



# Tromsø International Conference on Language Diversity 6-8 November 2013

## Book of Abstracts



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# Abstracts

## Keynote speakers

### **Kenneth R. Beesley**

#### The Application of the Xerox Finite State Toolkit to Languages around the World

The Xerox Finite State Toolkit - comprising the c-fsm library and the lexc, twolc and xfst languages built on top of it - was originally created by Xerox to write spelling checkers, spelling correctors, tokenizers, morphological analyzers and similar applications for a small set of commercially interesting European languages. However, to our delight, and often to our complete surprise, it has also been used successfully to build linguistic applications for a much larger and growing set of lesser studied, minority and even endangered languages around the world, thus promoting, we hope, linguistic diversity. The talk reviews the history of the Toolkit, its successes and failures, and directions for the future.

### **Raphael Berthele**

#### Bricolage and abduction in genealogically related languages: Investigations into the multilingual repertoire at work

In this talk evidence from a series of research projects on receptive multilingualism is presented. The general focus of this research is on the capacity of multilinguals to infer the meaning of cognate words and whole texts in languages with which they have little or no familiarity. More specifically, the goal is to understand whether and how the multilingual repertoire can facilitate comprehension in target languages that are more or less closely related to languages known by the participant.

Two groups of factors are considered for their potential influence on the probability of correctly inferring respective meaning: the first group relates to the individuals involved in the research studies, and includes such characteristics as the number of languages spoken, age, intelligence, working memory, language aptitude, etc. The second group of factors relates to the languages studied and focuses on item-related variance, i.e. inter-lingual contrastivity, word frequency, etc. A number of different research methods are discussed, such as thinking aloud protocols and paper and pencil tasks, as well as experimental paradigms. The main results presented show sometimes surprising effects or absence of effect in both the participant- and item-related analyses. Based on the empirical evidence presented, a theory of the inter-lingual inferencing processes is developed drawing on Peirce's notion of abduction.

## **Ellen Bialystok**

### Bilingualism: Consequences for Mind and Brain

A growing body of research using both behavioral and neuroimaging data points to a significant effect of bilingualism on cognitive outcomes across the lifespan. The main finding is evidence for the enhancement of executive control at all stages in the lifespan, with the most dramatic results being maintained cognitive performance in elderly adults, and protection against the onset of dementia. A more complex picture emerges when the cognitive advantages of bilingualism are considered together with the costs to linguistic processing. In this talk I will describe our work showing behavioral advantages and disadvantages in children, younger and older adults, and also our results showing positive effects of bilingualism on postponing the onset of symptoms of dementia.

## **Mikel Forcada**

### Free/open-source machine translation as a tool for the preservation of language diversity

Preservation of linguistic diversity would not be possible without effective support of what could be called 'minor' languages so that they become 'grown up' languages, capable of standing the wave of uniformity that is sometimes advocated as the price that has to be paid for an efficient global economy. In this talk I argue that machine translation stands out among human language technologies as one of the most powerful tools to effectively support minor languages. However, the power of machine translation is only fully unleashed if it is developed and distributed under free/open-source licenses, as this maximizes the involvement and the empowering of the language communities concerned, and favours cross-fertilization with other language technologies used to support their language. As an example, I will review the eight-year experience of the Apertium free/open-source machine translation project in supporting minor languages.

## **Kendall A. King**

### Why is this so hard?

#### Endangerment, ideology, and Ojibwe language learning strategies

Many language revitalization efforts have faced significant challenges in meeting their (often ambitious) objectives with respect to both language learning and use. Learners frequently find the process of second language acquisition arduous and slow, and there is often a mismatch between the expectations and the realities of language learning, resulting in high dropout rates from organized language instruction or independent study. Drawing on collaborative work with Native American (Ojibwe) teachers, learners, and community organizers, this talk examines some

of the teaching and learning practices that fuel this mismatch between learner goals and expectations on the one hand, and their second language learning outcomes on the other. Of central importance in understanding this mismatch are language ideologies, including culturally rooted notions of what constitutes 'correct' language, 'good' (heritage) language learners and 'good' teachers, as well as what sort of work is most valuable in 'saving' the endangered language. Also critical are discourses of endangerment (Duchêne & Heller, 2007), including often-repeated claims about the rapidly diminishing numbers of speakers and the fragility of both the language and its community of speakers.

Through analysis of Ojibwe language teaching and learning practices and case studies of two successful adult learners, this talk illustrates how ideologies and discourses shape both individual strategies and group approaches to language teaching and learning in ways that are sometimes unproductive, resulting in the mismatch alluded to above. More broadly, I argue that that for language revitalization efforts – and for individuals– to experience higher levels of success with respect to language learning outcomes, greater attention needs to be paid to (a) how ideologies specific to endangered language contexts can lead to particular language learning strategies, and (b) how current findings from interaction-focused second language acquisition research can be leveraged for more productive and efficient language learning outcomes.

## **Elana Shohamy**

### The role of Linguistic Landscape as a focus of negotiations and protesting in the public space

Linguistic Landscape (LL) refers to the language in public spaces, as displayed in signs, instructions, names of buildings, road names, billboards, etc.; as well as the language of the internet (a public space). 'Language' within LL refers not only to written words, but also to other sources that interact in transmitting messages in public spaces such as images, video, graffiti, moving signs, and sounds (sound-scapes), as well as people and buildings. While language in public space has been mostly ignored by the field of applied linguistics it has been getting major attention in the past decade in multiple directions as it refers to the 'symbolic' representation of language. Hence, displaying languages in public spaces represents a political act of inclusion and exclusion, participation, presence and deletions of the languages and their speakers. While the inclusion of languages in public spaces can be viewed as 'functional' it is also symbolic as it serves as an act of recognition of those language communities whose languages are absent or present. This brings about debates and protest as to 'who owns the public space' and who has the right to write the public space. The paper will develop the above concepts and ideas and show how LL is placed at the centre of major political debates among different language communities regarding identity, presence and recognition and 'being'. Ways to negotiate the participation in various types of public spaces, i.e., neighbourhoods, of different language communities will be addressed and discussed within new approaches of critical language policy, i.e., participation and negotiations in making language policies.

# Speakers

## **Merete Anderssen and Marit Westergaard**

### Complexity, frequency and structural (dis)similarity in bilingual Norwegian-English child and heritage language

In this paper we compare findings from Norwegian-American heritage speakers to data collected from Norwegian-English bilingual children as well as Norwegian monolingual children. The focus is on two aspects of the Norwegian DP: word order in possessive constructions and modified definites requiring double definiteness. Our findings are discussed in relation to factors such as complexity, frequency and structural similarity/difference in the acquisition and attrition processes. We ask whether the same factors that affect the acquisition process in monolingual and bilingual language acquisition also are vulnerable to language attrition and thus shape the development of heritage languages. Our findings suggest that this is not the case. The data from the heritage speakers indicate that, unlike the children, they are more influenced by the frequency than the complexity of a structure. Furthermore, while the bilingual children's production is affected by structural similarity with English, the heritage speakers in general seem to be more sensitive to the structural difference between the two languages. However, a small subset of the heritage speakers (three speakers) can be shown to behave in a manner similar to the bilingual children. We argue that these speakers are attrited speakers of heritage Norwegian, and that it consequently is necessary to distinguish between heritage speakers and attrited speakers.

## **Elena Babushkina and Ayana Namdakova**

### Acquiring English intonation in linguistically diverse classrooms

The present paper describes some common features of acquiring English intonation by learners of varying linguistic backgrounds in the academic settings. It mainly focuses on prosodic transfer and its occurrences in the speech melody of university students, bilinguals of the Buryat and Russian languages, as contrasted to the comparative data of monolingual Russian speakers. We consider positive effects of bilingualism on language learning to be connected with a capability of bilinguals to transfer their skills onto another non-primary language due to their access to two linguistic systems when acquiring a third language. However, we also share the assumption that language contact in the bilingual can lead to the emergence of unique, hybrid features that neither of the two source languages possesses (Treffers-Daller & Sakel, 2012). During a number of experiments on prosodic interference of the Buryat and Russian languages being in contact with English we have found out that both the learner's native and non-native languages can be sources of influence on a foreign language. Furthermore, it is important to bear in mind that third language acquisition is a complex phenomenon affected by a large number of individual and contextual factors (Cenoz, 2003). In addition, the results show that learners of English with a variety of linguistic backgrounds appear to make the same kind of errors, supporting the hypothesis that the common underlying language proficiency can transfer across languages, and implicating there can be universal patterns in acquiring the prosodic system of English.

## **Kari Bratland and Elena Tkachenko**

### Second language students in early childhood education and their meeting with new academic literacy practices

There is a growing number of students in pre-school teacher education who are ethnically and culturally diverse, and students who are second language (L2) users of the Norwegian language. Higher education institutions should provide all student groups with equal opportunities for learning outcomes and create an inclusive learning environment. Students who are L2 users of Norwegian may have challenges in the educational system when they meet a new "text universe" of the academy and in profession. By "text" we mean an expanded text concept, which includes both written (practice report, examination paper, essay) and oral (class/group discussion, oral exam) texts.

During the last years we have done R&D projects linked to language tutoring of multilingual preschool teacher students. In our presentation we will draw on these experiences to illustrate the various dilemmas and challenges that students face. Our overall goal is to discuss possible directions for the development of a learning environment that will give all students equal opportunities for learning and personal development, in their higher education, and later as professionals.

Our experience is that the higher education may be shaped by essentialist view of language, where language skills are supposed to be acquired before students start in a regular study programme. Thus, higher education institutions have not traditionally considered development of language skills as a part of the professional study programmes, and L2 students who are in the process of developing the second language at the same time as they follow the study programme in their L2, often struggle with the assignments and exams. However, acquiring professional knowledge and learning the language are not separate entities. Thus, developing linguistic skills should be considered as part of the professional learning process.

For students who have Norwegian as their L2, or who have a home culture that is very different from the one they face in the educational system, it may be difficult to understand new literacy practices and the norms and expectations that are sometimes taken for granted, and they may spend much time and effort trying to identify the framework and rules/norms for what is expected from them in the course requirements and/or what counts as a good text in higher education. We argue that higher education institutions should clearly communicate their norms and rules and make literacy practices more transparent. Increasing awareness of the norms of different cultures can enhance the learning environment not only for students with L2 Norwegian, but for all students.

Our theoretical background in this work is contrastive rhetoric (Connor 1996, Connor et al. 2008, Kubota & Lehner 2004), a theory that compares textual norms in different cultures. We also use language socialization theory, since education is an important step to be socialized into a profession; it also means being socialized into a text culture (Ivanic et al. 2000). We draw also on approaches to academic literacy derived from postcolonial theories (Canagaraja 2002, Lillis 1997, 2003, Zamel & Spack 2004, Turner 2011).

## **Rita Cancino**

The Mapuche conflict in Chile: The linguistic struggle - a future hope of revitalization and recognition?

In Chile, the official language is Spanish. None of the original languages of Chile has been recognized as official language. In recent years, many other countries in Latin America have recognized their indigenous languages as official languages, for instance Bolivia, where President Morales has recognized Aymara, Quechua and Guarani as official languages using language policy in the construction of the new Bolivian state. Although Chile has signed the Unesco Universal Declaration on Cultural Diversity, promoting the rights of linguistic minorities to urge the States to work for it, there has been no recognition of the most important group of indigenous people in Chile, the Mapuche. For this reason, the Chilean government has been criticized by the UN for its discrimination against the Mapuche people (Liberona, 2009).

Currently the Mapuche language, the Mapudungun, is in a decline phase (Gundermann, Canihuan, Claveria, Faundez, 2011). The language is used in the most traditional families, but speakers in new cultural spaces require the use of the language as a modern and functional language (Loncon, 2012). The people speaking Mupundungún in the Chilean society are being discriminated, because of the lack of recognition of indigenous languages and cultures and a Chilean language policy. The paper will discuss whether there is any hope of revitalization and recognition of the Mapudungún.

## **Daniela Coelho**

Language Diversity: communicative potentialities of an Awakening to Languages approach

In a world where learning foreign languages is becoming more and more a valuable asset to soar in the academic field and to enter the job market successfully, we notice a constant concern of educational authorities with the introduction of a foreign language in the school curricula as early as possible. Educational institutions perceive it not only as a way of preparing students to become proficient in as many languages as possible, but also as an approach to eliciting awareness about linguistic and cultural diversity and, therefore, preparing future job seekers to adapt to any cultural and linguistic environment they may encounter in their work places. Along with this sensitization to otherness, learning foreign languages can also be seen as a way of developing communicative competence in the mother tongue itself, a skill that is so valued as well in the job market.

In the past decade, in many European countries and in Portugal in particular, schools have started to implement various projects of sensitization to different languages starting at pre-school. They believe these programs may contribute significantly to the beginning of this process of awareness of others, as well as to the development of the communicative competence of children.

Our presentation gathers the opinion of several authors, putting together research findings that allow us to identify some reasons and advantages of early sensitization to language diversity, and presenting the results of an in-progress PhD study carried out by us with two groups of Portuguese pre-school children with which we worked on four foreign languages (English, Spanish, French and Italian) for three months. The results not only seem to demonstrate the

acceptability of all the four foreign languages by all the children but also seem to indicate that exposing children to several languages can enrich the language activities worked at pre-school, contributing for a considerable development of the children's communicative skills in general.

## **Kristin Melum Eide and Arnstein Hjelde**

### Verb movement and finiteness in Norwegian varieties of American Midwest

Eide (2009ab, 2010, 2011abc) suggests that in Germanic languages there is a relationship between the verb second requirement (on display e.g. in declarative main clauses) and whether the finiteness distinction is expressed in the productive paradigm for verbal inflection. In Norwegian there is such a distinction expressed in the paradigm, and correspondingly, Norwegian employs the verb second rule for main clause declaratives. Specifically, only overtly finite verbs can fulfill the V2 requirement in Germanic languages. English is different from its Germanic siblings in that it has no productive finiteness distinction in the verbal paradigm and correspondingly, the verb second machinery broke down in English, on its way from Middle English to Modern English.

On this background, we investigate the relation between verb paradigms and V2 in speakers of Norwegian dialects in the American Midwest, employing a “real time” approach by using recordings collected in the 1940s (Haugen), 1990s (Hjelde) and 2010s (NorAmDiaSyn & Hjelde). The material from the 1940 represents bilingual speakers living in a bilingual community where they would use both Norwegian and English on a regular basis, and it is fair to assume that at least for some of the speakers, Norwegian was the dominant language. The majority of informants in the material from the 1990s also grew up in a bilingual community, but at the time of their recordings, English was their main language; they still spoke Norwegian, but most of them only occasionally. In the material from the 2010s we focus on speakers born around 1940 or later. These informants grew up in bilingual families, but English has been the dominant language most of their life, and only few of them speak Norwegian at any rate today. By using these three sets of recordings, we aim to detect and describe changes in V2 and its relation to verb paradigms over time. Essential questions are:

- 1) Do we find changes in the verb paradigm, and if so, when does this take place?
- 2) Do we find changes in the sentence structure related to V2, and when does this take place?

On question 1: To scrutinize whether the morphological rules we detect are in fact the productive rules, we will include a study of loan verbs from English into the America-Norwegian dialects. As these words have entered the language quite recently, their paradigmatic behavior should also indicate whether or not the tense and finiteness distinction in American Norwegian still is intact and productive.

On question 2: We know that we can expect to find violations of the V2 rule in the material from the 1990s and later, as shown by examples (1) and (2) from Hjelde (2000).

But as pointed on by Ureland(:report:43), who studied Texas Swedish, we do have to discuss if examples like this reflects a change in grammatical rules, or if it is just isolated acts of performance. We assume that frequency can be used as the primary indicator here.

1. Før i tida dei brukte å drikke seg fulle  
Before in time they used to drink themselves drunk  
'I the olden days they used to get drunk.'
2. No ungane krabbar på bordet  
Now kids-DEF crawl on talbe-DEF  
'Nowadays the kids are crawling on the table.'

## **Jan Olav Fretland**

### Rhetorical Analysis of an Internet Debate on the Status of New Norwegian in Norway

On 5 March 2012 the manager of the Norwegian Gaming and Foundation Authority wrote an article in the largest Norwegian newspaper, VG, where he went far in claiming that New Norwegian (NN) users were the only group of people that Norwegians reckoned to have a legitimate right to discriminate. He addressed the leadership of Oslo, challenging them to show that the Norwegian capital of Oslo was a city also for NN-users. The article caused a huge debate on the internet, and most of the contributions opposed Hamar strongly, like this (in my translation):

“New Norwegian is the biggest nonsense I have met in my life. Why have no-one suggested optional characters for NN in school? I want an opportunity to remove my NN character from my leaving certificate. I would rather have the picture of a cow than a NN mark.”

I have downloaded about 100 of the contributions to the debate and is at the moment working on a rhetorical analysis, concentrating on the opposition to Hamar.

The main goals for the analysis will be: to clarify and systemize main arguments used in an internet debate about the value of written NN in state administration of Norway, and make comparisons with main arguments known from public language debates in Norway in general and known debates in other countries with minority languages, especially Swedish in Finland and Catalanian in Spain.

Method: The starting point of the analysis will be traditional logos-, pathos- and ethos classification and methods for rhetorical analysis based on e.g. Flyum (2004). The basic tool for the analysis is among other used by the Finnish researcher Annette Kronholm-Cederberg in her doctoral thesis from 2009. She refers to among others Polkinghorne (1959), with theories on “analysis of narratives and narrative analysis”. From this starting point my analysis will be parted in three:

- 1 To produce concentrated narratives from the present texts
- 2 To deconstruct the narratives to find main elements in the discourse
- 3 To construct a typology of arguments for the internet debate and relate it to languages debates, both national and international

Parts of the material have briefly been used earlier, in connection with my chairing a debate on language discrimination on the National Language Day in Oslo 2012.

## **Bhim Lal Gautam**

### Language Policy & Linguistic Diversity in Nepal: Some Observations

Nepal is a homeland of linguistic, cultural and ethnic diversity where 124 plus languages exist belonging to four major language families viz. Indo-Aryan, Tibeto-Burman, Austro-Asiatic & Dravidian and a language isolate i.e. Kusunda (CBS 2011). Such diversity has been acknowledged as an asset since the time immemorial. Pluralism is an essential part of the linguistic heritage of the people of Nepal. The diversity in terms of languages and cultures is not only the fact of life but also a cherished value. It is the sustaining force of the democracy. Globalization and the impact of fast growing information technology are perceived as a threat to

the diversities in the third world countries. There is a widespread fear that the traditional pluralistic societies might be more and more homogenized in the years to come. There is a need to establish proper criteria and policies to address these issues.

This paper deals with the various activities done by Governmental e.g. Ministry of Education and Culture (CDC), National Planning Commission etc. and Nongovernmental e.g. UNESCO, Tribhuvan University, Nepal Academy, SIL International etc. in Nepal. It also observes the different layers of policy i.e. constitutional and societal that exists in the history of Nepal along with socio-political changes. In conclusion, the paper tries to provide some ideas or recommendations for the new federal country Nepal.

## **Lenore Grenoble and Puju Carl Chr. Olsen**

### **Circumpolar collaboration and indigenous-drive initiatives: Arctic indigenous language vitality**

The present talk reports on how Arctic indigenous communities are working collaboratively and across national boundaries to change the course of indigenous language shift. We focus on the three themes around which the project is organized: assessment, language policy, and language acquisition. The circumpolar Arctic is undergoing radical climate change and equally radical cultural disruption: some communities are relocated due to coastal erosion. Others are displaced due to an influx of foreign development, and changes in the plant and animal ecologies alter their traditional food sources. Language shift is an integral part of cultural disruption in this region: of the 50 or so indigenous languages spoken in the circumpolar Arctic, all but Kalaallisut (West Greenlandic; iso-639 kal) are endangered.

An indigenous-driven project, the Arctic Indigenous Language Initiative (AILI), is working to reverse language shift through active engagement and collaboration throughout the circumpolar region. Arctic indigenous peoples are perhaps uniquely organized within the world today in a way that potentially empowers them to take action. The eight Arctic nation states are organized into the Arctic Council, an intergovernmental political council consisting of the eight member states (Canada, Denmark (including Greenland and the Faroe Islands), Finland, Iceland, Norway, Russian Federation, Sweden, and the United States). The Arctic Council includes the Permanent Participants, six indigenous organizations which represent Arctic peoples: Aleut International Association; the Arctic Athabaskan Council; Gwich'in Council International; the Inuit Circumpolar Council (ICC); the Saami Council; and the Russian Association of Indigenous Peoples of the North (RAIPON).

The AILI is defined and determined by the Permanent Participants, stemming from 2008 when they convened to establish an action plan. This meeting laid the foundation of the AILA, a collaborative effort between researchers, representatives from Arctic Indigenous organizations and Arctic governments, language activists, and policy makers. While the long-term goal is to achieve vitality and sustainability for Arctic indigenous languages, the first measures center around assessment in three key areas: (1) Arctic language policy; (2) language acquisition; and (3) language vitality.

The present talk outlines the project as a whole and provides specific information about how the group is addressing core elements of each of these three areas, including the creation of indigenously defined assessment metrics; the establishment of feedback mechanisms from the community, including community-based (peer) review of findings; and the role of academic linguists and community members. The work on language policy is multi-faceted and includes such diverse elements as the existence or lack of local language policies; naming policies; policies regulating the use of language in all realms of public use: legislation, media, advertisements, and

so on. Critically, we explore the mechanisms for creating policy changes at all levels, and the measures needed to turn the findings of the assessment teams into action to promote Arctic indigenous language vitality. We address the challenges of working across such broad geographic territories, spanning multiple national boundaries, and the challenges of working with so many parties with such diverse interests.

## **Maren Berg Grimstad, Terje Lohndal and Tor Anders Åfarli**

### Aspects of a formal theory of bilingualism

Most formal theories of the syntactic competence of the native speaker are designed to deal with what Chomsky (1965) has called “the ideal speaker/listener”, where it is assumed that the speaker is monolingual. Since then, most formal work has retained this simplification, mainly because it has made it easier to construct theories of complex empirical phenomena. Because of this, phenomena of a more complex character, like various kinds of language mixing phenomena seen in bilingual situations, have never received much attention (though see MacSwan 1999; see also Muysken 2000). Given that the latter phenomena are the default in today’s world, it is important that formal approaches to grammar are designed such that they can analyze bilingual (and multilingual) situations. The goal of the present talk is to take a few steps towards such a theory, which will increase our understanding of the interplay between language diversity and universal design: In order to understand cognitive aspects of language mixing, it is also necessary to understand the grammar of bilingual speakers.

This talk will discuss bilingual situations of mixing/code-switching where one language is the native language, but where the other language is acquired later (by the same individual) as a second language. This is typical of immigration into a foreign speech community. Norwegian immigrants in the US since 1850 until today provide an example of such immigration and language mixing. In his seminal work, Haugen (1953) discusses examples such as (1).

(1) Så play-de dom game-r  
then play-PAST they game-PL  
‘Then, they played games’

In this example, some of the content words have been replaced by English words, but these English words have Norwegian inflection. We will use additional material collected by several researchers since the 1930ies of the Norwegian immigrant language in America that existed from about 1850 and (for a few speakers) up to our time (available online through The Text Laboratory, University of Oslo).

We will show what the main patterns are in language mixing between Norwegian and American English, and investigate whether they fit into a specific formal theory of the grammar of bilingual speakers. This formal theory will be an exoskeletal theory (Borer 2005), where we distinguish between the content words and the functional words (cf. Åfarli 2007, Lohndal 2012 for exoskeletal theories). We will show that the Norwegian data fits into the following pattern, which is based on other data from Muysken (2000) and Myers Scotton (2002).

- (2) a. LSEC + INFLMAIN
- b. LMAIN + INFLMAIN
- c. \*LSEC + INFLSEC (except in bigger code-switched chunks)
- d. \*LMAIN + INFLSEC

Here L = lexical content morpheme and INFL = inflectional morpheme, and the subscripts MAIN and SEC show whether the morpheme comes from the main or secondary language. This pattern shows that lexical content words cannot come from the main language when the inflectional morphemes come from the secondary language. We will show how an exoskeletal theory predicts this pattern and demonstrate that the contact situation between Norwegian and American English fits into the same picture.

## **Kaisa Rautio Helander**

### Indigenous Place Names as Part of Linguistic Diversity: Challenges to the Officialization of Indigenous Place Names

In my paper, I shall discuss the tensions involved in officializing Indigenous place names in Norway and Aotearoa or New Zealand, namely challenges related to the official recognition of toponymy used in both the Sámi and Māori languages. In both countries, the legal recognition of Indigenous place names is based on a Place Name Act. In addition, both countries also have a Language Act. The Māori language is an official language of New Zealand while the Sámi language has regional official status. The crucial questions are therefore, how is the toponymic policy implemented in practice, are Indigenous place names properly protected by law, and does the fierce resistance affect the effective implementation of toponymic policy? Examples will be given of how the debates reflect asymmetrical power relations and the impact of toponymic colonialism.

## **Nils Øivind Helander**

### Functional bilingualism in Sámi and Norwegian. Challenges achieving the objectives of The Sami Curriculum for Knowledge Promotion in Primary and Secondary Education and Training

The aim of The Sami Curriculum for Knowledge Promotion in Primary and Secondary Education and Training is functional bilingualism. This has been the aim also of the two previous curriculum plans. Nor the previous plans or the existing one do define more closely what is meant by functional bilingualism. In my paper I will discuss what is said in the plan about bilingualism and relate it to the concept of being functionally bilingual both in oral and written language.

As Sámi pupils also start learning English from school year one, a discussion about functional bilingualism in Sámi and Norwegian has to be compared also to the aims of the education in English. A definition of functional bilingualism has therefore to be compared also with the concept of plurilingualism.

## **Nanna Haug Hilton**

### The role of standard language ideology in language contact

This paper considers the relationship between orthographic knowledge, standardisation and language change in a study of the realisation of the Frisian word-final cluster (sk).

#### **The Language Contact Situation in Fryslân**

Frisian is a minority language spoken in the province of Fryslân in the Netherlands. The speech community is currently experiencing intense cultural pressure from the Dutch-speaking majority. Previous studies of language change in Frisian have attested contact features from Dutch on all levels of the Frisian grammar. De Haan (1996) argues that the contact situation between Frisian and Dutch can be compared to that of dialect levelling in other European countries, but this claim has never been investigated empirically. Practically all speakers of Frisian are bilinguals. The minority language is not used throughout the schooling system, and Frisian speakers often have higher literacy skills in Dutch than in their L1. Only 12% of the Frisian population reports a high proficiency in the Frisian written standard.

#### **The Linguistic Feature in Focus**

The word-final cluster (sk) in Frisian has two variants: [sk] and [s]. [sk] is the canonical Frisian variant, represented in Frisian orthography with <sk>, while [s] is the variant used in equivalent Dutch words, represented in Dutch orthography with <s>. Previous literature reports, anecdotally, that [sk] is disappearing from spoken Frisian.

#### **The Investigations**

Our paper reports two investigations: a production and a perception task. Results from the production task with 31 Frisian speakers show that while age and gender are non-significant predictors of variation, education level as well as the ability to write Frisian is a significant predictor of the usage of [sk] in speech. Preliminary analyses of the perception data indicate that the usage of [sk] is associated with formality and an associative distancing from the Dutch language. Our results lead to a discussion of social identity and literacy skills in minority language communities. We argue that writing proficiency has a strong influence on the retention of minority speech variants. The role of standard language ideology (i.e. notions held about the superiority of standardised language forms) has been known to play a role also in situations where certain dialectal variants are retained while others are not. We thus end our paper considering certain correspondences that exist between processes at work in bilingual and bidialectal language contact.

## **Florian Hiss**

### “I know the language ... So use it!” – Managing responsibilities in a research interview

The study focuses on a Sámi-Norwegian bilingual speaker's engagement in building up his position and negotiating language revitalisation activities during a research interview. In the last decades, the informant's local Sámi community has experienced a widespread engagement in Sámi linguistic and cultural revitalisation. But in spite of a successful vitalisation of

Sámi culture, linguistic revitalisation only proceeds in small steps. The ongoing complex process is primarily managed through linguistic interaction.

The analysis of personal and common attitudes and engagement within the ongoing revitalisation process focuses on several aspects of meaning making: the speaker's own and others' responsibility for the maintenance and revitalisation of Sámi is negotiated and linguistically construed in relation to roles (the interviewee and others within the community, the researcher and the informant as insider, outsider, recipients, actors, etc.), identities (ethnic, local, etc.) and attitudes. The analysis shows how the speaker employs different linguistic means in order to justify and underline the importance of his decision to use the formerly stigmatised Sámi language in the community and to claim moral support for ways of action that he sees fit in the local sociolinguistic situation. Narrative is employed as an artful and elaborate means to exemplify, negotiate and emotionally underline the importance of the interviewee's own action and his motivation to use the Sámi language. Through his performance of a narrative, he points out parallels between a dramatically performed 3rd person story, his and the community's life situation, and even the interview setting. This strategy lets his conclusion "I knew the language ... So use it!" implicitly sound like a general maxim of action with a more universal claim of moral validity.

When we take into account the setting and the goal of the conversation as a research interview, we receive an amazing picture of the ongoing linguistic interaction. The analysis shows how the interviewee draws upon the whole situation's meaning making resources in order to underpin his ideas (e.g. interacting with the presence of the tape recorder: "You can record it on tape. It's not more than that."). Using the possibilities and resources of both storytelling and the research interview as a genre, the informant cunningly also appeals to the responsibility of both the researcher and science in general.

## **Laura Janda and Tore Nessel**

### **Russian Language Technology: Tomorrow's Russenorsk?**

Session paper by Laura A. Janda and Tore Nessel CLEAR group at UiT (CLEAR = Cognitive Linguistics: Empirical Approaches to Russian)

Although the boundary between the two countries is very small on land (only 195.7 km), the relationship between Norway and Russia is a defining feature of life in the High North. In 2011 the 44-year-long dispute concerning the marine border was settled and plans are underway to facilitate increased border traffic. We thus expect political, social, scientific, and economic relations across this border to become stronger. Given this situation, it is important that top-quality Russian language training be available in northern Norway. At the same time, administrative fusions of universities in this region will centralize scholarly and teaching resources, giving UiT a more focused leadership role.

Given this situation, it is appropriate to ask the following questions. What can researchers and language teachers at UiT contribute to helping Norwegian society cope with this relationship in the future? How should ongoing changes in society inform what researchers at UiT do?

For about 150 years (18th-early 20th century), a pidgin language called Russenorsk was the linguistic vehicle for transactions between Norwegians and Russians across their border. The last known use of the language was in 1923. Ninety years later it is time for us to build new kinds of resources for this dynamic environment. Practical language proficiency directed toward business and translation is a place to begin, but we need serious competence that is theoretically informed and makes sense of culture. Top-notch research shows how the various pieces such as language, technology, culture, history, and geography come together.

Through support from UiT, the Norwegian Research Council, and the Norwegian Academy of Science and Letters, we have worked on a number of projects that provide concrete resources, such as our Exploring Emptiness website on the use of Russian verbs. We are also developing computational resources for Russian grammar and lexicon that will lead to electronic dictionaries, parsers, learning materials, and machine translation resources that are far superior to those currently available. In response to societal needs we can expand some of these resources in special directions with focus on topics such as mineral resources, fishing, coast guard and border control.

This presentation will engage the audience in a strategic discussion about the role of Russian in Norwegian society both now and in the future.

## **Aurélie Joubert**

### The perception of linguistic diversity: some ideological effects of unilingual language policies in France

This paper intends to explore the effects of French unilingual language policies on the perception of linguistic diversity and minority languages as they are found in the declaration of attitudes of minority language speakers in the south of France and especially in Catalan and Occitan speakers.

The assimilating pro-French language policies have been in place in France since the French Revolution when equality was understood as uniformity (Martel 2004). Even though a softening of these policies have been noticed in recent years and some (limited) support is provided to minority and regional languages, the psycho-sociological effects of these policies have had some devastating divisive force on minority linguistic communities.

The focus on Occitan and Catalan speakers' attitudes in this paper will allow us to isolate the manifestation of some of the divisive effects of the unilingual policies which then represent not only a monoglossic state in the sense of Del Valle (2000) but also a monoglossic representation of the French linguistic panorama. The level of analysis is here in the representation of minority languages and their place in the national linguistic spectrum. Another point of focus will be the impact of these policies for the definition of a linguistic identity (Heller 1999), which struggles to be plural in the French context.

One specific concept will be presented and tentatively defined on this occasion: language prestige. Prestige is a complex socio-historical device which helps establishing a standard of a language but which can also help maintaining the illusion of superiority of one language over another. Prestige can therefore be considered as one part of the language ideological apparatus displayed and promoted by language policies. In the case of France, one can ponder how a lack of prestige reflects on minority language speakers? As mentioned above, France has adopted a more favourable tendency towards linguistic diversity in recent years. Would this mean that the prestige of regional language is expanding and that linguistic diversity is regarded more highly nowadays?

This historical and comparative take will allow us to examine the interface between national language policies, language ideologies which can be seen as linked to the treatment of linguistic diversity at state-level and individual and group attitudes. A final note is that with Occitan and Catalan being both spoken in France and Spain, the transnational dimension will add an interesting element of contrast as far as the assumed survival of these two languages are concerned.

## Attila Kiss

### Learners' language ideologies about historical minority languages: Romanians learning Hungarian and Finns learning Swedish

Despite its significance, the voluntary learning of historical minority languages by the titular majorities has received little attention both as a subject of study and as a practical tool to foster tolerance between cohabitating and neighboring ethnicities. Such a need has been noticed by EU institutions (Rindler Schjerve and Vetter 2012: 34-35). In fact, the advancing European integration has made this task even more urgent than before.

In the general framework of learning historical languages, there has been a number of studies in the Western European context focusing on endangered or regional and autonomous settings (on learning Welsh, see Newcombe 2007; on learning Gaelic, see McEwan-Fujita 2010; on learning Basque, see Azkue & Perales 2005; on learning German in South Tyrol, see Cavagnoli & Nardin 1999). To date, however, few attempts have been made to present the complexities of voluntary learning in East Central European contexts in general, and in the Romanian context in particular – where Hungarian is a historical minority language (but see Marton and Vincze 2011).

Previous studies usually recognize that language ideologies are central to understanding issues involved in the learning and teaching of a historical minority's language. I understand language ideologies as “cultural, metapragmatic assumptions about the relationship between words, speakers, and worlds” (Gal 2006: 388). The aim of my paper is to illuminate the language ideologies that challenge and hinder or foster and enable the learning of historical minority languages by adult members of dominant majority populations in the two analyzed contexts. To achieve this objective, I conduct an ethnographic study of learning Hungarian by Romanians and carry out an exploratory comparison with Finns learning Swedish in voluntary settings. Similarly, in the case of Finland, the contemporary voluntary learning of Swedish has received very little attention.

The research questions for this study are formulated as follows:

- Which of the typical learner types study the historical minority's languages in the given contexts?
- What are the representations, descriptions, or evaluations of the Hungarian (and Swedish) language and its varieties in the opinion of the majority of learners?
- What underlying ideological considerations hinder or facilitate learning in the Romanian (and Finnish) contexts?
- What political positions and cultural notions in the anthropological sense are linked to learning of the local historical minorities' languages in Romania (and Finland)?

I approach the field from the perspective of anthropological sociolinguistics and apply ethnographical data collection methods (see Heller 2008; Blommaert & Dong 2010). My interview data consists of open-ended, semi-structured interviews with Romanians about learning Hungarian and comparative interviews with Finns learning Swedish. I use interactional analysis of discourse, an appropriate epistemological tool for linguistic anthropology and sociolinguistics, in order to better understand the construct of social reality (cf. Heller 2001: 251). I draw up typical Second Language Learner portraits: map family background, motivation, language contact, and the socio-cultural aspects of my informants in order to gain insights into their language ideologies about their regional “personal adoptive languages” (Maalouf 2008: 7).

## **Carola Kleemann**

Play in two languages. How bilingual children use Norwegian and North-Sámi in role-play.

The theme for my thesis and this paper is language choices in bilingual role-play with children using Norwegian and North-Sámi. I did my fieldwork in a Sámi kindergarten[1] in a predominantly Norwegian-speaking area. The children in the kindergarten use both Norwegian and North-Sámi daily, their family praxis is often bilingual. I found that the children use both their languages in role-play, and their language praxis is governed by the rules of role-play.

Role-play as situation is fundamental in the analysis of bilingual role-play. Without an understanding of role-play, it is difficult to understand the codes of play. Play has its own codes for different levels of reality (Bateson, 1976 [1955], 1982 [1956]). These codes are expressed with certain linguistic and non-linguistic cues, like tone of voice, dialect- or language alternation (Bateson, 1982 [1956]; Jakobson, 1979; Sawyer, 2003). Some of these cues are obligatory, others are more optional. Bilingual play, the use of two languages in role-play, has certain obligatory cues, structural cues like the use of one language for directing, another for expressing lines (Cromdal, 2000; Green-Vänttinen, 1996; Guldal, 1997; Halmari & Smith, 1994), and this being a child-child transmitted mode (Guldal, 1997; Kyratzis, 2010; Paugh, 2005). We understand that bilingual role-play in any form demands certain external conditions, like a bilingual group of children in a stable and nurturing language environment.

Research on codeswitching has treated language alternation as a switching of codes (Alvarez-Cáccamo, 1998b; Auer, 1984, 1998, 2011; Gafaranga & Torras, 2002; Myers-Scotton, 1993). I view this as a monolingual perspective on language alternation, in a bilingual perspective codes may change when language alternation occurs, but in a bilingual setting there are other alternatives, like bilingualism (Alvarez-Cáccamo, 1998a, 1998b; Gafaranga, 2007; Gafaranga & Torras, 2002). From my study of bilingual play, I see the children not necessarily treating the languages as codes, there are other cues, or clusters of cues, that convey the codes of role-play (Halmari & Smith, 1994).

[1] I use the term «kindergarten» in the tradition of Fröbel and as a direct translation of the Norwegian “barnehage”, I understand that internationally this term covers terms like “creche” for children about 0-4 and “pre-school” for the children 4-6.

## **Jaques Koreman, Olaf Husby, Egil Albertsen, Preben Wik, Åsta Øvregård, Sissel Nefzaoui, Eli Skarpnes and Øyvind Bech**

Dealing with language diversity in teaching foreigners Norwegian pronunciation

Norwegian not only has two written standards, Bokmål and Nynorsk, it also lacks an accepted pronunciation standard. The Norwegian language policy is that speakers use the pronunciation of their dialect irrespective of the situational context. With immigration into Norway steadily increasing over the last decades, this creates a growing challenge for communication between foreigners and native speakers in Norway: Since regional pronunciation variants differ strongly both in terms of their speech sound inventories and prosodically, it is important to enable

learners to deal with Norwegian language diversity. Foreign learners of Norwegian must learn to speak one variant of Norwegian, but they must be able to understand many different variants to become communicatively effective language users.

The challenges which individual learners face also depend on their native language, or more precisely on the different phonologies of the native language and Norwegian. The combination of language diversity in Norway and the large variety of learners' native languages in Norway is difficult to deal with in classroom teaching. This has been an incentive for developing a technological solution which takes both variables into account. At NTNU, we have developed a Computer-Assisted Listening and Speaking Tutor (CALST) based on a contrastive analysis (comparison) of the speech sound inventory of the target dialect (the dialect a learner wants to master) and his/her native language. The speech sound inventories of four major Norwegian dialects as well as over 500 foreign languages are stored in a database. The database is based on UPSID and implemented as a wiki. It can easily be extended with new languages. Contrastive analysis results are visualized in our L1 L2map tool for comparing languages. Speech sounds are color-coded, with red sound symbols indicating Norwegian speech sounds which do not occur in the learner's native language and may therefore be challenging. L1 L2map can be used interactively or as a server-client system which returns information to a computer-assisted pronunciation training (CAPT) system. Unfamiliar Norwegian speech sounds (red in L1-L2map) are linked to sound contrast exercises in CALST. The system developed so far does not yet deal with prosodic variation.

We shall demonstrate how we deal with language diversity in Norway in different types of vocabulary exercises for training listening (Listen&Click), speaking (Listen&Speak) and writing skills (Listen&Write). So far, writing skills can only be trained for Bokmål, although the extension to Nynorsk is fairly straightforward to implement. The system also offers two different exercise types for training speech sound contrasts which are not familiar from the user's native language (ABX, Minimal pairs/sets). These exercises vary in difficulty, with ABX exercises training phonetic listening skills, while minimal pair/set exercises require greater familiarity and an internalized representation of the speech sounds of Norwegian.

The tool L1-L2map, which is used to compare the speech sound inventories of languages, can be easily integrated into pronunciation training systems for other languages. Although the pronunciation training system CALST was developed for Norwegian, it constitutes a platform that can be used for other languages.

## **Petteri Laihonen**

Talk about Linguistic Landscape (LL): analysis of interviews among Hungarian entrepreneurs in Slovakia

Until the 19th century, East Central Europe has been characterized by overt diversity and multilingualism. Since the birth of nation states, linguistic homogenization has been set as a goal to follow prestigious Western European examples. Since 1989, the area has entered a new period of post-multinationalism (Brubaker 2011) in the form of transition from multilingual federations (e.g. the Soviet Union and Czechoslovakia) to officially monolingual nation states (e.g. the Ukraine and Slovakia). One of the last significant elements of historical diversity that has remained until today have been the Hungarian minorities in the states bordering Hungary. Visual language use (e.g. Shohamy 2006) has been an emblematic and overtly politicized indication of diversity in the region. Here I investigate current developments in the Hungarian LL in Slovakia, with a focus on the language policies and ideologies among private entrepreneurs, a relatively popular profession among the minorities as well after the turn to free economy.

In the dominant ideology, the areas where the Hungarians form a majority in Slovakia are seen as a potential threat to the state language, national identity, public order and enjoyment of basic rights (e.g. Venice Commission 2010: 26). Accordingly, a brief overview of signs photographed in two settlements shows that there are no signs in minority languages in the non-local realms (communication, transportation, mobility etc.). The local municipalities in turn practice bilingualism in their local signage, whereas private individuals use most often only Hungarian, which is the dominant language of spoken interaction among the inhabitants of Southern Slovakia. The entrepreneurs of the Hungarian region have faced an ideological and practical dilemma. That is, to serve their customers in their language, they should use Hungarian, too. However, at the same time, they have to be on guard, not to risk overt visual use of Hungarian due to the (minority or separatist) nationalist image that goes with it.

“Circulating socio-political discourses about multilingualism are concretely observable in how languages are deployed visually in constituting the LL.” (Hult 2009: 91). Beyond constructing such discourses from the analyst’s point of view, the accounts and narratives of the “readers” and producers of signs have recently come to the fore. However, the interactional analysis of such data has hardly been ventured (but see Garvin 2010). Building on an earlier experiment of combining the fields of language ideology and conversation analysis (Laihonon 2008) I engage in an analysis of narratives on the LL in Southern Slovakia by local Hungarian entrepreneurs. The narratives offer a plethora of connecting language with LL, communities of speakers, spatio-temporal entities and socio-cultural features, all provided as a part and parcel of the interactional activity in the interview, which will be analyzed as well. Beyond investigating the ways the local entrepreneurs manoeuvre between linguistic homogenization and preserving diversity in their accounts, my goal is also to explore the gains and challenges this new analytical set up has to offer for the study of LL in general.

## **Heloise Marie Ledesma and Brit Oppedal**

### **Bilingualism and Executive Function in Children of Immigrants**

Bilingualism has been associated with enhanced executive function (EF) (Bialystok, Craik, Green & Gollan, 2009). Research in this area has primarily compared the performance of monolinguals and bilinguals on executive function tasks. To examine if there are differences in this “bilingual advantage” within bilinguals, Chen & Zhou (2013) examined differences in EF among English-proficient immigrant children who varied in degrees of heritage language proficiency. They found that heritage language literacy and productive vocabulary predicted differences in accuracy on a Go/No-Go task, suggesting that enhanced EF in bilinguals may be observed as a within-group variable.

The bilingual advantage has been found at various developmental stages from infancy through adulthood (Bialystok, 2011) Executive function skills, in general, develop throughout the lifespan. Results from different studies in monolinguals suggest that different components of EF may have different developmental trajectories (Best & Miller, 2010). Inhibition appears to show significant improvement particularly during the preschool years and taper off, while shifting and working memory seem to develop in a more gradual, linear manner.

We therefore wanted to examine: 1) Does degree of bilingualism predict EF performance among dual-language children of immigrants? 2) Does the relationship between bilingualism and components of EF vary across two different age groups?

The sample consisted of sixty-seven kindergartners (Mean age = 5.8 yrs; 49% male) and ninety-five 7th graders of Turkish origin (Mean age = 12.8 yrs; 59% male) residing in Norway. Measures of language and executive function were completed during a family home visit: a) Norwegian

language - Norwegian version of the Expressive One Word Picture Vocabulary Test; b) Turkish language - Turkish version of the Peabody Picture Vocabulary Test – IV; c) Working Memory - Digit Span subtest of the WISC-IV; and d) Inhibition/Shift - Hearts and Flowers computer task. Scores on the two language tests were used to classify the children on a Bilingualism variable as Low/Low (dummy code = 0), Low/High or High/Low (dummy code = 1), or High/High (dummy code = 2).

A series of hierarchical regressions were carried out for both age groups. The children's age, gender, and maternal education were entered first in the model. The bilingualism variable was subsequently entered to determine its unique contribution to the variance in EF performance. Separate regressions were run for each of the executive function scores. Preliminary analyses showed that bilingualism predicted EF performance primarily for the preschoolers, but not for the preadolescents. Among the preschoolers, bilingualism significantly predicted performance on measures of working memory (digit span forward and backward), inhibition (accuracy on the incongruent condition), and shifting/inhibition (accuracy on the mixed condition). In contrast, among the preadolescents, bilingualism significantly predicted only digit span forward, while its association with reduced mixing costs approached significance ( $p = .05$ ). Results will be discussed in light of different levels of bilingualism and executive function, their developmental trajectories, and the implications for children of immigrants.

## **Heloise Marie Ledesma, Brit Oppedal and Thormod Idsøe**

### **The Role of Language in the Social Integration of Turkish Immigrant Parents and their Children**

Language competence is a necessary condition of acculturation and social integration. Communicative competence in the host language widens access to education and employment (Chiswick & Miller, 1999), provides opportunities to build multicultural social networks, and broadens the information base needed to gain a better understanding of the values and ideas underlying host cultural traditions and norms. At the same time, maintenance of the ethnic language has implications with regards to mutual intergenerational communication within the family (Tseng & Fuligni, 2000), as well as social connectedness to the larger ethnic community (Yoon, Lee & Goh, 2008).

The primary purpose of this study is to investigate the relationship of language proficiency and different aspects of social integration in Turkish immigrant parents and preadolescents living in Norway. Although Turks are among the older immigrant groups in Norway, for reasons unknown, the processes of social mobility remain slower among them compared to other labor immigrant and refugee groups (Henriksen, 2007).

We explored the following associations:

- 1) Among the mothers: a) reported host language proficiency and income and employment status; b) reported proficiency in the host and ethnic language and social participation (i.e., participation in events and school involvement); and c) reported proficiency in the host and ethnic language and perceived social support.
- 2) Between mothers and their children: a) host and ethnic language competence; b) social integration into Turkish and Norwegian social networks.

The sample consisted of 190 mothers (Mean age = 37.2 years) and 99 7th graders (Mean age = 12.8 yrs; 59% male) of Turkish origin residing in Norway. Both the children and their mothers participated in interviews and responded to questionnaires during a home visit. The following self-report measures were used in the present study:

1) Mothers: a) Gross annual household income and current employment status (employed/not employed); b) Norwegian and Turkish language proficiency in speaking, understanding, reading, and writing; and c) Parent-teacher interaction, participation in events/activities, and perceived social support.

2) Children: a) Norwegian and Turkish language proficiency; and b) Number of friends of Norwegian, Turkish, and Other cultural backgrounds.

Preliminary analyses showed the following:

1) Among the mothers: a) Norwegian language proficiency was significantly correlated to gross household income and employment status. b) Norwegian language proficiency significantly predicted frequency of participation in Norwegian activities and events, as well as involvement in their child's school. Turkish language proficiency also significantly predicted school involvement, but to a lesser extent, and did not significantly predict mothers' participation in Turkish activities and events. c) Norwegian language proficiency did not account for any variance in perceived social support, while Turkish language proficiency was a significant predictor.

2) Between mothers and their children: a) Mothers reported better proficiency in Turkish than their children, while children reported better proficiency in Norwegian than their mothers. b) Children's number of close friends in Norwegian was significantly correlated with mothers' contact with host families and participation in Norwegian activities. Similarly, children's number of close friends in Turkish was significantly correlated with mothers' contact with immigrant families and participation in Turkish activities. Results will be discussed in light of the dynamics of family members' social and structural integration processes, differences in their language proficiencies, and implications for potential areas of intervention.

## **Katrin Lunde**

### Language Structure Programmes the Brain

The idea that language conditions the way people think has been widely discussed, by philosophers, anthropologists, linguists, and psychologists – especially in the first half of the last century. However, as long as nobody made use of the experimental technique to investigate this hypothesis, the discussions could easily be dismissed as yielding little more than idle speculations.

The first scholar to investigate experimentally the interdependencies between perception, language, thought, and behaviour was Frode J. Strømnes. On the basis of observations and experiments conducted by himself and his collaborators, dating back to the late 1960s, and of empirical material from other sources, Strømnes formulated a new theory of symbol systems, among which language is one example. This theory implies and hence explains that interdependencies exist between perception, language structure, thought, and behaviour, and further that language structure directly conditions perception and thought, and thus, indirectly behaviour. In a series of experiments, focusing on Finnish and Swedish, Strømnes has shown that the essence of this theory, and its implications, are valid. He has demonstrated experimentally the existence of a space for mental models, and that different languages can have dissimilar mental model spaces and dissimilar spatial rules. He also found clear correlations between differences in the structure of Finnish and Swedish on the one hand, and differences in the perception, thought, and behaviour of speakers of Finnish and Swedish on the other. On the basis of this conception, extended with the insight from George Lakoff/Mark Johnson (1980), that the human conceptual system is structured around a small set of fundamental concepts that emerge directly out of physical experience, one can predict and explain findings such as those revealed in experiments and investigations conducted from the 1980s onwards,

which for various fields of language demonstrate that differences in language structure correlate with crosslinguistic differences in cognition (cf. Guiora 1983, Levinson 1996, McGlone/Harding 1998, Boroditsky 2000 and 2001, Boroditsky/Ramscar 2002, Thibodeau/Boroditsky 2011, Günther et al. 2012).

Absolutely fundamental to cognition is the way the individual learns how to see, how to experience, how to structure. A human being learns that through acquisition of the mother tongue. The grammatical structure and the metaphorical structuring of a language reflect the properties of the space for mental models in the language community. As far as that goes, the different languages – with their different structures – represent different neural programmes.

## **Kaisa Maliniemi and Leena Niiranen**

### Language technology used in revitalization of Kven: Problems and Possibilities

We present a co-operation project between the Kven Institute, Giellatekno, and the Institute of Languages at the University of Tromsø with an aim to create a language analyzing and spelling program for Kven language. The most important goal for our project is to assist in the revitalization of Kven: to strengthen the usage of Kven, to make the Kven language more visible, and to raise the status of Kven among users and in society. We will discuss the role of language technology concerning these goals in our presentation.

The Kven language is a regional minority language in Norway recognized by the Norwegian government in 2005, and protected by the European Charter for Regional or Minority Languages. It is estimated that there are 10 000 – 15 000 Kvens in Norway today, and about 4000 – 8000 language speakers, but only a few of them are able to write Kven. One of the most important goals for the Kven Institute – launched in 2007 – is to develop a written standard for Kven. Standardization is considered necessary if the goal is language maintenance; moreover, without written language the participation in a modern society is difficult. The Kven institute has named a language council that decides the standardization of Kven, which is a difficult task, as there are few written materials in Kven.

In our project, Giellatekno offers a suitable infrastructure, and the language specific work is based on existing resources: a Kven – Norwegian digital dictionary and the vocabulary list, which is a part of teaching material of Kven (Söderholm 2012). The project has a target to enlarge an existing digital dictionary and equip it with inflectional forms. Another necessary basis for analyses is Söderholm's grammar. In addition, the decisions of Kven language council form a basis for our work. Kven has a rich morphological system like Finnish, but its inflectional forms are close to Northern Finnish dialect forms and differ from standard Finnish. Also Söderholm's grammar is not comprehensive enough to cover the whole grammatical system, as it is meant for language learners, not for computer analyses. Other challenges are morphophonological variation in Kven dialects and the low number of words in existing vocabularies.

The Kven analyzing and spelling program is meant to be a tool for everybody interested in Kven. We will discuss how it can help students, translators and those who can Kven only orally to read and write in the minority language. Who especially needs a dictionary including all inflectional forms? Language technology gives also possibilities to interactive language learning and creation of learning materials easily available. Language technology offers a helping hand to minorities so that they can face the requirements and challenges of the modern world. Furthermore, Kven language technology and language work can be a source of inspiration for other minorities without a written language, but with an interest to revitalize their language and culture.

## **Hiroshi Maruyama**

Japan's policy toward Ainu language: Does the revitalisation of Ainu language mean language emancipation?

Kayano Shigeru, who devoted himself to the revitalization of Ainu language and culture, and became the first Ainu member of the Diet in 1994, once said as follows: It is the modern Japanese state that, from the Meiji era on, usurped our land, destroyed our culture, and deprived us of our language under the euphemism of assimilation. In fact, regulations that prohibit Ainu culture and language including the Hokkaido Former Aborigines Protection Act of 1899 had been enacted and brought into effect since the late 19th century. In 1980 the Japanese Government still declared that no linguistic minority are present in its report to the Human Rights Committee.

In 1983 the first Ainu language class was, however, established by the enormous efforts of two Ainu elders: Kayano Shigeru and Kaizawa Tadashi in their community named Nibutani Hokkaido as a first step for the revitalisation. In 1984 the Ainu Association of Hokkaido unanimously adopted at the regular general assembly a draft of New Ainu Law which was expected to replace the Hokkaido Former Aborigines Protection Act. The preamble begins with an appeal for official recognition of Ainu's indigenesness, respect for their ethnic pride and protection of their collective rights under the Constitution of Japan. Among the six objectives of the main text is adoption of comprehensive measures for the education and research of the Ainu including the systematic introduction of Ainu language education.

In 1997 the Act on Ainu Culture Promotion finally replaced the Hokkaido Former Aborigines Protection Act. It led to the establishment of the Foundation for Research and Promotion of Ainu Culture in Hokkaido funded by the Japanese Government. Since then the Foundation has taken the lead in revitalising Ainu language as well as promoting Ainu culture by providing some language programs for the Ainu in cooperation with the Ainu Association of Hokkaido. As a result, the situation faced by Ainu language and culture seems to be slowly but gradually improving. Nevertheless, the Act on Ainu Culture Promotion is only applied to cultural properties such as music, dance and handicraft. Language is part of those properties. Furthermore, the Act stipulates no indigenous rights of the Ainu.

This presentation examines the initial stage of the revitalisation of Ainu language led by Kayano and Kaizawa in Nibutani and the impacts of Japan's current policy on the revitalisation of Ainu language under the Act on Ainu Culture Promotion through interviewing people concerned. Further, the presentation explores the relationship between the revitalisation of Ainu language and language emancipation defined by Dr. Leena Huss and Dr. Anna-Riitta Lindgren. In addition, I sometimes had visited Kayano's home and have worked with Kaizawa's son Koichi for Ainu's indigenous rights. If time permits, I would be happy to talk about them.

## **Benedicte Pivot**

Managing minority language diversity in a French region: francoprovençal in Rhône-Alpes

In 2009, the Regional Council of Rhône-Alpes passed a resolution entitled "Recognizing, valuing, and promoting Occitan and Francoprovençal, regional languages of Rhône-Alpes." Since then,

various programs and actions are carried out by the Institution, which are aimed at highlighting the existence of two regional languages of the region (Costa & Bert, 2011), but it is clear that this mainly dealing with languages as "objects" and finally very little with speakers. Francoprovençal, the language upon which this presentation will be based, is spoken by about 50,000 in France, Switzerland and Italy. Outside Italy, it has very few speakers under the age of 50.

Using a case study based on my doctoral research in progress in the Francoprovençal region of central France, I suggest to examine how Francoprovençal, a language "invented" by linguists in the 19th century, is at the heart of a dual approach to recognition, or even to political advancement. Drawing on discourse analysis and participant observation work, I will endeavor to explain how there is a mismatch between the demands and expectations of the institution on the one hand and regional language advocacy associations on the other hand, and what are the challenges implied. It is difficult for such organizations to meet the quality criteria that the region requires, so as to appear more attractive than (just) a group of elderly people focused on the (re) production of (some) local folklore than on transmission of language to new speakers through creativity and art. How then can associations present language diversity as something else than local heritage? And for whose benefit? For speakers (who would integrate this into a dynamics of resilience) or for the institutions (who could stand out in the exercising of their real or imagined power), placing themselves as champions of human linguistic minorities and linguistic diversity?

## **Ellen Ravndal and Sidsel Holiman**

### **Development of bimodal multilingualism in a child with cochlear implants**

This study was carried out in a state owned kindergarten. It follows one severely hearing impaired child who was between 3,5 and 4.5 yrs during the study. The child uses the languages spoken Norwegian, spoken Kurdish Sorani (Sorani) and Norwegian Sign Language in his communication. The staff at the kindergarten uses spoken Norwegian and Norwegian Sign Language in their communication. In addition there is a Sorani language teacher in the kindergarten two hours a week.

The study investigates to what degree does the child develop multilingualism, and in which situations he uses the different languages. The study is a video based case study; the observations were done during one year both in the kindergarten and in the child's home. During the presentation video examples will be used to illustrate important findings.

The key findings of this study show that the child develops spoken Sorani and spoken Norwegian with the support of Norwegian Sign Language. The impressive language skills are better than the expressive language skills for spoken Norwegian and Sorani. The advanced hearing aid which a cochlear implant constitute, gives profoundly deaf children the opportunity to develop a spoken language, assuming satisfactory technological, environmental and pedagogical conditions are present. The challenges concerning the learning of a spoken language through a cochlear implant will be discussed.

This child was given a cochlear implant at the age of two, which is considered late. His development of lingual concepts had started some time before, through the use of sign language. Development of spoken languages started shortly after the cochlear implantation. The importance of initial sign language development for spoken language development will be discussed. In the kindergarten the child met spoken Norwegian and Norwegian Sign Language; in his home environment he met spoken Sorani as well as Norwegian Sign Language, although spoken Sorani was the main language at home. The importance of the mother tongue, Sorani, for the language development in general will be discussed.

The child had developed age adequate sign language at the time of the study. The spoken languages, Norwegian and Sorani, are also developed. Due to late implantation these languages are not developed at an age adequate level at the time of the study.

The child appropriately switches between lingual codes and modalities. The child shows that he has developed sensitivity to interpersonal communication, and metacognitive and metalinguistic skills. The code switching happens instantaneously.

## **Samson Seid**

### **Ethnic Language Shift: the Case of Nao**

From linguistic point view, the single most important characteristic of Ethiopia is linguistic diversity. This fact establishes the existence of a multiplicity of ethno-linguistics communities within the nation. Each linguistic community is in turn characterized by an autonomous ethno-linguistic identity. However, this diversity is being crashed by language shift and cultural assimilation. The focus of this paper is on language shift of Nao, a minority language spoken in South West of Ethiopia. The main intention of this paper is to give an account of the underlying factors that have contributed to language shift Nao language and to investigate whether there are efforts to avert the ongoing language shift. This was to be achieved through the analysis of Paulson's theory of social mobilization.

As is the case with some indigenous languages around Ethiopia, the Nao language is shifting to Kefinoono language. The study result show that member of ethno linguistic minorities are increasingly abandoning their language in favor of another, both in formal and informal domains. In conjunction with speaker community, there are no intervention both by scholars and government and non-governmental organizations in averting the ongoing language shift. As to the factors affecting language shift, the result in this study show that the formation of ethno linguist identity was affected by degree of contact, cultural similarity, demographic factors and language community lack of motivation in using the language in informal domains. Based on these findings, this paper recommends that to ensure reversing Nao language shift holistic efforts should be made by community members and various stake holders.

## **Samson Seid and Ongaye Oda**

### **A study on Linguistic Diversity and Biodiversity Nexus: the Case of Kaffa Zone, SNNPR**

Over the past two decade, the field of biolinguistic diversity has arisen as an area of transdisciplinary research concerned with investigating the links between the world's linguistic, and biological diversity as manifestations of the diversity of life. Global cross-mapping of languages and higher vertebrate species brought out a remarkable overlap between linguistic and biological diversity throughout the world (Harmon1996). The impetus for the emergence of this field came from the observation that both diversities are under threat by some of the same forces and from the perception that loss of diversity at all levels spells dramatic consequences for humanity and the earth.

The study covers languages found in Kaffa zone (endemic to those regions), paying particular attention to languages in danger of extinction because of small numbers of speakers. The paper mainly deals with whether the correlation of linguistics and biodiversity in Kaffa Zone exist or not. The study result show that similar results from a comparison of languages and flowering plant and animal species. The area is experiencing an extinction crisis, with annual losses of plant and animal species estimated to be greater than historic background rates. Linguistic diversity is experiencing a similar crisis, the disappearance of Nao language by the end of this century unless and otherwise concrete measures taken.

The results reported in this paper provide a starting point for focused research exploring the relationship between biological and linguistic and for developing integrated strategies designed to conserve species and languages in regions rich in both.

## **Dragana Surkalovic**

### **Teacher's Linguistic Competence in Teaching English to Multilingual Children in Norway**

This paper looks at language diversity in education, focusing on English language teaching in Norway. It addresses the issue of teacher competence in a situation where English is not a second language to the pupils, but a third (or fourth etc.). The paper argues that both teacher trainees and teachers need a higher level of linguistic competence in order to provide the multilingual pupils with the optimal learning environment. The mechanisms suggested for achieving this include revisions in the National Curriculum Regulations for Differentiated Teacher Education Programs (NCRDTEP), and thus in the English subject curricula in the teacher training programs, as well as further education programs for current teachers.

In The White Paper to the Norwegian Parliament nr. 6 (2012–2013), A Comprehensive Integration Policy - Diversity and Community, it is stated that multilingualism is a resource. Over 11% of children in primary and secondary schools have immigrant background. In addition, multilingual children include children with Sámi and Kven as their native languages. In some schools the number of children that do not have Norwegian as their native language is over 90%. For example, in Tøyen school in Oslo only 2 out of 250 pupils fall into that category (Aftenposten, 28th May 2013). The English Subject Curriculum (LK06) recognizes this diversity in its formulations of learning aims, where the pupils are expected to recognize the similarities and differences between English and their native language, without limiting that language to Norwegian. However, the English 1 subject curriculum for Years 1–7, part of the NCRDTEP, focuses on the teacher's contrastive knowledge of English and Norwegian: "Studenten har kunnskap om lydsystemet i engelsk, ordtilfanget og språkets grammatiske struktur med vekt på forskjeller og likheter mellom engelsk og norsk...». Furthermore, the curriculum focuses on English as a second language: «Studenten har kunnskap om barns språklæring i et andrespråkperspektiv». Looking at the curricula at teacher education institutions, we see that the dominant English language learning textbooks are Dypedahl, Hasselgård & Løken (2012) and Nilsen & Rugesæter (2008), which both have a strong contrastive focus on Norwegian. General linguistic competence is promoted to a very small extent. In practice, pupil errors stemming from L1 interference from languages other than Norwegian are most commonly not recognized by teachers, who lack the linguistic competence to explore the properties of their pupils' native languages. This results in a lower quality of teaching and learning, and slower progress for these pupils. Furthermore, there is a very low level of awareness of the importance of learning strategies and tools for multilingual students. For example, the dictionaries that

schools provide for the pupils are almost exclusively bilingual English-Norwegian, and cases of pupils using a dictionary in their native language are extremely rare. The paper argues that both top-down and bottom-up changes need to be implemented to improve the learning experience for multilingual children, including reformulating the NCRDTEP and the English subject curriculum for teachers to reflect the multilingual situation in Norway, and improving the linguistic competence of current and future teachers.

## **Jan Svennevig, Unn Røyneland and Veronica Pajaro**

### Claiming and rejecting a Norwegian identity in conversation

In recent years there have been numerous debates about the concept of being “Norwegian”. The question is to what degree immigrants and children of immigrants are entitled to calling themselves Norwegian and claiming a Norwegian identity. As Lane (2009) shows, there have been conflicting views about this expressed in media debates, and the Language council of Norway (Språkrådet) had to reverse their initial recommendation of reserving the designation “Norwegian” to ethnic origin. A related debate concerns what alternative labels are used and recommended about such minority groups. For instance, the Ministry of Children, Equality and Social Inclusion (2011) has formulated guidelines for which terms are recommended and which are not, concerning such labels as “ethnicity”, “immigrant background”, “multicultural” etc. These debates and recommendations have tried to find general guidelines for acceptable language use. Not much research has chartered what concepts and labels are used in actual language usage, but a notable exception is Pájaro (2011), who shows how Latin American migrants living in Norway use the term “foreigner” about themselves rather than the term “immigrant”. The current paper will contribute to this line of research by analyzing the uses of labels designating linguistic, ethnic and national identity in naturally occurring conversations involving speakers of immigrant background. The analysis will use the methodological framework of Membership Categorization Analysis (Sacks 1992). This framework emphasizes the situated and emergent character of categorization, and analyzes how categories are invoked relative to the conversational activities the participants are engaged in. In this perspective, the invocation of an identity label (such as “Norwegian”) will be analyzed according to how it is accepted or resisted by the participants in the conversation and how it contributes to legitimating the projects pursued by the various actors involved in the talk. The questions that will be answered is thus to what extent we see speakers of immigrant background claim or reject the identity of being Norwegian and which argumentative functions this can have in various conversational contexts. A result of preliminary analyses indicates that invoking a Norwegian identity may serve to claim or deny appropriation of allegedly Norwegian norms and values. It also shows that the question of national identity is treated as a sensitive topic in many cases, and thus in need of explicit legitimation in the form of accounting practices.

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## **Tamás Péter Szabó**

### Linguistic Diversity in Schoolscapes in Hungary

The linguistic environment of formal education (ie. Schoolscape) reflects upon the linguistic and cultural diversity of a training institution. Inscriptions and cultural symbols placed on the façade and the walls of the school building are tools for orienting the choice between various cultural and linguistic values and ideologies (cf. Johnson 1980; Dagenais et al. 2009; Brown 2012; Laihonon 2012). In school buildings, a dynamic and object-mediated negotiation of norms, controlled by the communities learning and teaching in the building, is detectable. Objects placed by the directorate of the institution (e. g. the coat of arms and the flag of Hungary, the text of the national anthem, etc.) and other elements such as notice boards and tableaux – bought, or made by teachers or students themselves – exhibit and offer a wide range of cultural and linguistic norms, while transgressive signs as graffiti can be interpreted as a manifestation of contestation. Tableaux for pedagogical purposes such as visual summaries of grammar or natural science topics play a central role in the above mentioned norm negotiation, because they can be used for the regulation of classroom discourses, displaying and visualizing the most important scientific, political and religious ideologies disseminated by the given institution. For example, in classrooms, tableaux summarizing spelling rules promote standardist language ideologies. As another example, illustrated and annotated maps displaying the most important scenes of cultivated Hungarian poets like János Arany, Sándor Petőfi or Miklós Radnóti highlight the linguistic norms followed by these eminent language users, whose formal prestige is extremely high in contemporary cultural discourses. Meanwhile, other language users as pop singers or rappers – highly cultivated by the students – do not have such a publicity on the school walls: their lyrics is written on the wall or on the school bench as a graffiti, and their texts are very rarely analysed or presented during the school lessons. A third interesting manifestation of linguistic diversity is the visibility of languages other than Hungarian: as dominantly monoglot institutions, Hungarian elementary and secondary schools prefer the use of Hungarian, while foreign languages like English, German or French are present only in rooms for foreign language classes. Other policies are extremely rare and can be found mainly in immersion schools. The present paper demonstrates the first results of my study started in 2013 in schools in Hungary, collecting data with a so-called tourist guide technique. That is, during the photography of signs, I interviewed a teacher guiding me through the building. My teacher guide made explanations on the choice of language, quotes, and other symbols. That is, the fieldworker and the interviewee co-construct ideologies on the environment. The simultaneous analysis of photos and interview materials can be used for the investigation of the diversity and the interference of local, national and global identities, values, linguistic norms and ideologies of the given institution. The analysis follows the methods and theoretical implications of Discursive Social Psychology, Language Ideology and Conversation Analysis studies.

## **Adrian Tien**

When is the language users' language truly bilingual, and when is it not?  
Contemporary Chinese lexicon as evidence of language diversity and (re)vitalisation  
in Singapore

Singapore occupies an interesting position at the crossroads between languages and cultures – a fact which is testament not only in historical or geographical terms but also in the contemporary

linguistic situation of this country. Preliminarily speaking, Singapore has four official languages: English, Chinese, Malay and Tamil, with English being the main lingua franca in official communicative contexts and recognised as a “first language”, whereas the other languages are regarded as “mother tongues” and tend to be the native languages used at home by each of their corresponding ethnic and cultural groups. English is, without doubt, the language that every Singaporean speaks (or is supposed to be able to speak) whilst Chinese is, by far, the most widely spoken of the mother tongues, since the ethnic Chinese who speak the language represents the biggest group of the overall Singapore population. Whatever the mother tongue, most Singaporeans are, apparently, bilingual and typically speak English and either Chinese, Malay or Tamil.

But the current linguistic situation in Singapore is actually far more complicated and vibrant than that. This paper sets out to delineate the situation and examines it from the perspective of the languages of the language user. To do so, we propose that the following issues be reconciled with, a priori: a. standard language vs. language variety: each of the languages (English, Chinese, Malay and Tamil) is not just spoken in its standard form but also in the way of an indigenised (pidginised or creolised) variety – famously “Singlish”, which is a characteristically Singaporean variety of English – and this variety can be as distinctive and unique as a separate language; b. bilingualism vs. bidialectalism: Chinese is itself represented in Singapore not only by standard Chinese but also a number of Chinese dialects, prominently Hokkien, Teochew and Cantonese; in fact, standard Chinese is itself based on one of the Chinese dialects, Mandarin. It is well-known that Chinese dialects are as mutually unintelligible as separate languages and, for this reason, Chinese dialects have important ramifications for the present situation; and c. code switching vs. code mixing: since code switching (referring here to a temporary switching between two languages) and code mixing (referring here to a habitual mixing of elements of other languages within one language) are both employed by Singaporean language users, we need to know which one is taking place before establishing a case of true bilingualism.

Our initial analysis, principally based on a study of the typical language users’ Chinese lexicon in Singapore, indicates that Singaporeans are typically bilingual or even multilingual, though not necessarily so in the conventional sense (e.g. between English and Chinese) but also in the sense that varieties and dialects behave like separate languages (e.g. between English, Singlish and Chinese Hokkien). None of these is surprising, however, given close contact between the languages within Singapore, which, in turn, reflects the close socio-cultural contact between Singaporeans of different ethnic backgrounds. Implications of this linguistic situation are discussed in terms of language diversity and (re)vitalisation in Singapore, with special consideration of ontogenic (individual) vs phylogenic (collective) language development, language acquisition and language attrition, etc.

## **Elena Tkachenko**

Language diversity in Norwegian pre-schools: what languages should pre-school practitioners speak in their work and what command of majority language is required?

Norwegian pre-schools are challenged by the growing heterogeneity in the population, and have to meet the needs of linguistically and culturally diverse children, as well as meet the challenges with more linguistically and culturally diverse employees. Whereas multicultural perspectives in early childhood education have got a prominent focus in the major regulative documents for early childhood education, this cannot not guarantee that the good intentions are implemented as

they are thought in local practices. Attitudes to linguistic and cultural diversity in society are influenced by political priorities and the media discourse. In the last years the media discourse and political priorities promote the importance of speaking the majority language, Norwegian. Mastering the majority language is of course important for immigrants, both with respect to achieving success in the society, getting access to education and jobs and being integrated. However, as I will discuss in my presentation, this discourse may have some negative consequences for attitudes to linguistic diversity.

Lately there have been expressed concerns about the Norwegian language skills among immigrant employees in kindergartens in Oslo. Aftenposten Aften (from 02.15.2012) writes for example that up to 17% of employees in kindergartens in Oslo do not speak Norwegian fluently. It has been proposed to introduce a language requirement (Språkrpøve 3) for pre-school employees with minority background. In the presentation I will discuss this issue from the perspective of second language research, language policies and the empirical data.

First, I will discuss the media debate on this issue, pointing out imprecise terms used to describe language proficiency. It is often referred to as “fluency”, but it is not a clearly defined concept in L2 research. Whether an L2 speaker is fluent in Norwegian may be influenced by subjective perceptions and often evaluated based on the accent, pronunciation and talking without unnecessary pauses.

I have interviewed kindergarten assistants with a mother tongue other than Norwegian, and conducted focus group interviews with kindergarten leaders in the kindergartens in Oslo with high percentage of immigrant employees. Interview results show that despite the concerns expressed in the media, the multilingual assistants themselves do not perceive their linguistic challenges as a problem in their work. They emphasize that working in the kindergarten has contributed enormously to the development of their command of Norwegian. The minority employees often speak several languages in addition to Norwegian, however, the interviews reveal that this linguistic expertise is used very little in their work. The data from the focus group interview with kindergarten leaders show that challenges associated with poor Norwegian skills / poor comprehension have more to do with communication strategies between native speakers and L2 users. The data reveal also some issues with regard to the kindergartens’ language ideologies, and the hierarchical relations between different languages.

## **Radosław Wójtowicz**

### Language diversity for beginners

The purpose of my paper is to report on the creating and testing of teaching materials on language endangerment and language diversity developed for secondary school use in Europe. Crystal (2011) mentions school curricula as one of four ways of interacting with the general public to raise awareness about language endangerment. A set of lesson outlines that aims at engaging in interaction with school communities has been developed within the scope of Innovative Networking in Infrastructure for Endangered Languages Project (INNET). I will concentrate on the material created for English as a Foreign Language, with its theme ‘The Heritage Languages of the Channel Islands’. The lesson is designed to focus students’ attention on the fact that it is not only English used in the English-speaking world.

The testing of the outline has brought to surface issues connected with school environment that need to be considered before any attempts to effectively raise students’ awareness of language endangerment are made. If the teacher herself is absolutely convinced there is a fundamental difference between language and dialect, it becomes obvious that rather than on eg. the

advantages and disadvantages of multilingualism, attention should be focused on the fact that the number of languages in the world is 7 000 and not 700. Interviews conducted with students after the lesson reveal it was the most surprising thing they had learned and it is quite probable they will keep this single fact in mind rather than think what is lost when a language dies.

## **Endashaw Woldemichael**

### Hegemony and Negotiation in Pluralist Ethiopia: The Zay Language Story

It is a truism for a culturally and linguistically diverse society that, questions of power, equity, and representation/recognition are recurrent issues. The global trend of praising humanistic plurality with all its features and constituents is an advent towards an aspired freedom that was constrained by cultural and political hegemony. In the Ethiopian context where language and cultural diversity has gained momentum after the coming to power of the EPRDF regime in 1991, language as an important constituent of cultural identity became a primary tool for legitimizing political power and group rights have become the venue through which local communities enter the state and claim political space. Such a linguistic and cultural revival and ‘politics of recognition’ has helped on the one hand to cultivate, develop, and promote ones own culture, language, identity while on the other hand it led to, as Gayatri Spivak contends, the marginalization and subalternization of minority groups. This later aspect of cultural and linguistic revival (as institutionalized in an ethnic federal arrangement in the Ethiopian case) as a cause for marginalization of minorities living among majority groups is the subject of this research.

Zay is a language that is spoken on the islands of Lake Zway and the surrounding villages by about 2500 people in Southern Ethiopia in the Oromia region. The Zay community has a long history of settlement in the region and their cultural and religious make up demonstrate the marginal position they occupied over the centuries as a minority group living amongst a dominant ethnic group, the Oromo. Following the establishment of an ethnic federal structure in Ethiopia their position and cultural identity have seen major changes. Even though ethnic federalism generally celebrates cultural diversity and expression of cultural identity the Zay have seen their language repressed and have been unable to secure the venue like getting primary education in their mother tongue and parliamentary representation. Although it is not unnatural for languages and cultural identities to be in competition for relevance and dominance in any setting the epistemic marginalization that the Zay as a community and as a language are witnessing is an interesting case for the discussion of power relations. Disparity in terms of access to social services and political positions are among the most important challenges facing minority groups such as the Zay and social castes like artisan groups. Ethnic federalism by raising the position of dominant ethnic groups it relegated and further marginalized the position of ethnic and social minorities.

Despite this however the Zay have continued to negotiate their cultural and political space in different ways. By identifying themselves with dominant groups, language shift and assertion of their cultural and linguistic identity they have been claiming a more elaborate and conducive political space. Cultural imposition and loss of political space has been instrumental in turning the society into “shadows”. The interplay of social, political and economic factors greatly impacted the endangerment of the language and is threatening the viability of the ethnic group. This study attempts to show that language endangerment is a function of political, economic and cultural and historical factors. In relation to this I will argue in this study that the social and political practice of the Zay and their political practices such as language shift (using the language

of the dominant group), identification with the dominant ethnic group and such practices should be seen in the context of the political, economic and cultural realities facing the group. The project therefore attempts to problematize and place the issue of power relations as central to language endangerment and marginalization in heterogeneous and multi cultural societies like Ethiopia.

## **Aleksandr Zamiatin**

### Language Shift and Maintenance among young Udmurts

In terms of language diversity the Udmurt Republic is a contact region where there are at least two languages in interaction, Udmurt and Russian, and two population groups, monolinguals, speaking only Russian, and bilinguals, speaking Udmurt and Russian. The contact situation raises the issue of interrelation of these languages. The Russian language continues to dominate in most domains of language use. Moreover, nowadays it occupies even private domain, replacing the Udmurt language. So, in the UNESCO World Atlas of the World's Languages in Danger (<http://www.unesco.org/culture/languages-atlas>), the Udmurt language is listed in the category of the "definitely endangered" languages. The data of three latest population censuses in Russia (1989, 2002, 2010) indicate an accelerating language shift towards the Russian language among ethnic Udmurts. Language loss occurs not only because of the deficiency of language transmission, but mostly because of negative language environment and its subjective perception by people. In recent times, some activists have been undertaking certain activities directed at the Udmurt language and cultural revitalization. Despite the small number of participating activists and a limited impact of their activities, these revitalization attempts might be signs of the ethnic and language mobilization processes "from below". The aim of the presentation is to discuss how language revitalization attempts of young Udmurts correlate with the general sociolinguistic situation in Udmurtia. In my presentation I'm going to analyze language behaviour and choice both of ethnically mobilized and -indifferent individuals. Also I will discuss the ways of language shift and extinction and how the activists try to revitalize the language. The presentation will be based on the field-work data analysis (interviews with Udmurt youth), which demonstrates that the revitalization discourse is to certain extent closed into its own shell.