc ddefnyddio’r iaith Gymraeg a hynny yn bennaf yn y maes ‘defnydd iaith cymunedol’ – gan wrthgyferbynnu hyn â’r ‘defnydd iaith academaidd’ a gefnogir trwy’r system addysg yng Nghymru.

Mae astudiaethau eisoes wedi edrych ar ddefnydd disgyblion o’r iaith Gymraeg sydd yn rhoi mewnwelediad pellach i ni i’r maes yma. Yn ei hastudiaethau manwl wedi’u seilio ar ardal Cwm Rhymni, mae Hodges (2012 a 2021) yn olrhain taith iaith 8 o bobl a dderbyniodd addysg Gymraeg, tra bod Jones (2019) hefyd yn edrych ar brofiadau unigolion yn ne- ddwyrain Cymru, gyda’i astudiaeth o 26 o ddisgyblion 16–18 oed oedd mewn ysgol uwchradd Gymraeg. Mae Davies a Trystan (2011) yn edrych yn fanwl ar y ffactorau sydd yn

dylanwadu ar sut mae myfyrwyr yn dewis eu meysydd Addysg Uwch, gyda sylw arbennig at eu dewisiadau ieithyddol yn enwedig yn sgil sefydlu’r Coleg Cymraeg Cenedlaethol ac mae gwaith Thomas a Roberts (2011) yn edrych ar y defnydd o’r iaith Gymraeg o fewn a thu allan i’r ystafell ddosbarth ymhlith plant 8–11 oed mewn nifer o ysgolion dwyieithog yng ngogledd Cymru.

Wrth ystyried canfyddiadau rhai o’r erthyglau hyn, gwelwn fod tueddiad yn parhau at y Saesneg fel prif iaith er gwaethaf dwyieithrwydd y plant a’r bobl ifainc – ac felly mae angen holi:

* i ba raddau mae polisïau Llywodraeth Cymru wedi cwrdd â’r anghenion?
* i ba raddau ac ym mha feysydd mae Cymru yn llwyddo i ymdopi â’r heriau?
* ym mha fodd y dylid mynd ati i adnabod y prif ffactorau eraill sydd yn dylanwadu o blaid ac yn erbyn cryfhau dilyniant ieithyddol mewn perthynas â phobl ifainc mewn ardaloedd amrywiol yng Nghymru er mwyn cyrraedd y nod a osodwyd gan Lywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn y flwyddyn 2050?

Bydd y papur hwn yn rhoi ystyriaeth fanwl i’r materion hyn, gydag ambell i awgrym ynglŷn

â rhai ffyrdd posibl ymlaen.

Davies, A. J., & Trystan, D. (2012). ‘Build it and they shall come?’ An evaluation of qualitative evidence relating to student choice and Welsh-medium higher education. International Journal of Bilingual Education and Bilingualism, 15(2), 147–64.

Hodges, R. S. (2012). Welsh-medium education and parental incentives – the case of the Rhymni Valley, Caerffili. International Journal of Bilingual Education and Bilingualism, 15(3), 355–73.

Hodges, R. (2021). Defiance within the decline? Revisiting new Welsh speakers’ language journeys. Journal of Multilingual and Multicultural Development, 1–17.

Jones, S. L. (2022). Perspectives and attitudes towards Welsh-medium study at post- compulsory level among 15–16-year-old students in the South Wales Valleys. International Journal of Bilingual Education and Bilingualism, 25(1), 261–71.

Thomas, E. M., & Roberts, D. B. (2011). Exploring bilinguals’ social use of language inside and out of the minority language classroom. Language and Education, 25(2), 89–108.

The aim of this paper is to draw attention to some of the factors that affect linguistic experiences and the motivation (or lack of motivation) for young people to use the Welsh language, mainly in the area of ‘community language use’, as opposed to the ‘academic language use’ supported through the education system in Wales.

There have already been studies examining pupils’ use of the Welsh language which give us further insight into this area. In her detailed studies based on the area around the Rhymni Valley, Hodges (2012 and 2021) traces the language journey of 8 people who received Welsh- medium education, while Jones (2019) also looks at the experiences of individuals in south-

east Wales in his study of 26 pupils aged 16–18 in a Welsh secondary school. Davies and Trystan (2011) focus in detail on the factors that influence how students choose their subjects for Higher Education, with particular attention given to their linguistic choices, especially since the Coleg Cymraeg Cenedlaethol was established, and the work of Thomas and Roberts (2011) looks at the use of the Welsh language both inside and outside the classroom among 8–11-year-old children at a number of bilingual schools in north Wales.

When considering the findings of some of these articles, we see that there is a continuing tendency towards English being the main language despite the bilingualism of the children and young people – and therefore it is necessary to ask:

* to what extent have Welsh Government policies met the needs?
* to what extent and in which areas is Wales managing to cope with the challenges?
* how should we go about identifying the other main factors which influence towards and against the strengthening of linguistic progression in relation to young people in various parts of Wales in order to reach the goal set by the Welsh Government of one million Welsh speakers by the year 2050?

Detailed consideration will be given to these issues, along with a few suggestions about some possible ways forward.

Davies, A. J., & Trystan, D. (2012). ‘Build it and they shall come?’ An evaluation of qualitative evidence relating to student choice and Welsh-medium higher education. International Journal of Bilingual Education and Bilingualism, 15(2), 147–64.

Hodges, R. S. (2012). Welsh-medium education and parental incentives – the case of the Rhymni Valley, Caerffili. International Journal of Bilingual Education and Bilingualism, 15(3), 355–73.

Hodges, R. (2021). Defiance within the decline? Revisiting new Welsh speakers’ language journeys. Journal of Multilingual and Multicultural Development, 1–17.

Jones, S. L. (2022). Perspectives and attitudes towards Welsh-medium study at post- compulsory level among 15–16-year-old students in the South Wales Valleys. International Journal of Bilingual Education and Bilingualism, 25(1), 261–71.

Thomas, E. M., & Roberts, D. B. (2011). Exploring bilinguals’ social use of language inside and out of the minority language classroom. Language and Education, 25(2), 89–108.

Vangberg, Preben & Leena Sarah Farhat **‘Exploring transfer learning in an interdialectal setting for Romansch’**

Prifysgol Bangor University

The implementation of good Speech-to-Text (STT) models for low resource languages cannot be understated. Minority languages are too often overlooked when it comes to developing such technological infrastructure, which is key to mitigating digital extinction and to

revitalizing languages in the digital age. This paper will report on work on developing speech-to-text models for the Romansh language and its dialects. Romansh is a minority language which is mainly spoken in the Grison area of Switzerland with dialects thriving or regressing in use. Subsequently large quantities of speech and text data normally essential for training models do not exist. The paper will describe how limited speech data for Romansh

dialects from a popular crowdsourcing project (1) was utilized and report on participation in a competition for stimulating more diverse and inclusive speech technology (2). The use of transfer learning, that enables benefitting from models trained on larger languages, is also described for the training of acoustic models for each Romansh dialect. We will also create language models that will improve accuracies further using open source corpora (3) and explore to what extent different Romansh dialects can be used to assist in the creation of as accurate as possible acoustic and language models.

* 1. Commonvoice.mozilla.org. 2022. *Mozilla Common Voice* [online], available at https://commonvoice.mozilla.org/en/datasets [accessed 14 September 2022].
	2. Our Voices Competition by Mozilla [online], available at https://foundation.mozilla.org/en/blog/announcing-our-voices-a-new-competition-by- mozilla-to-fight-bias-in-voice-technology/ [accessed 14 September 2022].
	3. ‘GitHub – ProSvizraRumantscha/corpora’, *GitHub*, 2022 [online], available at https://github.com/ProSvizraRumantscha/corpora [accessed 14 September 2022].

Zeba, Mattia **‘Language rights for ‘new minorities’: plurilingual practices vs monolingual biases’**

EURAC Research (Bolzano/Bozen, Italy)

The phenomenon of international migration impacts receiving countries at different levels, while posing challenges and questions to the whole society. In particular, the resulting increase in plurilingual practices and multicultural belongings has a deep effect on the education sector. Accordingly, it has long been debated how, for instance, children of immigrants may learn the language of the receiving society while also maintaining their mother tongue (or heritage language). However, such issue has been so far mainly approached with both a monolingual bias and the assumption that migrants will eventually either return to their countries of origin or assimilate with the majority. Instead, the prevalent long-term nature of migratory projects, as well as the persistence of specific language needs and claims coming from these ‘new minorities’, require a rethinking of the conceptual and categorical divisions at the basis of language maintenance policies. Against this background, this paper has a twofold aim. On the one hand, it criticizes the strict dichotomies often used when designing ‘mother tongue education’. It does so from an interdisciplinary perspective by combining a hybrid language ideology with an adaptative approach to heritage language maintenance arrangements. This means going beyond static divisions such as those between home/host societies, immigrant/heritage/majority language, and territoriality/personality to recognize multilingualism as the norm. On the other hand, it identifies the main challenges and obstacles faced in the implementation of heritage language policies by analysing a small set of ‘significant practices’ drawn from existing minority and heritage language arrangements adopted in Europe. The final aim of the paper is to indicate a path of inclusion

that accounts for the complexities inherent to international migration and the resulting increase in linguistic diversity with a long-term perspective.