eldia

european language
diversity for all

MAINTAINING LANGUAGES, DEVELOPING MULTILINGUALISM

**CLOSING CONFERENCE OF THE RESEARCH PROJECT ELDIA
(EUROPEAN LANGUAGE DIVERSITYFOR ALL)**

VIENNA, 10-11 JUNE, 2013

MAINTAINING LANGUAGES, DEVELOPING MULTILINGUALISM

Programme

Welcome to the ELDIA Closing Conference!

Promoting multilingualism and supporting linguistic diversity are generally accepted goals of European policies. More and more Europeans regard multilingualism as something beneficial: it would be good if people learned more languages, and minority groups should not only learn the majority language (and other languages) but also maintain their own mother tongue. At the same time, however, in many European countries the concerns over the linguistic integration of migrants easily turn into practices enforcing monolingualism and language loss. Supporting endangered languages amidst increasing diversity, facing the new challenges of mobility and globalisation, is not an easy task.

Recent decades have seen a number of national and international projects dealing with diverse aspects of individual and societal multilingualism. ELDIA (European Language Diversity for All), funded by the 7th Framework Programme of the EU, has sought new ways of understanding language diversity in Europe. On the basis of 12 case studies conducted with different multilingual speaker communities in diverse socio-political contexts, ELDIA has created a tool (the European Language Vitality Barometer, *EuLaViBar*) for assessing the vitality of languages.

At this closing conference, the main results of the ELDIA case studies, the comparative report and the EuLaViBar are presented and discussed. Beyond this, we wanted the conference to serve another central goal of the ELDIA project: creating connections and networking researchers. For this reason, we invited papers from Europe and the whole world for the first day of our conference on *Maintaining languages, developing multilingualism,* and received many interesting abstracts, regrettably, even more than we could accept. Thank you for your interest – we are looking forward to a fruitful exchange of ideas and experiences!

We are grateful to the distinguished scholars and experts who will give keynote speeches and participate in our panel discussions. In addition to our project funding from the European Union, the conference has received substantial support from the University of Vienna. Furthermore, our thanks are due to the Embassy of Finland in Vienna for their support.

We wish you interesting and fruitful discussions and inspiring days in Vienna and at the beautiful university campus.

The organising committee

Members of the organising committee

Johanna Laakso (Vienna; chair of the organising committee)
Anneli Sarhimaa (Mainz; coordinator-in-chief of ELDIA)
Sia Spiliopoulou Åkermark (Mariehamn)
Kari Djerf (Helsinki)
Riho Grünthal (Helsinki)
Anna Kolláth (Maribor)
Helle Metslang (Tartu)
Karl Pajusalu (Tartu)
Helena Sulkala (Oulu)
Reetta Toivanen (Helsinki)

*Organising team*

Johanna Laakso
Hajnalka Berényi-Kiss
Michaela Pasterk
Katharina Zeller

Finding your way at campus

The conference takes place at the University Campus of Vienna (also known as *Altes Allgemeines Krankenhaus, Altes AKH).* The two main venues are

- Aula, entrance 1.11 (courtyard 1)
- Department of Finno-Ugrian Studies (*Abteilung Finno-Ugristik*), entrance 7.2 (courtyard 7)
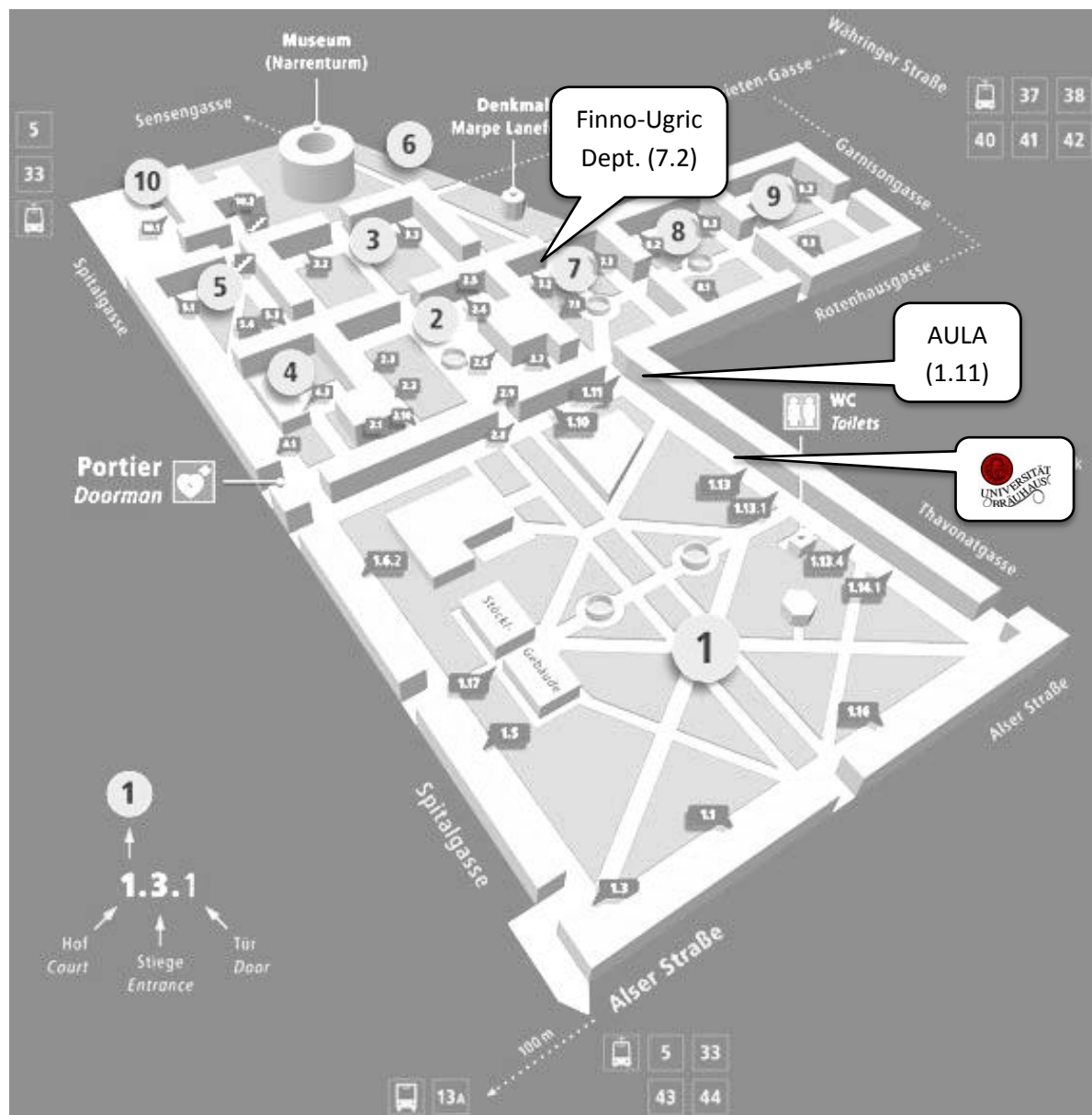
Internet connection

WLAN service is available in all lecture halls, libraries and public areas of the university. You will be able to access the WLAN service both from the Aula and the lecture halls of our department. You can to log on to "eduroam" or optionally "u:connect". The WLAN service can only be accessed with a valid UserID and password. Your welcome map includes a WLAN-Voucher with your personal access data.

 "There is no time limit for WLAN use. You remain online until you log out manually, put your device to sleep or take it out of range of the access point. A change of locations without logging in again is possible as long as you remain within the transmission area of the WLAN access points" (ZID Services, WLAN).

Coffee breaks and lunch

Coffee breaks will be held in the Aula and therefore all participants presenting in HS1 are kindly asked to walk over to courtyard 1.

Lunch will be provided both on Monday and Tuesday. On Monday lunch is served in the restaurant Universitätsbräuhaus, which is just beside the Aula. Presenters and guests of ELDIA are invited. Participants without a contribution must carry the costs themselves. On Tuesday a buffet lunch will be served in the Aula. All registered guests are invited.

Social event

We organized a small informal get-together for Monday evening at the restaurant Universitätsbräu. There is no need to register in advance. If you wish to join us for a few drinks, possibly dinner and pleasant conversation with other participants meet us in front of the Aula at 18:00h.

We are inviting you for the first drink.

Monday, June 10

Venues:
Aula (courtyard 1)
HS I at the Department of Finnn-Ugrian Studies (Finno-Ugristik, courtyard 7)

8:00 – 9:00	**Registration (Aula)** With coffee and tea
9:00	**Opening of the conference (Aula)**
9:15 – 10:00	Keynote speech (Aula) **RUTH WODAK** European identities, hegemonic multilingualism and the re/discovery of the 'mother tongue'

Section 1a: Aula Chair: Pirkko Nuolijärvi		Section 1b: Finno-Ugristik HS 1 Chair: Johanna Laakso	
10:15	LAURA AROLA: Intergenerational language transmission of Meänkieli in Sweden	10:15	CHRYSO HADJIDEMETRIOU: Cypriot Maronite Arabic: From language endangerment to language revitalization
10:45	ZSUZSA DURAY: A longitudinal study of Finnish-Sámi language shift in Northern Sámi speech communities in Finland (2002–2012)	10:45	YUMIKO OHARA: Revitalization of Indigenous Language: The Case of Hawaiian Curriculum at a Tertiary Level Education
11:15	HEINI KARJALAINEN & ULRIIKKA PUURA: Language Shift in Progress: Veps and Olonets Karelians in Russia	11:15	CSILLA HORVÁTH: What should a Mansi speaking pupil know? Analysis of Mansi textbooks in public and alternative educational institutes
11:45	JANNE SAARIKIVI & NIKO PARTANEN: Language maintenance and loss among Karelians and Komi	11:45	EVA ECKERT: Social Attitudes and Language Conflict: Teaching Roma in Czech Schools
12:30	**Lunch at restaurant Universitätsbräu** Conference participants with a contribution, ELDIA researchers and guests of ELDIA are invited.		

Section 2a: Aula Chair: Riho Grünthal		Section 2b: Finno-Ugristik HS 1 Chair: Helle Metslang	
13:45	ELENA VEDERNIKOVA: Activity of Mari younger generation in the evolution of language	13:45	MATT GARLEY: Language attitudes and language ideologies in the German hip hop community
14:15	ELINA KANGAS: Meänkieli users and language standardisation	14:15	MARI HONKO: Languages of second generation immigrant pupils: the vitality and proficiency of the first and second language in immigrant families in Finland
14:45	MIRONA MORARU: Multilingualism in Wales	14:45	RIIKKA ULLAKONOJA &AL.: The relationship between reading and writing habits and skills in Russian-Finnish bilingual pupils
15:15	ABHIMANYU SHARMA: Maintaining Language Diversity in the EU and India in Context of the Three-Language Formula: A Comparative Study	15:15	JOHANNA ENNSER-KANANEN & JENNA CUSHING-LEUBNER: Bilingual student identity
15:45	**Coffee break**		

Section 3a: Aula Chair: Johanna Vaattovaara		Section 3b: Finno-Ugristik HS 1 Chair: Karl Pajusalu	
16:15	KIMMO GRANQVIST &AL.: Finnish Romani and other Northern dialects of Romani in the Baltic Sea area	16:15	CASSIE SMITH-CHRISTMAS: Behave Yourself: Language Maintenance in a Gaelic-English Family on the Isle of Skye, Scotland
16:45	ROSKA STOJMENOVA: Macedonian-Italian code-switching in Switzerland: social and linguistic aspects	16:45	M. PAUL LEWIS & GARY F. SIMONS: A Profile of Danger and Development of the Languages of Europe

17:30	**Closing words Day 1 (Aula)**
18:00 – open end	**Social programme** Informal get-together at restaurant Universitätsbräu.

Tuesday, June 11,

Venue:
Aula (courtyard 1)

9:30	**Opening of the ELDIA closing event**
10:00	Keynote speech: **FRANÇOIS GRIN**: The C-O-D model: genesis and prospects
10:45	Presentation of the ELDIA Comparative Report and the EuLaViBar
11:30–13:00	Lunch break (buffet lunch) Poster presentations of ELDIA case studies
13:00	Keynote speech **MIQUEL STRUBELL**: Language maintenance in North and South: Bulls, donkeys and reindeer
13:45	Panel discussion, moderated by **MARIANNE BAKRÓ-NAGY**: Lessons learned from ELDIA (and related projects?)
15:00	Official closing words.

European Identities, Hegemonic Multilingualism and the Re/discovery of the 'Mother-Tongue'

Ruth Wodak, Lancaster University
Monday, June 10 · 9:15h · Aula

In his seminal book *Inventing Europe*, the sociologist Gerard Delanty stated that ['T]he *crisis of national identity in Western Europe* is related to the rise of a *new nationalism* which operates at many different levels, ranging from *extreme xenophobic forms* to the *more moderate forms of cultural nationalism* (1996, p.2). Thus, I believe, that recent heated political debates across Europe, about citizenship, language tests related to citizenship and immigration, and the construction of the immigrant *per se* coincide with the huge crisis of the welfare state**.** In Europe and the European Union, we are currently dealing with – frequently unpredictable – global and *glocal* developments (Wodak 2010, 2011). *Post-nationalism* (Heller 2011) and *cosmopolitanism* (Bauman 1999) seem to have become utopian concepts.

In this lecture, I will analyse recent EU-ropean developments from a discourse-analytical perspective: I focus on the discursive construction of national and transnational identities, on the analysis of citizenship- and language tests, and on the continuous reconstruction of national histories by re/inventing new narratives. In this lecture, I draw on the results of three interdisciplinary and comparative EU-funded research projects (EMEDIATE; XENOPHOB and DYLAN) which all investigated different dimensions of the development and change of European identities. The data - analysed both qualitatively and quantitatively - consist of a range of genres (focus group discussion, political speeches, comic books, TV documentaries, and election campaign materials).

Bauman, Z. (1999) *In Search of Politics.* London: Polity.

Billig, M. (1995) *Banal Nationalism* London: Sage.

Delanty, G. (1996) *Inventing Europe.* London: Sage.

Fortier, A.-M. (2012) The Migration Imaginary and the Politics of Personhood. In: M. Messer, R. Schroeder & R. Wodak (Eds.) *Migrations. Interdisciplinary Perspectives.* Berlin: Springer.

Heller, M. (2011) *Pathways to Postnationalism* Oxford: OUP.

Wodak, R. (2011 [2009]) *The Discourse of Politics in Action: Politics as Usual* Basingstoke:

Palgrave (2nd revised edn).

Wodak, R. (2010) The glocalisation of politics in television: Fiction or reality? *European Journal of Cultural Studies*, 13/1: 43-62.

Wodak, R., De Cillia, R., Reisigl, M. & Liebhart, K. (2009 [1999]) *The discursive constrcution of national identities*. Edinburgh: EUP

Wodak, R., KhosraviNik, M. & Mral, B. (Eds.) (2013) *Rightwing Populism in Europe: Politics and Discourse.* London: Bloomsbury.

Ruth Wodak is Distinguished Professor and Chair in Discourse Studies at Lancaster University since 2004 (personal chair). She moved from Vienna, Austria, where she was full professor of Applied Linguistics, University Vienna, since 1991. Ruth is past-president of the Societas Linguistica Europea. On February 6, 2010, Ruth was awarded an honorary doctorate by University Örebro, Sweden. In September 2010, Ruth became member of the Academia Europaea. On December 19, 2011, Ruth was awarded the Grand Decoration of Honour in Silver for Services to the Republic of Austria (Großes Silbernes Ehrenzeichen für Verdienste um die Republik Österreich) Her research is mainly located in Discourse Studies (DS) and in Critical Discourse Analysis (CDA). Together with her former colleagues and Ph.D students in Vienna (Rudolf de Cillia, Gertraud Benke, Helmut Gruber, Florian Menz, Martin Reisigl, Usama Suleiman, Christine Anthonissen), she elaborated the "Discourse-Historical Approach in CDA" (DHA) in the 1990s which is interdisciplinary, problem-oriented, and analyzes the change of discursive practices over time and in various genres.

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The C-O-D model: genesis and prospects

François Grin, University of Geneva
Tuesday, June 11 · 9:15h · Aula

The model of minority language protection and promotion known as "C-O-D" (capacity, opportunity and desire), along with the "policy-to-outcome path" in which it is used, is a direct application of a strand of microeconomic theory known as the "household production function approach", which dates back to the 1970s. Its application to the explanation of minority language protection and promotion, however, is more recent. It originates in work initiated in the late 1980s and its applications to real-world language policy questions started taking place in the 1990s. In this paper, I review the epistemological background of the model as well as the major steps of its emergence, before reassessing critically its potential for future application in a changing linguistic landscape.

After studying economics in Geneva, **François Grin** has worked at the University of Montréal and the University of Washington (Seattle). He has served as Deputy Director of the *European Centre for Minority Issues* (ECMI) in Flensburg, Germany, and was appointed a full Professor of economics at the Faculty of Translation and Interpreting (FTI) at the University of Geneva in 2003. He also teaches the management of linguistic and cultural diversity at the University of Lugano. François Grin has developed a strongly interdisciplinary profile, specialising in language economics, education economics, and policy evaluation in these areas. He has carried out large-scale projects for scientific research agencies and consulted for national governments and international organisations. He was the Deputy coordinator of the European Commission's DYLAN Integrated Project on "Dynamics of language and management of diversity" (2006-2001). His latest book, *The Economics of the Multilingual Workplace* (with C. Sfreddo and F. Vaillancourt) was published by Routledge in 2010.

Language maintenance in North and South:
Bulls, donkeys and reindeer

Miquel Strubell, Open University of Catalonia
Tuesday, June 11 · 13:00h. · Aula

Cultural (in the broadest sense of the term) differences in Europe have tended to be viewed in terms of the east-west dimension. However, there are very clear north-south differences in the political culture of Europe, in regard to the maintenance of linguistic diversity (a term I use to avoid the ambivalent word "minorities"!). Examples will be drawn from the European Charter for Regional or Minority Languages and from the Catalan-speaking context.

Miquel Strubell, whose background is in social psychology, is the director of the Chair in Multilingualism of the Open University of Catalonia, U.O.C. in Barcelona. He previously worked for nearly 20 years for the Catalan government, promoting the use of the language; and since 1999 he has been a lecturer at the university. He has been coordinator of a number of language-linked projects funded or commissioned by European institutions, including the Euromosaic project (1993-1996), the Drofolta report on Detecting and Removing Obstacles to the Mobility of Foreign Language Teachers (2006), and the EUNoM network (2009-2012).

Panel discussion: Lessons learned from ELDIA

Tuesday, June 11 · 13:45h · Aula

Professor **Marianne Bakró-Nagy** is the head of the Department for Finno-Ugric and Historical Linguistics at the Research Institute for Linguistics. She studies the history and sociolinguistic status of highly endangered Finno-Ugric languages in Siberia. She has written extensively on the history of unwritten and undocumented languages, such as Mansi and Khanty. She has also been the Head of the Finno-Ugric Department at the University of Szeged, where she currently teaches Finno-Ugric and Historical Linguistics. She has recently finished an ESF project on the better analysis and documentation of endangered languages (Ob-Babel) and is currently working in an FP7 project 'Innovative Networking in Infrastructure for Endangered Languages'. She is a member of the Humanities Committee of Science Europe.

Rosita Schjerve-Rindler is a full professor of Romance linguistics within the Department of Romance Studies of Vienna University. She has launched and directed the postgraduate European Studies Programme at Vienna University (2000-2008). Her research focuses upon multilingualism, language shift & regional minorities, code-switching and language death, discourse and power, language policies, foreign language teaching. Since the 1990s she has been directing research projects on "Language policies and practice in the multilingual Habsburg Empire", on "Codeswitching and language shift in Sardinia", and on "Minorities - Linguistic and cultural policies in the EU". From 2006-2010 she was involved as a partner in the FP6- Priority 7 Network of Excellence *LINEE "Languages in a Network of European Excellence"* and since 2010 she has been a partner in the NWO, Project IG-10-007 *A Toolkit for Transnational Communication* (2010-13).

Web presence:
http://homepage.univie.ac.at/Rosita.Schjerve-Rindler
www.univie.ac.at/europaeistik; www.linee.info;
www.toolkit-online.eu

Maja Mella, born 1968, lives in Pajala, north of Sweden. Maja has a Master of Science in Business and Administration. She has been employed as operations manager at Svenska Tornedalingars Riksförbund-Tornionlaaksolaiset (STR-T) since 2008. STR-T is a NGO working for the minority language meänkieli. Culture and societal questions are also important questions for STR-T.

M. Paul Lewis is editor of Ethnologue: Languages of the World and a Senior Consultant in Sociolinguistics with SIL International. He holds a B.A. in Foreign Languages from Gordon College (Wenham, MA, USA), an M.A. in Linguistics from the University of Texas at Arlington, and the Ph.D. in Linguistics from Georgetown University. He also holds a B.Div. from the Reformed Episcopal Seminary (Philadelphia, PA, USA).His primary research and publication interests are in language maintenance, shift and death, language policy and planning, and language documentation. Along with Gary F. Simons, he is a developer of the Expanded Graded Intergenerational Disruption Scale (EGDS) applying it to every known language in the world in the most recent edition of the Ethnologue. Beyond his duties as editor of the Ethnologue (2005 - present) he has primarily done consulting and training in Asia since 2010 and currently resides in Malaysia.

Section 1a – Aula, 10:15-12:00

Laura Arola

Intergenerational language transmission of Meänkieli in Sweden

The presentation discusses language transmission between generations among the speakers of Meänkieli (Torne Valley Finnish) in the light of COD (Capacity, Opportunity, Desire). The break of intergenerational language transmission is the greatest challenge for the future and vitality of Meänkieli.

The presentation is mainly based on data deriving from the ELDIA project, including both extensive questionnaire data and interviews among the minority. Another data set is provided by a questionnaire study conducted among high school students in the minority area. As a "new" language among Finnic minorities, this previously low prestige variety of Finnish faces many challenges in intergenerational transmission of the language. Some of these challenges are common to minority languages in general, whereas others are more unique and have been caused by the history of the area.

The Meänkieli speech community is experiencing a rapid language shift. Nationalistic assimilation policies started in the area in the end on 19th century. Language shift in homes began on a massive scale in the 1950s when parents chose the majority language Swedish – the only language permitted at school – as the language they spoke to their children. At present apparently only a handful of children learn the language at home as a mother tongue or as one of the mother tongues. However, as a result of a revival movement that started in the 1980s Meänkieli has gained the status of an official minority language.

While the revitalization efforts have elevated the status of the variety in many ways, they have not reversed the course of language shift in homes. Nowadays the main problem is a lack in linguistic capacity: people in the parental generation generally are not fluent in the language. The desire to transmit the language exists to some extent, but a lot of work is needed if Meänkieli is to be returned as a language used in the homes of the minority.

Zsuzsa Duray

A longitudinal study of Finnish-Sami language shift in Northern Sami speech communities in Finland (2002–2012)

Although the simplest way to study language shift is to concentrate on collecting data in the present, the results cannot demonstrate the existence of a linguistic change in progress. Based on the Labovian concept of apparent time vs. real time investigations the only way to solve the problems posed by studies in apparent time is by providing

support for the research findings based on linguistic observation in real time, i.e. observing a speech community at two discrete points in time. In the field of research into Northern Sami, there have only been a few studies inquiring into language shift and hardly any have taken the methodological approach featured in longitudinal studies of language shift.

In this talk I will introduce a longitudinal study I carried out in the Sami speech communities of Enontekiö and Sodankylä, Finland. I will outline the research methods, analyze the results and consider the issues to be resolved in the second phase of the research. The first phase focused on exploring the major patterns of minority language use of Northern Sami and Finnish bilinguals as well as their language attitudes towards minority and majority language use. Although the results implied that the Sami community was in a language shift situation, the patterns of language use and the favorable attitudes of the community towards minority and majority language use indicated that the speech community was in an additive bilingual situation. The new research constitutes the second phase of the longitudinal study in the same minority community with the overall aim to follow-up on the 2001–2002 apparent-time research and collect real-time evidence to be able to justify the hypothesis that Sami-Finnish language shift is truly an on-going process and obtain a reliable picture of the linguistic status of the Northern Sami language in the area today.

Heini Karjalainen & Ulriikka Puura

Language Shift in Progress: Veps and Olonets Karelians in Russia

According to the latest Russian population censuses the Veps population has declined nearly 30% in just eight years (from 8284 in 2002 to 5936 in 2010). There were 3613 people who reported speaking Veps (60.9% of those registered as Veps). The number of Karelians in Russia has declined even faster: nearly 35% in eight years (from 93,344 in 2002 to 60,815 in 2010). According to the census Karelian was spoken by 25,605 people (42.1% of the people registered as Karelians). It is known that Veps and Karelian are mainly spoken by the elderly and that passing the language to the children is extremely rare. The attempts to revitalize the language have not yet proved successful.

This presentation illustrates the data collected from 300 Veps, 300 Olonets Karelian and 300 Russian-speaking respondents during the ELDIA project in 2010. The respondents were chosen in the Republic of Karelia and in Leningrad oblast on the basis of their self-identification as Veps or Karelian. The respondents were grouped in four age groups: 18–29, 30–49, 50–64 and over 65-year-olds. We shall discuss the effect of the respondents' age group in relation to the reported mother tongue, self-reported language competence and the language choices within the families.

The ELDIA data illustrates the rapid language shift of both the Olonets Karelians and the Veps. Mostly the fluent speakers are members of the oldest age groups. For example, the

self-estimated oral skills and the changes in cross-generational language use between different age groups of the Veps reflect clearly the changes of the Soviet society in the 1960s and the erosion of the language communities. Over 85% of the respondents belonging to age groups 30–49 and 50–64 have used sole Russian with their children.

Janne Saarikivi & Niko Partanen

Language maintenance and loss among Karelians and Komi

The paper focuses on language loss and maintenance among two middle-size Finno-Ugrian minorities of Russia. It is a "work in progress" that is based on field work material from the republics of Karelia and Komi. The paper is a part of the ongoing MINOREURUS research project that aims to compare development tendencies of selected Russian and EU linguistic minorities.

The central research aim of the author is to analyze language attitudes, social networks and linguistic biographies of Karelians and Komi in order to understand why Karelian has become seriously endangered in approx. 50 years and lost 80-90 % of its speakers, whereas the Komi language community only diminished approx. 20-40 % in the same period and is presently living through a process of a revitalization (albeit a moderate one). The facts that both language groups under consideration have (nominal) autonomies and that the language politics on a state level have been fairly homogeneous towards both groups, hint that the explanations of the higher language maintenance among the Komi are to be found in the group dynamics, characteristics of social networks and the ethno-linguistic identity.

The available data suggests that, in present Russian circumstances, those minorities with a culture perceived similar to that of the majority population are in greater danger of assimilation than those perceived as substantially different. The interviews among the Karelians reveal a widespread assumption that Karelians and Russians are alike in all aspects other than the language. The Komi, in turn, have a more distinct ethnic identity, and it can be perceived that the language maintenance is highest among the reindeer herding Komi Iz'va, who represent "exotic" cultural characteristics in the Russian context.

Section 1b – HS 1, 10:15-12:00

Chryso Hadjidemetriou

Cypriot Maronite Arabic: From language endangerment to language revitalization

This paper aims to discuss how the revitalisation efforts of Cypriot Maronite Arabic (CMA) in Cyprus may have (or not) influenced the beliefs and ideologies of the community towards its language. CMA is spoken by some members of the Maronite community in Cyprus where the official languages are Greek and Turkish. The use of CMA has declined, especially in terms of intergenerational transmission.

The paper looks at issues of the Maronites' subjective attitudes towards CMA and its speakers, and the ethnic identity value attached to CMA. The observations offered derive from sociolinguistic interviews. The majority of the informants (42/48) were bilingual in CMA and Cypriot Greek. Reports prepared by the Republic of Cyprus and reports of the European Charter for Regional or Minority Languages are also examined to investigate the speed of the application of the revitalization plans.

The paper shows how members of the community responded to the revitalisation efforts. Furthermore, the paper tries to understand the fluidity in the beliefs of Kormakiti Maronites towards CMA and its revitalisation through opinions expressed in interviews with members of the Maronite community. It became clear that the lack of agreement in how the revitalisation efforts should be organised, and the fluidity in beliefs that generates sometimes conflicting ideas for the direction of revitalisation efforts, could prove to be problematic for the revitalisation of CMA, even though these competing ideas seem to be recurrent in language planning efforts in general. The paper also looks at how the early stages of a standardisation process of CMA is developing by focusing on how users of CMA view the standardization (and revitalization) of the language, in order to understand how language policy is interpreted by the users of CMA.

Yumiko Ohara

Revitalization of Indigenous Language: The Case of Hawaiian Curriculum at a Tertiary Level Education

There is a growing sense of urgency throughout the world concerning the revitalization of indigenous languages. It is estimated that nearly half of the currently existing seven thousand languages will be lost in this century (e.g. Krauss 1992). This is a rate of one language per every two weeks (Dalby 2003, Harrison 2008). As linguists and anthropologists have emphasized, lost together with dying languages are unique

worldviews as well as the cultural identities of the ethnic groups whose ancestors spoke those languages. Hawaiian, one of the official languages of Hawai'i, is one of the best known cases of indigenous language revitalization (Grenoble and Whaley 2006). Yet, the details of the vital forces behind the revitalization movement are not well documented, nor are they known to the outside community, except possibly for work focusing on elementary level immersion school (Matsubara 2010, Ohara 2011, Slaughter 1997).

Following a brief introduction to the historical background of the Hawaiian language situation, this presentation will focus on the fundamental forces behind the revitalization movement, including governmental and community efforts as well as the organizations created specifically to revitalize Hawaiian. In particular, a main focus is placed on the illumination of the Hawaiian educational philosophy and actual approaches employed to teach and maintain the Hawaiian language in a multilingual setting. Included in this description is a detailed analysis of the curriculum used for Hawaiian language courses from the first to the fourth year at the university of Hawai'i at Hilo, which many consider to be the center of the revitalization movement. By doing so, the presentation should provide valuable insights into the revitalization process that pertain not only to Hawaiian but also to the maintenance of indigenous languages and cultures throughout the world.

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Csilla Horváth

What should a Mansi speaking pupil know? Analysis of Mansi textbooks in public and alternative educational institutes

The Mansi language, spoken in Western-Siberia, belongs to the Uralic language family. Even though, for various reasons, the prestige of the Mansi language has recently been rising, the number of Mansi speakers is intensively decreasing. Mansi is regarded as a severely endangered language, acts as minority part in its Russian-dominated, multi-

ethnic and multilingual environment, and its situation is heavily affected by the loss of a traditional way of life and rapid urbanisation as well.

Most of the Mansi population lives in towns and cities and children grow up in multiethnic families with Russian as language of mediation. Since the family cannot serve as the most stable base of language acquisition and language use, education plays an even more important role in fostering the spread of bilingualism and reversing language change. On the territory of Khanty-Mansi Autonomous Okrug both state-owned and alternative educational institutes try to cope with the lack of well-trained pedagogues and suitable textbooks; apparently the latter poses the greater problem.

In this paper I am going to present an analysis and comparison of textbooks used in state-owned primary schools and alternative educational institutes. In the analysis I focus on the books' language use, historical consistency with other printed materials in the Mansi language, teaching methods for introducing grammatical features and most important readings discussed. I also try to describe an ideal teaching method and textbook which could help the maintenance of a Mansi-Russian bilingual group among youngsters in present circumstances.

Beside textbooks I use information collected by participating observation during Mansi language classes and language courses, and semi-structured interviews with pedagogues of Yugra State University and Lylyng Soyum Education Centre during my fieldworks in Khanty-Mansi Autonomous Okrug (five times between 2006 and 2013).

Eva Eckert

Social Attitudes and Language Conflict: Teaching Roma in Czech Schools

Despite individual multilingualism being common among the educated in the Czech Republic, the societal multilingualism lags far behind. Among the reasons is the fact that minorities have not been recognized on par with the Czech national majority that continues to dominate the social fabric. I will identify contentious position of the Roma in the Czech society typified by standard language culture and national homogeneity (cf. Jef Verschueren 2008).

Although recognized as a minority (2% of the population) and officially in a need of protection the Roma occupy Czech social periphery. I aim to map the initiative of the Czech Ministry of Education to teach Roma as an elective in schools launched two years ago and the protests this initiative spurred. Aside from homophobia and prejudice, the initiative has not received official support since the Roma language lacks full standardization, is dialectally diversified in a major way and has been documented as undergoing shift (2008). Also, Czech culture has traditionally been focused on cultivation of its standard language resurrected during ethno-linguistic national revival and the period of linguistic purism. Standard Czech continues to represent the means of

correct usage (James Milroy 2001) and marginalize dialects and minority languages. Ideology of the Standard as the national heritage to be rigorously maintained contributes to rejecting bilingualism and code-switching practiced by Roma children who have been routinely sent to "practical schools" as inept to participate in the standard culture education (about 26% of Roma children).

Among the issues addressed are also societal attitudes to multiculturalism, potential for teachers' bilingualism, the prospects of language shift, implications of the EU Charter protecting minorities and opportunities for intercultural interaction of Czechs and the Roma.

Section 2a – Aula, 13:45-15:15

Elena Vedernikova

Activity of Mari younger generation in the evolution of language

A host of minority languages in modern society are in situations of constant struggling for survival. Attempts to protect them from disappearing and provide their sustainability through enacting appropriate laws in most cases had slight effects. Such situation is typical for Mari and the strongest reason for that is a negative value of subjective factor denoting the decrease of native people's participation in it.

Probably the biggest cause for unease here is the reluctance of the younger generation to know their native language and that is conditioned by two factors. First, it is their parents' low enthusiasm in teaching native language that causes the same relation from their children. Second, life style change followed by reconsideration of life values put the language into a quite disadvantageous position in comparison with, for instance, majority Russian. These two main factors, together with other ones, determine a quite pessimistic development course and may result in language loss.

At the same time it is possible to observe quite an opposite process, conscious advancement of the language by young people through behavior and organizing different social events aimed to promote Mari. That resulted in some striking instances of demonstration of feeling pride and respect for native language and culture.

The current work will represent the data resulting from the study of both divisive tendencies. The research was conducted according to such criteria as people's contemporary attitude to Mari, domains of usage etc. The data may allow monitoring the dynamics of evolution of the language in society and making some predictions concerning its future for the next years.

Elina Kangas

Meänkieli users and language standardisation

The presentation looks at how Meänkieli users relate to the standardisation process of their language. The data of my study consists of interviews and questionnaires gathered in the ELDIA project (European Language Diversity for All). The interview data consists of individual and focus group interviews. The questionnaire data has been gathered among active Meänkieli speakers. The topic of this presentation will be a part of my doctoral thesis for the project "STANDARDS – Standardising Minority Languages" at the University of Oslo.

Meänkieli, formerly usually called Torne Valley Finnish, is a Finnic language variety spoken in Sweden. The linguistic minority was formed in 1809 as the national border of Sweden and Russia divided the Torne Valley. Meänkieli gained its official status as a national minority language in 2000. Questions of standardisation have been a key issue in attempts to revitalise Meänkieli. The earliest texts written in the local language date to the 1940s, but it was not until the 1980s that written Meänkieli began to be used more extensively. Questions regarding standardisation are prominent in current discourses on Meänkieli and issues of standardisation are seen as tightly connected to revitalisation. The role of social actors and language users in the standardisation of Meänkieli has not been much studied.

Although standardisation was not a focal topic in the ELDIA project, the topic was often discussed and commented on in the interviews and in open responses in the questionnaires. Interesting discourses emerged for example on authenticity, the relationship of Meänkieli to Finnish, and difficulties in using a formerly oral language in written contexts. In the questionnaire there were some questions related to standardisation. The responses revealed significant areal differences among Meänkieli users when it comes to knowledge of and attitudes towards standardisation.

Mirona Moraru

Multilingualism in Wales

This paper starts from the idea that Wales is both a multilingual and multicultural space. Although the discourse about multiculturalism in the UK has been quite prevalent in the past decades, very few people take into consideration the obvious linguistic aspect that multiculturalism implies. In the case of Wales, there has been a rather strong debate regarding languages. However, this debate has focused mainly on the two official languages, English and Welsh, paying little or no attention to the community languages spoken in Wales.

This paper's first aim is to present an overview of the research project which analyzes the multilingual practices in the specific context of Wales and the importance of such

research. More precisely, I am looking at the ways in which the enormous linguistic capital that Wales possesses, thanks to its immigrant population, is fructified. Moreover, another aspect this paper reflects on is how community languages can be introduced in the Welsh public debate about languages.

Secondly, this paper shows how a multidisciplinary approach, using ethnographical research, narrative analysis and critical discourse analysis, can contribute to a better understanding of the linguistic diversity in Wales. This means that we are going to look at the preliminary findings regarding the challenges and benefits of being multilingual in Wales. This will be achieved by critically analyzing a sample of life narratives gathered so far, in a way that the issues underlined in the personal discourses about individual multilingualism point towards the main characteristics of an overlooked societal multilingualism.

Abhimanyu Sharma

Maintaining Language Diversity in the EU and India in Context of the Three-Language Formula: A Comparative Study

The present paper undertakes a comparative study of EU's and Indian Language Policies towards protection of language diversities and their respective linguistic minorities. EU and India present unique cases in the current global linguistic scenario, as not only are they culturally and linguistically two of the most diverse regions in the world, but they are also the only polities to recognize maximum number of languages (23) as 'official'. At the same time, in order to maintain multilingualism, both the polities practice the three-language formula in their education systems. Given that they both pursue the goal of maintaining their linguistic diversity and, being institutions of democratic nature, seek to protect the rights of linguistic minorities, the paper seeks to examine the implications of the implementation of the three-language formula for minority languages. It is, therefore, to examine if the three-language formula can be considered an apt method to maintain multilingualism when it comes to linguistic minorities. In other words, in how far the three-language formula can be perceived as 'assimilationist' when it comes to linguistic minorities and if this formula is detrimental to the concept of preserving linguistic diversity.

An important aspect of Indian Language Policy that shall be highlighted in this paper is the principle of 'rationalization', a method developed by Government of India to take count of the number of 'languages' in India but which has widely been criticized as a 'reductionist' policy because through the process of 'rationalization', smaller and minority languages are categorized as 'dialects' of the so-called major languages and thusly, deprived of their own independent status. The paper examines the interrelationship between 'rationalization' and the three-language formula adopted by India and investigates the consequences emanating from this interrelationship for the linguistic minorities.

Section 2b – HS 1, 13:45-15:15

Matt Garley

Language attitudes and language ideologies in the German hip hop community

This study examines the extent to which the use of English borrowings is conditioned through the systematic application of language attitudes and language ideologies. At stake is the frequent use of anglicisms by German hip-hop fans and artists. I suggest a specific relationship of language attitudes (see, e.g., Preston 2003), which are individually expressed and only sometimes indicative of ideologies, to language ideologies, which are shared, consistent, and enduring. Ideologies arise from the aggregate and mediated reproduction of language attitudes and can be organized into interacting ideological complexes, as with the ideology of the standard language (Lippi-Green 1997), linguistic purism (Spitzmüller 2007), and Herderian ideology (Woolard 1998), which I suggest form a standard language ideological complex in the German sphere.

In this analysis, I examine attitudes toward anglicisms (and secondarily toward English and German) in the German hip-hop community, drawing on ethnographic interviews and online forum discussions. I then identify ideologies circulating in this community, finding an unexpected linguistic conservatism in a domain hypothesized as a local (Potter 1995) and global (Mitchell 2002) 'resistance vernacular'.

I discover: 1) that anglicism use is associated with a negatively-assessed youth/non-native language variety; 2) a folk distinction between neutrally-assessed necessary borrowings (which purportedly fill a lexical or logical gap in the language) and negatively-assessed luxury loans (which are assumed to compete with native forms); and 3) widespread agreement that anglicisms are deleterious to the German language, which is predicted (by users, not by most linguists) to disappear within a century.

It is surprising to find these ideologies, informed by the standard language ideological complex, in a domain where linguistic resistance is expected. However, these results demonstrate the depth of penetration of that complex, and, taken in tandem with previous corpus-based examinations of anglicism use, suggest an intriguing disconnect between language ideology and linguistic behavior.

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Mari Honko

Languages of second generation immigrant pupils: the vitality and proficiency of the first and second language in immigrant families in Finland

Until the beginning of the 1990s, education of immigrant children was a relatively new and invisible phenomenon in Finland. Simultaneously with the rapidly increasing immigration during the 1990s the attention of policy makers and professionals working in the field of education turned to questions about organizing, controlling and funding this young educational field. In 2012 there were approximately 200 000 foreign citizens, 250 000 speakers of languages other than official languages (mother tongue other than Finnish, Swedish or Lappish) and about 300 000 first and second generation immigrants living in Finland. The total amount of foreign languages spoken in Finland as first language was about 150; Russian, Estonian, English, Somali and Arabic being the largest individual language groups. Functional learning and a good knowledge of the Finnish language as well as the L1 are strongly recommended and instructed as well as funded by the Finnish government (see e.g. the decree of Ministry of Education 29.12.2009). Still a lot of research needs to be done considering the actual maintenance of the first language(s) and the progression in acquiring the second language (mainly Finnish).

According to some recent articles dealing with language skills of second generation in Finland there is no complete agreement on a) whether the linguistic and largely educational challenges of second generation essentially differ from the ones of autochthonous population and b) whether there is a danger that attrition of L1 has already taken place among these children. This study focuses on vitality and proficiency in both L1 and L2 of children representing second and "1,75" generation (Rumbaut 2007) before school age and especially during the primary school (first in 2007 grades 2 to 3 (mainly Finnish skills) and after three years grades 5 to 6 (both). The study is a part of the author's PhD project in which the main attention is paid to lexical skills of L2 (Finnish language) and the use and general proficiency of both L1 (26 different languages) and L2.

Main topics discussed during this presentation are: 1) How real and balanced is the multilingualism of the children after several years of immigration (>7 years) and schooling (>5 years), e.g. when, with whom and how frequently L1 and L2 are used? 2) How proficient are the children estimated to be in their L1 and L2 according to teachers, parents, children themselves and linguistic tests based (mainly) on lexical frequency

(Finnish language). The results show that some diachronic changes and polarization of language use have taken place in the group followed (n≈100). Proficiency levels of L1 and L2 and their correlations to each other as well as language use are discussed during the presentation.

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Riikka Ullakonoja, Lea Nieminen, Ari Huhta & Eeva-Leena Haapakangas

The relationship between reading and writing habits and skills in Russian-Finnish bilingual pupils

As opposed to adult immigrants, children are very vulnerable to lose their L1 skills (Montrul 2008). This is especially true of literacy skills which have only begun to develop when schooling in majority language starts. Since the type and modality of language experience is important for shaping linguistic knowledge in heritage speakers (Montrul 2012), it is important for these children to be able read in their L1. When it comes to writing, Hedgcock and Lefkowitz (2011) have argued that heritage language speakers need more learning-to-write that writing-to-learn approach in L1 literacy education. Literacy experience in both languages is important, since earlier research (e.g. Bialystok 2002, Fitzgerald 2006) implies that good reading or writing skills in one language can be transferred to the other language. Many socio-political factors affect immigrant children's attitudes towards the languages in their environment. These attitudes, in turn, affect the language practices. If the heritage language is not used beyond home, the children may not see its value and this of course decreases their motivation to learn literacy skills in it (Montrul 2012).

This presentation is based on data collected in DIALUKI (www.jyu.fi/dialuki), where we aim to find predictors for reading and writing skills in second or foreign language. Possible predictors are the reading and writing habits and motivation of the pupils. The learners completed a set of linguistic measures including reading and writing tasks and replied to questions about motivation and reading and writing habits. Here we focus on primary school pupils (n=40), who live in Finland, go to Finnish schools, but are heritage speakers of Russian. We are interested in their written language use and motivation in both languages and its possible links with their performance in reading and writing tasks in Finnish and Russian.

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Johanna Ennser-Kananen & Jenna Cushing-Leubner

Bilingual student identity

This study promotes linguistic equity for plurilingual students who speak minority languages and enter a mainstream school system. The dominance of societal language, rigid language policies in schools, and low prestige of students' first languages (L1s) pushes them to focus on their high prestige languages, which can result in academic failure and language loss (e.g., Skutnabb-Kangas, 2000; Wright, 2004).

The study builds on previous research that investigates identities of bilinguals, such as Norton's work (1995, 1997, 2000), which recognizes the political aspects of language use and learning and discusses learners' investment and their "right to speak" (Norton, 1995, p. 18). Others have illustrated how bilingual students are marginalized through dominant language policies and discourses, while, at the same time, enacting their agency by using and adapting discourses about languages (Rampton, 1995, 2006; Heller, 2006). No studies explore the identities and discourses of plurilingual students who speak one low prestige L1, one dominant L2 and a prestigious foreign language (FL). This study begins to fill this gap.

About 100 hours of classroom observation, 15 hours of recordings from open-ended, semi-structured interviews and 20 hours of audio-recorded classroom discourse form the main body of the data. The study was conducted at a U.S. high school with a compulsory world language program. Focal participants of the study are three speakers of Hmong and Latvian (L1s), English (L2) and German (FL). Other participants include classmates and the German teacher.

Preliminary findings illustrate how plurilingual students negotiate their right to speak their languages with their peers and the teacher. The FL classroom offers unique challenges and opportunities for their identities and discourses. For example, they can be language experts and legitimate language users. More findings will be available in February 2013. The PIs hope to conduct similar studies in schools in Karelia, Austria, and Turkey.

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Section 3a – Aula, 16:15-17:30

Kimmo Granqvist, Erika Adamová, Mirkka Salo & Anton Tenser

Finnish Romani and other Northern dialects of Romani in the Baltic Sea area

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

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

institutions and NGOs working on the Romani language and other Roma issues and to make connections in the Romani communities in different countries in the Baltic Sea area and Central Europe.

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Roska Stojmenova

Macedonian-Italian code-switching in Switzerland: social and linguistic aspects

As Winford (2003: 165) claims: "The flexible and varied nature of code switching makes it difficult to characterize the phenomenon in absolute terms". Code-switching is one of the possible types of bilingual language mixture. From a social point of view, it characterizes varied situations; in a linguistic approach it has been analyzed in different ways, depending on the theoretical perspective (cf. Winford 2003).

This work focuses on the code-switching phenomenon in the natural talk of Macedonian families living in the Italian-speaking part of Switzerland (Canton Ticino) from both perspectives: social and linguistic.

The Macedonian community immigrated to Ticino during the '80s and early '90s, driven mainly by economic and familial reasons. Nowadays about 1.200 Macedonian people live in Ticino: most of them are concentrated in the Locarno area and their native language is a south-eastern Macedonian dialect (cf. Koneski 1986: 14).

In this community, the most important domain of "competition" between the Macedonian and the Italian languages is the familial sphere where the degree of code-switching is constrained by the degree of the bilingual competence that individuals display. This is related to several factors, such as age. For instance, the Macedonian adults use the native language as a medium for thoughts and emotions, while Italian is required for work and relations with locals and generally with non-speaking Macedonian people. On the other hand, young people and children tend to use Italian in almost all the domains, except at home, where they often switch the code between Italian and Macedonian, when speaking with their parents.

Among Macedonian-Italian bilingual children, the latter is gradually expanding its functions at the expense of the former. In the course of a few generations, they will probably shift entirely to Italian.

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Section 3b – HS 1, 16:15-17:30

Cassie Smith-Christmas

Behave Yourself: Language Maintenance in a Gaelic-English Family on the Isle of Skye, Scotland

This paper examines the language maintenance efforts of an extended Gaelic-English family on the Isle of Skye, Scotland. Based on ten hours of recorded speech in the home environment, this paper uses a microinteractional approach in looking at how language ideologies play out at the family level. In particular, the paper examines how the family's use of Gaelic is reflective of the family's belief that the children (aged three and seven) *should* be raised as Gaelic speakers, even though the second generation members of the family (i.e. the children's parents, aunts, and uncles) mostly use English as their intragroup language. The paper will discuss how caregivers try to set up Gaelic as the 'child-centred code' and will further examine how this designation of Gaelic as the child-centred code is collaboratively achieved: certain family members, namely the children's maternal grandmother and the children's parents, act as leaders in negotiating Gaelic as the child-centred code. Other speakers, such as the children's aunts and uncles, follow this lead, even though these speakers would normally use English as their preferred language. The paper will also discuss how this designation of Gaelic as the child-centred code often results in Gaelic being used to discipline the children. The paper then moves on to examining how the children respond to the use of Gaelic as the child-centre code and will conclude by discussing the implications of this study in terms of other studies of language maintenance at the family level.

M. Paul Lewis & Gary F. Simons

A Profile of Danger and Development of the Languages of Europe

In this paper we use the latest information available in the Ethnologue to offer an update to the statistics on the status of language vitality in Europe. The most recent edition (Lewis, Simons, and Fennig 2013) for the first time provides an estimate of relative safety versus endangerment for every language on earth. Building on the Graded

Intergenerational Disruption Scale (GIDS), an 8-level scale that Fishman (1991) developed in order to explain stages in reversing language shift, the Ethnologue uses the Extended GIDS (Lewis and Simons 2010) as a measure of both language endangerment and language development. The EGIDS is a 13-level scale which recognizes the following levels (from highest to lowest): International, National, Regional, Trade, Educational, Written, Vigorous, Threatened, Shifting, Moribund, Nearly Extinct, Dormant, Extinct. Taking the Vigorous category as a nominally safe and "normal" level of vitality, the first 6 levels account for the level of development of a language. The 6 remaining levels account for the levels of endangerment. This enables us to create a profile of both the status of endangerment as well as the status of development of nearly every language of Europe.

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