



Languages of the Wider World

**CETL** SOAS-UCL Centre for Excellence  
in Teaching and Learning



## **BOOK OF ABSTRACTS**

# **Multilingualism, Regional & Minority Languages: Paradigms for 'Languages of the Wider World'**

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**SOAS-UCL Languages of the Wider World CETL**

in association with

**Fryske Akademy**

and

**Mercator European Research Centre on Multilingualism and Language Learning  
(MERCATOR)**

**Compiled and Edited by Matteo Feruglio and James Grindrod**

## PREFACE

This international conference is jointly organised by the *Languages of the Wider World CETL* (LWW CETL) at SOAS & UCL in the UK, and the *Mercator European Research Centre on Multilingualism and Language Learning* (MERCATOR) at the Fryske Akademy in the Netherlands.

All people have the right to learn and use their mother tongue, and to learn a second and third language. This formal right is often absent and its use in practice is often less well guaranteed and less developed than should be the case, especially for speakers of smaller languages variously labelled as 'regional', 'minority', 'immigrant', 'community' (including sign languages), 'heritage' languages, etc. The conference focuses on theoretical and empirical work in research and implementation of teaching and learning models and strategies for language learning.

The conference combines the fields of interest of the partner institutions. The LWW CETL focuses on languages of Asia, the Middle East, Africa, Eastern Europe, Scandinavia and the Netherlands. The focus of MERCATOR and the Fryske Akademy is on language learning and language transmission of Regional and Minority Languages and smaller state languages in Europe. This conference brings together researchers and practitioners from these various fields to define, analyse and explore new directions and paradigms for 'Languages of the Wider World'; and it provides opportunities for further research and future collaborations.

Over 60 papers are being delivered covering four broad themes: *Language Transmission; Education Issues; New Technologies; and Social Benefits and Costs*. The abstracts of these papers, and of the keynote addresses can be found below.

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**KEYNOTE ADDRESSES**

## **Multilingualism: Recognition, Rights and Realities**

**Professor John Edwards**

St Francis Xavier University, Canada

Multilingualism is a powerful fact-of-life around the world, a circumstance arising, at the simplest level, from the need to communicate across speech communities. Important lingua francas have always acted as aids to cross group understanding; these typically represent the language of some potent and prestigious society – Greek, Latin, French, Arabic, English, and so on. As well, pidgins, creoles and ‘artificial’ or constructed languages (like Esperanto) have served in more restricted contexts.

To be multilingual is not the aberration supposed by some of those who speak a ‘big’ language – indeed, in global statistical terms at least, monolingualism is much the rarer condition. The linguistic myopia that is so often a feature of monolingual perspectives is sometimes accompanied by a narrow cultural awareness and – if we move from the personal to the social level – can be seen to be reinforced by state policies that typically elevate only one language to official status. Thus, while there exist something like five thousand languages in about two hundred countries, only a quarter of all states recognise more than one language. As well, even in those countries in which two or more varieties have legal status, one language is usually predominant, or has regional limitations, or carries with it disproportionate amounts of social, economic and political power.

In countries where more than one language has legal status, it would still be unwise to assume that multilingual encounters are common. One might live in India, with its eighteen ‘scheduled’ languages, and live a full life completely within a monolingual enclave. On the other hand, such encounters may not be at all rare in states officially recognising only one or two varieties: this is the case in many African countries, for example. Even in America, where no variety is official at the federal level, but where English has all the de facto clout a language could wish for, one might engage in a great deal of English-Spanish code switching.

In this paper, I shall make some comments about multilingualism ‘on the ground’, as it were, discuss some of the ramifications of both official and unofficial pressures and influences – and also say something about the rather vexed matter of the ‘rights’ attaching to languages and language communities in contact.

## **Interdisciplinary perspectives on African language publishing for children**

**Professor Viv Edwards**

University of Reading, UK

New education policies are stimulating demand for African language books for children. However, African language publishing is at an embryonic stage. Challenges include heavy dependence on sales guaranteed by Education Departments, a lack of infrastructural capacity, a dearth of writers in African languages and translators with experience of children's literature, and problems in distribution. This presentation will outline the aims and methods of a project funded by Leverhulme to explore the conditions necessary for African language publishing to thrive.

## **Glocalization and sustainable linguistic diversity**

**Professor Durk Gorter**

University of the Basque Country, Spain

Regional and minority languages contribute to worldwide linguistic diversity and minority languages have many shared characteristics. Usually a dominant majority language is seen to be a threat to a minority language. Moreover, speakers of minority languages have to deal increasingly with international language(s) as part of trends of (linguistic) globalization. Multilingualism has become part and parcel of the experience of everyday life.

Glocalization refers to the ability to combine the dimensions of the glocal, regional and local. Minority groups do give different local responses to the dangers of language shift. One major challenge is the transmission of the minority language to the next generation. When multilingualism becomes sustainable, future generations can meet their own language needs. The continued existence of language groups is related to many factors; the historical, economic, political and social contexts have to be taken into consideration. Speakers of minority languages are participants in a global network society. The reliance on the family-home-neighbourhood-community-nexus as the most important sustaining factor for language revitalisation becomes more difficult. In a 'connected world' minority groups have to find ways to make use of the capabilities of language related technology.

In this paper I want to discuss processes of glocalization as related to (1) education (in particular regarding language learning and acquisition), (2) policy (in terms of language revitalization efforts) and (3) practice (language use and multimodality). These three aspects can be clarified with data from Basque and Frisian as European minority languages. In particular the linguistic landscape (the written language seen on signs in public space) does somehow reflect these three aspects. Our studies show that the linguistic landscape can be part of the input for language acquisition and for developing multilingualism. The regulation of the languages on display and the contestation of space are important for threatened languages. The signs can also illustrate the practices of language mixing and a lack of boundaries between languages.

## **Using Information & Communication Technology in Language Teaching & Learning**

**Robert Bibeau**

ICT Expert, Quebec, Canada

The experience of using information and communication technology (ICT) is not new. In the 1960s the company ControlData, with its system 'Playto', was already using computers to teach. With these machines, four levels of interactivity were talked about. All that was learnt about the way of teaching and learning with these tools at this time has been preserved and brought to a higher level thanks to the new teaching tools offered on Web 2. This paper will briefly consider ICT applications that are useful in language classes.

## **ABSTRACTS – LANGUAGE TRANSMISSION**





## Transmission of Yorùbá in and Outside the School in the Diaspora

**Akin Oyètádé**

Department of the Languages and Cultures of Africa,  
School of Oriental and African Studies, London, WC1H 0XG, UK  
Tel +44 (0)20 7898 4378  
[ao2@soas.ac.uk]

Transmission of the knowledge of Yorùbá language and culture to younger generation is a major course of concern and preoccupation of as many parents and adults who are competent in the language, either within its natural linguistic environment where it is spoken as mother tongue or outside of it in the Diaspora. The task is carried out by parents, siblings and peers at home; by teachers in the school, Church Sunday Schools, Muslim Sunday Schools and other appropriate centres. However, the task of transmission in the Diaspora is doubly difficult because, in many cases, parents who should be the first essential agent of transmission are either not confidently proficient enough, not competent at all or are too busy to devote the required time that would enable them to fulfill the role of effective transmitter.

The paper also examines another factor that negatively affects transmitters and the content of the message that is packaged for transmission: the materials that are available in bookshops and on-line, and how easily accessible and user-friendly they are.

The paper concludes by making reference to the experience of writing the *Curriculum Guide for Yorùbá* by the author and his colleague, Yínká Òké and the lessons to be learnt from the lack of charts, cards, other teaching aids, and the publication of Dr. Ololade Otitoloju's books:

Otitoloju, O. (with illustration by Abraham Oshoko) (2007) *Ìjàpá àti Àjá – The Tortoise and The Dog (Storybook with Interactive CD)*. Lagos: Lolipops Publications; and:

Otitoloju, O. (with illustration by Abraham Oshoko) (2007) *Ìjàpá, Asín àti Øk...r... – The Tortoise, The Rat and The Squirrel (Storybook with Interactive CD)*. Lagos: Lolipops Publications.

## Learning Language Outside School: A Diasporic Experience

**George Alao**

Département Afrique, Institut National des Langues et Civilisations Orientales (INALCO),  
10 rue Riquet, 75019 Paris, France  
Tel +33 320 36 14 26 Fax +33 1 55 26 81 29  
[alaageorge@yahoo.fr]

When examined in the light of the experience of the Yoruba Diaspora<sup>1</sup> in Northern Ghana during the 1950s and 60s, the affirmation made by Gohard-Radenkovic and Murphy-Lejeune (2008:272), to the effect that "tout bouleversement politique, économique ou écologique, aux niveaux national, régional et planétaire, entraîne déplacements qui provoquent des besoins en langues et en compétences d'adaptation à des contextes étrangers"<sup>2</sup>, suggesting a need for a diaspora to always create her own language, is only partially true. For, while some diasporic experiences are known to have given birth to languages such as Yiddish, Ladino, and Swahili, among others, children raised under the Yoruba Diaspora mentioned above including this author, did not have to create any new language. Instead, they were raised within a system whose principal objective was to preserve the Yoruba language and culture in a foreign context, and which ran simultaneously with the official Ghanaian school system.

This paper highlights such strategies for learning as "home learning", "ethnic compound learning", "church-related learning", "semi-formal learning", "learning by radio and music", "learning by games and cultural activities", and "learning by tandem", that were put in place by the Yoruba community to help transmit language and culture to the younger generation, and how, when the community was expelled from Ghana in 1969, the skills acquired came in handy to the seeds that were scattered to other grounds.

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<sup>1</sup> The definition of *diaspora* as used in this paper includes such recent acceptations as those proposed by authors such as Khalid Koser, Colin Palmer, Harris, among others. Here is the one proposed by Harris: " The African Diaspora concept subsumes the following: the global dispersion (voluntary and involuntary) of Africans throughout history; the emergence of a cultural identity abroad based on origin and social condition; and the psychological or physical return to the homeland, Africa. Thus viewed, the African Diaspora assumes the character of a dynamic, continuous, and complex phenomenon stretching across time, geography, class, and gender. ("Introduction," in Harris (ed.), *Global Dimensions*, 2nd ed., 1993, pp. 3-4.).

<sup>2</sup> Gohard-Radenkovic, A. et Murphy-Lejeune, E.(2008) « Introduction: Mobilités et parcours ». In. G. Zarate, D. Lévy, C. Kramsh (dirs.). (2008.). *Précis du Plurilinguisme et du Pluriculturalisme*, Paris: éditions des archives contemporaines, pp. 127.

## **Siblings: A Hidden Influence in Multilingual Families**

**Suzanne Barron-Hauwaert**

Independent scholar, France

Tel +33 5 49 29 89 70

[bilingsiblings@yahoo.com]

Research in the field of childhood bilingualism has underestimated the influence of the siblings at home. Well-known and respected studies have typically reported on only or first-born children. There is little on the dynamics of a whole family, or the way siblings use language together. I collected data from one hundred and five international families (with two or more children) via an online survey, and twenty-two case studies.

Growing up in the same family, with the same parental or community languages does not lead to children having the same bilingual or multilingual language use. Parents often find that children can be very different from each other, and one strategy that works with one child may be inappropriate for another.

Siblings often have a language of preference, which is not always the language that the parents choose or prefer. Siblings form their own sub-set within the family; they make their own rules, create opportunities for language use apart from their parents and can force parents to change language strategies.

Parents wishing to maintain a minority language or heritage may find their children prefer to use the language of school or the country language. The influence of siblings, friends and their social life can be stronger than the parent's authority. In this respect, parents and academics need to acknowledge this sub-group and accept that it is the siblings who give languages life and vitality, not only the parents.

**Once Isolated; Now Multilingual?**  
**Language Practices, Attitudes and Identity in Volendam and Inner Mongolia Compared**

**Lisa Lim, Anna Karregat and Wu Yuncang**

Department of English, University of Amsterdam, Spuistraat 210, 1012 VT Amsterdam, The Netherlands  
Tel +31-(0)20-5253832  
[lisa.ls.lim@gmail.com]

This paper presents the language situations in two minority multilingual communities: the Volendammers of the Netherlands, and the Mongols of Inner Mongolia of China. Geographically worlds apart, these communities are interesting comparable case studies, comprising speakers of smaller languages (Volendams, Mongolian) within a larger state with a dominant language (Dutch, Putonghua), who until recently were relatively isolated – the Mongols, originally a nomadic peoples, now an autonomous region of the People’s Republic of China, and the Volendam community, a once-secluded fishing village on the then-Zuiderzee – and who still maintain their unique culture and customs. With modern ‘assimilation’ into the larger nation-state, what implications hold for language practices – is there shift? multilingualism? – and corresponding issues of attitudes and identity?

While some trends in language use are comparable – e.g. the (predictable) choice of smaller vs. larger language in private vs. public domains – interesting differences between the groups are noted: e.g. the Mongolian–Putonghua shift is gradual, and Mongolian–Putonghua bilingualism is gaining ground in younger generation private domains; the choice for Volendams or Dutch is however distinct and stark, with little code-switching reported. Attitudes towards the dominant language and towards bilingualism and identity in general are also more positive in the Mongols than the Volendammers. The reasons, we suggest, seem to be found less in institutional support for the languages – support in education and media for the state language is comparable – but in other components of ethnolinguistic vitality – group proportion in territory, immigration/emigration patterns, intermarriage, and social status.

**Pre-School and Outside School Mother Tongue Educational Programmes  
in the Contexts of Selkup, Ket and Evenki Communities**

**Olga Kazakevich**

Laboratory for Computational Lexicography, Research Computer Centre,  
Lomonosov Moscow State University, NIVC, MSU, Leninskiye Gory 1, Str. 4, 119992, Moscow, Russia  
Tel 7-495-939-2357 Fax 7-495-938-2136  
[kazakevich.olga@gmail.com]

The paper presents some results of the analysis of linguistic and sociolinguistic materials concerning the attempts of implementation of mother tongue educational programmes in nursery schools, kindergartens, children's homes and summer holiday camps for schoolchildren in Selkup, Ket, and Evenki communities in the Upper and Middle Taz and the Middle Yenisei basins (Northern Siberia).

The materials were collected during a series of linguistic expeditions led in 1998-2008 and are a sort of a by-product of those expeditions. They reflect the situation in 27 villages. Though in 15 of the surveyed villages the Selkup, Ket, or Evenki form the bulk of the population, in all the villages the main means of communication both at home and in the community life is Russian, children able to speak their ancestral language can still be found only in one Evenki and in two Selkup villages. It cannot be said that this problem does not worry the communities' members. The attitude towards the heritage language is mostly positive, the majority of parents say they want their children to speak their ancestral language, but even those parents who are able to speak that language themselves choose to use Russian with their children leaving the task of the ancestral language transmission to nursery school, kindergarten and school. Unfortunately, our surveys show that up to now the mother tongue educational programmes implemented outside school (as well as at school) were practically ineffective.

I am going to present my understanding of the situation and of the ways of its possible improvement. I am also going to demonstrate some multimedia by-products of our linguistic researches which could be used in Selkup, Ket and Evenki pre-school and outside school, as well as school education.

**Grass Roots Support Groups for Multilingual Families:  
The First Step on the Right Road?**

**Claire Thomas**

Deputy Director, Minority Rights Group International; and Secretary, Waltham Forest Bilingual Group

**Ricky Lowes**

Lecturer, Language Centre, Plymouth Business School, University of Plymouth,  
2F Cookworthy Building, Hampton Street, Plymouth PL4 8AA, UK

and

Co-coordinator, Plymouth Multilingual Families

Tel +44 (0)1752 585711

[ricky.lowes@plymouth.ac.uk]

All people have the right to learn and use their mother tongue but in practice, for many families wishing to maintain a heritage language, it takes considerable organization and effort to transform this right into reality.

Both speakers are involved with self-help groups for multilingual families (members' children are mostly aged between 0 – 11 years), which are innovative in that they support parents regardless of the languages involved. Based on our experience of running workshops and talking to many parents within these groups, our talk will focus on our experience of supporting multilingual families, and will examine the issues involved for these families, the challenges self-help support groups face and the opportunities they offer.

Multilingual families are a heterogeneous constituency within society with a very low profile, and grass roots organizations such as ours offer a focal point to bring them into contact and can then gather and represent their views to wider constituencies.

We will argue that families who are at the coalface of producing a plurilingual society are currently often undervalued, and need the help and support of the informed and the powerful: the academic community, and the local and national bodies with the power to create policies and grant funding. We will present examples of what can be achieved in a self-help group, and discuss what these groups and the families they represent require in their endeavour to develop children who can fulfil their personal potential and contribute to the multilingual and multicultural future that awaits us.

## **Positive Attitudes are Not Enough: Minority Language Survival in the Canadian Prairies**

**Jaya Nagpal and Elena Nicoladis**

Department of Psychology, Biological Sciences Building, University of Alberta, T6G 2E9 Edmonton, Canada  
Tel 780 - 492-0124 Fax 780 - 492 - 1768  
[jnagpal@ualberta.ca] and [elenan@ualberta.ca]

As per Canada's policy of multiculturalism it encourages various minority groups to maintain their culture and languages and avoid assimilation. However, most immigrant groups lose their minority language (ML) by second or third generation. Unlike other minority languages, French (an official language in Canada) has shown resistance to language shift even in English speaking regions of Canada. Language use in family and the social support for the language in community plays an important role in maintenance of ML by children in immigrant families.

We collected data from mothers of 2-5 year old children in 34 French and 34 South Asian Immigrant families living in Edmonton, Canada, which is a primarily English speaking region in Canada. The questionnaire contained questions about parents' attitudes with regard to ML maintenance, language use at home, language of the media for children (like books and TV) as well as children's involvement in activities where they speak their ML outside home. We found that parents in both groups hold positive attitudes about their ML and want their children to learn the language, but differ in what they do to encourage the language. Parents in both groups speak to their children in their ML equally but unlike South Asian parents, French parents exposed their children to more French media than English language media at home. Most children in French families were involved in activities in French (like daycare, preschool, playgroup) outside of home as well. Despite their preference for maintaining the ML, most South Asian parents were not hopeful that their child will speak in ML as an adult.

The results of this study demonstrate the relevance of institutional support outside the family in retaining an ML.



## **Chinese Language Socialization and Development of Ethnic Minority Children in Hong Kong**

**Yuen-fan Lornita Wong and Cheung Shing Leung**

Department of Early Childhood Education, The Hong Kong Institute of Education,  
10 Lo Ping Road, Taipo, New Territories, Hong Kong, China  
[lyfwong@ied.edu.hk] and [samleung@ied.edu.hk]

Many researchers in the field of literacy development of children have pointed out that students' language socialization outside the school is crucial for the understanding of educational interactions regarding language learning in the classroom (Malloy, 2005). In view of the lack of Chinese language training of the ethnic minority children (e.g. Indians, Nepalese, Pakistanis, etc.) in their family before they go to school in Hong Kong, resources have been channeled into the community to provide various support to facilitate the learning of the Chinese language by the limited/non-Chinese speaking children. It has also been observed that some ethnic minority children have developed high Chinese language proficiency through their social interaction with Chinese-speaking children in their neighborhood.

The proposed paper investigates what and how education and social activities engaged by ethnic minority children outside school (i.e. in their family and community, etc.) have affected the Chinese language development which is crucial for academic achievement in Hong Kong where the language of instruction in primary schools is Chinese. An ethnographic approach relying mainly on detailed interviews with 10 children from each grade level of primary 1-5, as well as their teachers, parents, community leaders and social workers has been adopted for the study.

It is hoped that the data collected will enable educators to have a better understanding of how language transmission outside the school has helped the learning of the majority language by the linguistic minority children, and subsequently improve their academic attainments.

### **What Causes the Non-Use of a Minority Language? The Non-Use of a Minority Language.**

**Catrin Fflur Huws**

Director, Centre for Welsh Legal Affairs, Aberystwyth University, Aberystwyth, Ceredigion, SY23 3DY, UK  
Tel +44 (0)1970 622712 Fax +44 (0)1970 622729  
[trh@aber.ac.uk]

Non-use of a minority language forms a spiral. A lack of confidence to use the minority language causes a reluctance to pursue one's education through the medium of the minority language, particularly within tertiary education. This in turn causes gaps in the provision of services in the minority language leading to a situation where services in the minority language are viewed as second best because they are piecemeal, underfunded and reliant on translation and interpretation. This leads to non-use and a lack of opportunity to develop minority language competence.

Using the context of tertiary level Welsh language education, and the use of the Welsh language in the legal system, this paper will seek to explore ways in which this cycle may be broken.

## Motivating Young People to Learn Endangered Languages

**Julia Sallabank**

Research Fellow in Language Support and Revitalisation, Endangered Languages Academic Programme,  
Department of Linguistics, School of Oriental and African Studies, London, WC1H 0XG, UK  
Tel +44 (0)20 7898 4326 Fax +44 (0)20 7898 4349  
[js72@soas.ac.uk]

The future of any language is with young people. Gaining acceptance in schools plays a key symbolic role in many endangered language revitalisation campaigns, to increase status, prestige, and perceived utility. However, focusing on schools tends to replace promotion of speaking the language in the home, although intergenerational transmission is the true gauge of a language's vitality (Fishman, 1991). Furthermore, the type of language used in schools is not always that which would be useful for social communication or child-rearing.

Examples are taken from research on Guernesiais, the indigenous language of Guernsey, Channel Islands, whose fluent speakers now number under 2% of the population. Mainstream education is in English, but since 2003-4 optional extra-curricular Guernesiais classes have been taught by volunteers in four primary schools. Young children's participation in voluntary classes is likely to be influenced by their parents' motivation as much as by their own. School lessons, especially if compulsory, may not enthuse teenagers, who have a tendency to rebel against behaviour promoted by school. Most teenage respondents in the study knew little about local history, and over half had negative attitudes towards traditional language and culture.

Suggestions from Guernsey and elsewhere are given for encouraging young people to develop their own identification with, and version(s) of, a minority language in order to motivate them to use it more.

### **References**

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## **Developing Literacy Skills in the Minority Language**

**Maja Mezgec**

Slovene Research Institute (SLORI), Trg/Piazza Giotti 1, 34133 Trieste – Italy  
[majamezgec@slori.it]

The focus of the paper is on language skills with special attention to literacy skills in the minority language among the bilingual population. The research aim to investigate which factors influence literacy skills acquisition, which is the relation between literacy skills developed by individuals in the minority and in the majority language and the analysis of the balance between bilinguals' literacy skills in the minority and the majority language.

The dynamics of functional literacy development has been measured with literacy tests among the member of the Slovene minority in Italy in two case studies. The first is about adults, who have attended Slovene medium school and live in a mixed Slovenian-Italian environment, the second concentrates on students, who are about to conclude their high school studies in a school with Slovenian as medium language.

The differences in the tests scores confirm the initial hypothesis that limited opportunities of using the minority language in public and working place strongly inhibit the use and the development of the functional literacy skills in the minority language. This situation offers more opportunities to develop the language skills in the majority language. Further on, the study allows the analysis of the factors, which influence the raising and/or the fall of the literacy levels in Slovenian.

## **A Performance Approach to Second/Third Language Teaching and Learning**

**Meili Fang**

Imperial College, University of London  
[meili.fang@imperial.ac.uk]

**Presented by David Nathan, SOAS, UK**

This talk describes a "Performance Approach" (PA) to language teaching and learning. This approach has been developed over several years by the applicant and has been used for teaching Japanese, Chinese, Taiwanese (Hokkien) and Karaim (an endangered language spoken in Lithuania).

In the PA, performance is both a learning goal and learning strategy. It emphasises language production, as well as language resource creation, through use of group-created drama and other routinised performances. A range of simple and concrete activities is used, together with group preparation and presentation of an original piece of drama.

Performance continually builds up the learners' repertoire - of all skills, including listening, speaking, reading, writing, grammar, vocabulary, and cultural awareness - in layers. The approach is especially effective for rapid learning, in a measurable way, and creating new resources along the way. PA activities such as drama are some of the only ways for effectively developing language functions such as modality and expressing emotions. Audio and video technologies are used to extend the value of the activities. The approach will be demonstrated through a video documentation of a Hokkien course taught at SOAS.

## **ABSTRACTS – EDUCATION ISSUES**



## Students' Representations on Native-Speaking Teachers of Foreign Languages

**Martine Derivry**

Lecturer, UPMC, Paris 6 University, Language Department, 4 place Jussieu, 75252 Paris cedex 05, France  
Tel +33 (0)1 44 27 42 70/ 7 20 61  
[martine.derivry@upmc.fr]

Applied linguistics is mainly based on research dealing with the English language and all its varieties, a phenomenon commonly designated as World Englishes<sup>1</sup>. However, in order to define, analyse and explore new directions and paradigms for language teaching, it seems paramount to build bridges with 'Languages of the Wider World'<sup>2</sup>. By focusing on a sociological perspective on language teaching/learning, it is possible to contribute to a general framework of the foreign language teaching field through carrying out surveys and studies about the 'Wider World', thus linking all languages together to better comprehend the theoretical dimension of the field<sup>3</sup>.

This paper will deal with an issue that has been discussed for a decade in the English literature about 'native-speaking teachers of English' and would more precisely concentrate on learners' representations of their foreign language teachers.

A study carried out in 1997 in France showed that French students had a strong preference for Native Speaker English Teachers. Another study in 2007 showed that international students studying French in France also preferred Native Speaker French teachers<sup>4</sup>. Thus, it seems that the ideology of native-speakerism<sup>5</sup> pervades the entire foreign language teaching field, as it is not only restricted to English teaching. Whereas researchers in Applied linguistics have questioned this ideological construct, learners' representations on FL teachers largely remain unquestioned.

Could learners of 'Languages of the Wider World' have similarly deeply rooted attitudes towards the Native Speaker Teacher?

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<sup>1</sup> Kirkpatrick, A., 2007. *World Englishes*. Cambridge : CUP

<sup>2</sup> Zarate, G., Lévy, D., et C. Kramsch. 2008. *Précis du plurilinguisme et du pluriculturalisme*, Paris, Éditions des archives contemporaines: <http://precis.berkeley.edu>

<sup>3</sup> Alao, G., Argaud, E., Derivry-Plard, M., Leclercq, H. (eds). 2008. *Grandes et petites langues, pour une didactique du plurilinguisme et du pluriculturalisme*, collection Transversales, Peter Lang.

<sup>4</sup> Derivry-Plard, M., 2008. Students' representations on native Speaker teachers of FL » in *Investigating English Language Learning and Teaching*, Mirosław Pawlak (ed.), Poznan-Kalisz, 2008, pp 281-293.

<sup>5</sup> Holliday, A. 2006. Native-speakerism , *ELT*, 60/4, pp. 385-387.

## Negotiating Languages Other Than French in the Primary Classroom in France

**Christine Hélot**

Institut Universitaire de Formation des Maîtres, University of Strasbourg  
141 ave de Colmar, BP 50129, 67025 Strasbourg Cedex 1, France  
Tel 0033 3 88373304  
[Christine.helot@gmail.com]

Based on previous studies on language education policies in France (Hélot 2003, 2007) this contribution will present an analysis of the way such policies are interpreted, negotiated and recreated by teachers working in multilingual classrooms (Menken and Garcia, forthcoming).

A case study of two student teachers at the IUFM of Alsace working in “*écoles maternelles*” will be presented to illustrate how two beginner teachers dealt with very young emergent bilingual pupils in their classroom. Two settings will be compared, with different language configurations (German and Thai in one case and Turkish in the other). The analysis will show how the dominant monolingual *habitus* of our school system and the dominant position of the French language prevent the bilingual knowledge of both teachers and students from being fully recognised and built upon as a learning resource. The case of the Turkish language will be examined in comparison to Thai and German to explain the unequal relationships of power between different languages in our curriculum and the lack of a holistic and/or ecological approach to language education policy in France.

Yet despite these constraints, the two beginner teachers went beyond simple acceptance or tolerance of their pupils’ linguistic and cultural resources (Garcia et al 2006), they found strategies to cultivate and build on their pupils’ emergent bilingualism and thus both could be said to have been agents of change within their schools.

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**Between Commodification and Social Integration:  
an Investigation of Central Concepts of Foreign Language Education**

**Stephan Breidbach**

Institut für Anglistik und Amerikanistik, Philosophische Fakultät II, Humboldt-Universität zu Berlin  
Abteilung Fachdidaktik Englisch, Unter den Linden 6, 10099 Berlin, Germany  
Tel +49-(0)30-2093-2768  
[stephan.breidbach@staff.hu-berlin.de]

Learning a second and a third language – as stated programmatically for this conference – is held to be a right belonging to all people. Consequently, at the beginning of the millennium, the Council of Europe set out new policy guidelines for plurilingual education as being part and parcel of citizenship education.

Following from this, language education *nominally* operates within a framework geared to cultural, social, and political participation of the learners, both within a multilingual Europe, and possibly beyond. However, the move towards socially inclusive policies in language education coincides with numerous attempts to standardise the output of language learning, trying to make it compatible with the needs of large-scale testing. There is strong criticism that institutional language teaching is thus increasingly treated as a service provided to learner-customers accumulating cultural capital rather than as a vital element of citizenship education.

Against this backdrop, I should like to ask how current concepts – such as language awareness, task-based learning, or learner autonomy – cater for the needs of citizenship education in the language classroom. Starting from an analysis of some learners' voices on their own language learning, I shall argue that that the ideological struggle between the neo-liberal maxim of the accountability of the educational system and the socially integrative function of schooling is mirrored quite clearly in basic concepts of foreign language education – and thus influences classroom practise substantially.



## Myths and Scientific Knowledge about Plurilingual Foreign Language Learners

**Daniela Elsner**

Institute of Humanities and Cultural Studies, University of Vechta, Driverstrasse 22, 49377 Vechta, Germany

Tel +49 4441 15 302

[daniela.elsner@uni-vechta.de]

Different studies initiated by the governments of the German Federal States (cf. PISA/ IGLU) could prove that bilingual or multilingual pupils with a migration background show various language deficits in their first and in their second language, which influence their academic performance negatively. Respectively the majority of multilingual learners achieve significantly lower results in English as their L3 than monolingual children who learn English as their first foreign language at school. This might be a rather surprising result, since it has become somewhat of a popular myth that the existence of more than one language has a positive effect on further language learning.

It is assumed that, due to their experiences with former language learning, third language learners have language specific knowledge and competencies at their disposal that monolinguals do not have. But what needs to be kept in mind is that only under specific conditions and with the support of their surrounding can multilingual learners benefit from these features, in terms of their cognitive and sociopragmatic development, and especially for further foreign language learning in institutional settings.

The presentation will focus on these prerequisites and lay open that the majority of EFL teachers in Germany do not know, how to support plurilingual learners e.g. by integrating existing languages into their foreign language teaching. As a consequence plurilingual learners do not account their prior language knowledge as something beneficial for further foreign language learning at school. Against this background, the presentation will finally draw some methodological conclusions for the EFL classroom.

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## **Primary Languages and Multilingual Education**

### **Tözün Issa**

London Metropolitan University; Faculty of Arts, Humanities, Languages and Education;  
North campus; 166-220 Holloway Road; London N7 8DB; UK  
Tel +44 (0)20 7133 2399 Fax +44 (0)20 7133 2628  
[f.issa@londonmet.ac.uk]

### **Cathy Pomphrey**

London Metropolitan University (as above)  
Tel +44 (0)20 7133 2637 Fax +44 (0)20 7133 2628  
[c.pomphrey@londonmet.ac.uk]

The National Languages Strategy for England calls for the introduction by 2010 of an entitlement to language learning for every pupil in key stage 2 (i.e. age 7-11). This strategy provides the potential for the introduction of a wide range of languages into the Primary School curriculum. However, in pilot studies of the introduction of the Primary Languages Strategy, French is by far the most dominant language being introduced, and European languages tend to predominate (DfES 2005). The focus of teacher preparation for language learning entitlement by 2010 has tended to be the teaching of specific (mostly European) languages by subject specialists.

This paper will investigate the possibility of taking a more multilingual approach to language teaching in Primary schools. It will report findings arising from initial teacher training provision for mainstream Primary and Early Years teachers in a multilingual London context at London Metropolitan University. This provision takes an integrated multilingual approach to preparing trainees for the Primary Languages strategy.

The paper will show examples from teacher training sessions as well as evaluative data from questionnaires and a focus group discussion. These reveal trainees' responses to the teaching sessions, their attitudes towards languages and their perceptions of language teaching roles as class teachers. The paper will also refer to data from an audit of trainees' linguistic knowledge and skill. Analysis of the data shows a wide range of existing linguistic and cultural knowledge, experience and skill among trainee teachers, which could be utilised to support a multilingual approach to language teaching in schools.

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## **The Continua of Multilingual Education and the Basque Educational Context**

**Jasone Cenoz**

Department of Research Methods in Education, University of the Basque Country,  
Tolosa Hiribidea 70, 20018 Donostia-San Sebastian, Spain  
Tel 34-943 015576 Fax 34-943015470  
[jasone.cenoz@ehu.es]

This paper focuses on multilingualism in society and school as the result of increasing linguistic diversity. These characteristics of multilingual education will be represented in the '*Continua of Multilingual Education*' model, which highlights the relationship between schools and their sociolinguistic context (Cenoz, forthcoming).

This model is a tool to identify different types of multilingual schools and programmes. In the second part of this paper the '*Continua of Multilingual Education*' is used to discuss the Basque educational system where Basque, the minority language, has become the main language of instruction both for Basque L1 and Spanish L1 children. Spanish and English are also part of the curriculum and used as medium of instruction in some schools. Basque education is an example of increasing multilingualism in the school context with the use of several languages both as school subjects and as languages of instruction.

The challenge of using different languages at school and the main difficulties will be analyzed as related to the spread of English, the promotion of Basque as a minority language and the increasing number of speakers of other languages. The final part of the paper discusses how the '*Continua of Multilingual Education*' can be applied to different types of multilingual education programmes involving minority and regional languages.

## **A Response to Multicultural Reality: Two-Way Immersion Education in Germany**

**Gabriela Meier**

University of Exeter, Department of Politics, Amory Building, Rennes Drive, Exeter, EX4 4RJ, UK  
Tel +44 (0)1392 420 447 Fax +44 (0)1392 263305  
[g.s.meier@exeter.ac.uk]

European and other urban centres have become increasingly multicultural and multilingual. However, schools largely adhere to the 'monolingual habitus' (Gogolin, 1994) in that children who cannot speak the language of instruction at school entry are often at a disadvantage – because they speak the 'wrong' language.

In my eyes, two-way immersion programmes are a compelling response to multilingual reality. These teach children with a majority language background and children with a migrant-language<sup>1</sup> background in one class using two languages of instruction – the majority language, i.e. German in Germany and one migrant language, e.g. Turkish, sometimes from pre-school to university access. Half of the lessons are taught in one language and the other half of the lessons in the other.

My presentation firstly provides an overview of state-run two-way immersion, or dual-language, education models in Germany. Secondly, I focus on the largest such programme in Germany: 'Staatliche Europa-Schule Berlin'. The language combinations available in this programme are German with English, French, Greek, Italian, Polish, Portuguese, Russian, Spanish and Turkish, reflecting to some extent the linguistic make-up of Berlin. More than 5400 students are enrolled in these bilingual school streams in Berlin, and their school-leaving certificate grants them university access not only in Germany but also in other countries, without further language tests. Third, I discuss benefits and limitations of such two-way immersion programmes as experienced in Germany and North America, and speculate about their potential for wider implementation, perhaps also in the UK.

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<sup>1</sup> I take 'migrant languages' to mean those languages spoken by individuals and their families who immigrated in the last century or so.

## Swot Navarre

### **Iulen Urbiola Loiarte**

Euskara Kultur Elkargoa, Zapateria Kalea 50 1C, 31001, Iruña-Pamplona, Nafarroa, Spain.

Tel 0034 948 227 355

[iulen@euskarakultur.org]

Nowadays, the Basque speaking territory is divided into three different administrations: the French Basque country (France), the Autonomous Community of Navarre (Spain) and the Basque Autonomous Community (Spain). The main consequence of this political reality is that the Basque language has various legal statuses within the territory that is spoken, with different regulations and competences.

In the paper, we are going to assess the educational system in Basque language just within the Autonomous Community of Navarre; where, and with regard to the use and teaching of Basque language, the territory has been divided in three different areas (Basque speaking area, mixed area, non Basque speaking area). To do this analysis, we are going to identify the strengths, the weaknesses, the opportunities and the threats surrounding this educational system, bearing in mind that the objective is the normalization of the Basque language in Navarre.

1. Explanation of the legal status of the Basque language in the Autonomous Community of Navarre: Basque speaking area; mixed area; non-Basque speaking area
2. Explanation of the different linguistic models in the educational system of Navarre and their availability for the citizens
3. Strengths
4. The weaknesses
5. The opportunities
6. Threats
7. Conclusion

## Minority Languages in Education in Ukraine: Legal Perspectives

**Iryna Ulasiuk**

PhD researcher, Department of Law, European University Institute,  
Via Boccaccio 121, San Domenico 50133, Italia  
Tel +39 3495929147  
[Iryna.Ulasiuk@eui.it]

One emerging means of meeting the needs of ethnic minorities within Eastern Europe is to provide them with the right to national schools where the teaching is in the “native” language and they possess some limited right to exercise influence over the programs in these institutions. This in fact is occurring in Ukraine.

Prior to 1989, Ukraine was subject to several hundred years of Russian political and linguistic influence, with the result that the Ukrainian language and all other languages were marginalized and eventually under the threat of extinction.<sup>1</sup>

Following the establishment of Ukrainian as the state language in 1989, the government of Ukraine sought to re-shape language use from an essentially Russian language society to primarily Ukrainian with new educational language policies focused on mandatory Ukrainian study for all students in all school types, regardless of the local language of instruction.

At the same time the European instruments the Ukrainian state is party to, obligate it to recognize the right of every person belonging to a national minority to learn his or her minority language as one of the principal means by which such individuals can assert and preserve their identity.

Finding a fair balance between promoting the state language and guaranteeing education in and of minority languages is of primary importance in the Ukrainian society. So whether such a balance is achieved through legal means is a focus of this paper.

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<sup>1</sup> Prizel, Ilya (1994). The influence of ethnicity on foreign policy. In Roman Szporluk (Ed), *National identity and ethnicity in Russia and the new states of Eurasia* (pp. 103–128). Armonk, New York: M. E. Sharpe, at p.107; see also Solchanyk, Roman (1990). Ukraine, Belorussia, and Moldavia: Imperial integration, Russification, and the struggle for national survival. In Lubomyr Hajda & Mark Beissinger (Eds), *The nationalities factor in Soviet politics and society* (pp. 175–203). Boulder, Colorado: Westview Press.

## **The Education in the Mother Tongue: A Comparative Study between Cataluña and Australia**

**Alessia Vacca**

Doctoral Candidate and Teaching Assistant, University of Aberdeen, School of Law  
Room 46 A, Taylor Building C, University of Aberdeen, Aberdeen, AB24 3QY, UK  
Tel +44 (0)1224 273707 Fax +44 (0)1224 272442  
[r04av6@abdn.ac.uk]

The paper is a comparative study of the education system in minority languages between Cataluña and Australia from a legal point of view. Cataluña has a complex legislation: national Constitution, regional Constitution, regional laws, a strong legal framework, a language always alive as a political instrument to get the power. Australia has not a legal framework in this area and has a confused planning system. In Europe, the Council of Europe is in charge of the protection of Human Rights. Several HR instruments were written under the auspices of the Council of Europe included instruments for the protection of minority languages such as the Language Charter. Australia signed and ratified some International Conventions which are not a strong legal basis to claim an education system in aborigines' languages.

The Catalan law of normalization n. 7 of 1983, replaced by the law of linguistic politics n. 1 of 1998, has also the purpose of stimulating the use of Catalan as the language of education in all levels of teaching. Therefore Catalan is not only a language to study, but it is the language used for teaching in all levels of non university education. Also in some universities Catalan is the language normally used for teaching instead of the Castilian. The request from the pupils, during the lessons, of the Castilian language is considered almost offensive.

In Cataluña is preferred who dominates both the languages, Castilian and Catalan. The Catalan educational system consists in the use of both the official languages, Castilian and Catalan, in the didactic activities. In the Catalan educational system 'linguistic immersion' wants to mean supremacy of the Catalan in the programs of study in comparison to the Castilian.

The school has a fundamental importance for the transmission of the culture of the minorities. If the educational systems didn't have any regime of teaching in the mother tongue all policies are inefficient. Is the language a factor of integration or a barrier?

## **Theory and Practice of Language Teaching and Learning in Primary Schools, Vhembe District of the Limpopo Province, South Africa**

**Nelson Musehane**

M.E.R.Mathivha Centre for African Languages, Arts and Culture, University of Venda, P/Bag X5050, Thohoyandou 0950,  
Limpopo Province, South Africa  
[musehanen@univen.ac.za]

South Africa has eleven official languages that have been enshrined in the Constitution of the country. The Constitution of the Republic of South Africa and the South African Schools Act 84 of 1996 put the emphasis on the teaching and learning through the mother tongue one would understand best.

Section 29(1) of the Constitution of the Republic of South Africa categorically states that:

Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable.

Books written in English have been prescribed for the subjects. Is it that the subjects are taught in English whereas teachers are not qualified to teach in the language subject? Aren't those teachers using mother tongue as well as English in teaching learners? This is meant to facilitate communication across barriers of colour, language and region, while at the same time creating an environment in which respect for language other than one's own would be encouraged. Teaching and learning in one's mother-tongue , promote full participation in society and economy through equitable and meaningful access to education .This is also undertaken in order to support the teaching and learning of all other languages required by learners or used by communities.

The aim of the paper is to investigate teaching and learning in primary schools in the Vhembe District of the Limpopo Province in South Africa, as expressed in legislation documents. This will be compared with empirical evidence in practice .Primary schools should be a place where indigenous official languages are used. The researcher seeks to establish what languages primary schools use for teaching and learning. Based on this, a conclusion and recommendations will be made .The findings will help stakeholders in language-in-education policy to formulate policies that are implementable.



## **Transmission of Arman/Macedonarman Language and Culture in the Multilingual Educational Context within the Balkan States**

**Kira Mantsu**

Writer and Member of the Council of Armans/Macedonarman, Konrad-Adenauer Ring 37, 65428 Rüsselsheim, Germany  
Tel +49-6142-33819 Fax +49-69-633-988-39  
[k.mantsu@de.swets.com]

The Armans/Macedonarman, one of the oldest people in the Balkans, whose roots originate from Ancient Macedonia, live nowadays in Albania, Greece, Republic of Macedonia (FYROM), Bulgaria, Romania and Serbia.

This people whose Latin based language has a history of over 2000 years, has always been bilingual. Bilingualism is a characteristic feature of the Armans/Macedonarman and has been a European value over centuries. Nowadays, bilingualism is more than ever present in the European states.

The report concerns the current situation of the Arman/Macedonarman language, which, in spite of a long written tradition, still has not achieved the status of regional, minority language. The report also refers to the possibilities of language transmission, language and culture acquisition, pointing at the written literature in the multilingual context Armans/Macedonarman have been living for centuries.

## **CLIL in Teacher Training at the Faculty of Humanities and Education at the University of Mondragon, The Basque Country**

**Julia Barnes, Pilar Sagasta, Begoña Pedrosa, Ainara Nazabal and Monika Madinabeitia**

Faculty of Humanities and Education HUHEZI, Mondragón Unibertsitatea, Department of Languages  
Eskoriatza 20540, Gipuzkoa, Basque Country, Spain  
Tel +34 943 714157 (ext 141) Fax +34 943 714032  
[julia\_barnes@huhezi.edu]

This paper describes work that is being carried out in the degree of Teacher Training of students of Infant Education, Special Education and Physical Education at the Faculty of Humanities and Education at the University of Mondragon as part of a CLIL programme to develop multilingualism with English and Spanish in the context of a minority language, Basque. The objective is to foster additive multilingualism based on the language that is less used in the social context. Basque is the language used in most subjects of the curriculum whilst students receive instruction through English for two subjects and have a similar proportion of contact with the majority language, Spanish.

Experience of teaching the foreign language as a subject had demonstrated that focusing on the language as the sole teaching aim was not an appropriate strategy to foster a high level of communicative competence. Therefore, two subjects in English were designed, one for the first year and another one for the second in which there was a focus on contents connected to the students' professional profile as well as language. Likewise, workshops were designed that would centre on the students' attitudes towards multilingualism.

This paper reports on the content and materials used in the programme, the instructional strategies involved in giving it, the attitudes of the students and instructors taking part, and how such an approach to the language can impact positively on the foreign language and multilingualism in general in such contexts.

## Using Narrative to Teach Science: Projecte Solaris, a Form of CLIL in a Lesser-Used Language

### **Silvia Aymerich i Lemos**

Adult Education Unit, Department of Education of Catalonia,  
UNED Terrassa- Extensió Cornellà, Mossèn Andreu, 15. 3<sup>a</sup> planta, 08940 Cornellà, Barcelona, Spain  
Tel +93 376 70 11 Fax +93 376 74 50  
[saymeric@xtec.cat ]

### **Josep J. Centelles**

Departament de Bioquímica i Biologia Molecular, Facultat de Biologia, Universitat de Barcelona  
Avda. Diagonal, 645 Edifici Nou, planta – 2, 08028 Barcelona, Spain  
Tel 34 /934021870 Fax 34 /934021219  
[josepcentelles@ub.edu]

In an increasingly high-tech world, scientific literacy has become an inherent part of the right to education. Furthermore, multilingual societies are committed to the promotion of lesser-used languages, especially when its use shows a decrease among young people as the Catalan society is now experiencing.

Following the recommendations of educational researchers, Projecte Solaris is a collection of novels for young readers inspired by a twofold objective: teach scientific content and develop competence in the Catalan language. Stories are intended to generate interest in the scientific topic, whereas context-embedded learning activities focus on the assimilation of the subject matter. Most novels (74%) are produced by a science teacher and a language teacher working collaboratively, while 26% are written by teachers possessing two degrees (philology + science).

In this paper I explore the impact of this collection by analyzing data collected from publisher's records, teacher's journals and newspapers and published and interviews with readers.

This presentation evaluates first to what an extent homologation by the Department of Education<sup>1</sup>, recommendation by universities and teacher's journals and translation into Spanish are indicators of pedagogical value. Second, whether the presence in the market after 15 years may be considered in itself a success. Third, if the reasons for the emergence of best-selling titles (10 out of 27) are related exclusively to quality. The integration of narrative and CLIL seems to be a useful tool to trigger youth's interest in science as well as to develop their competence in Catalan.

Finally, its generability to other communities having a lesser-used language is discussed.

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<sup>1</sup> Following the same trend, a new project adding ICT has been selected by the Innovation Section of the Department of Education of Catalonia.

### **L<sup>3</sup>: Technical Language, Everyday Language & Foreign Language in a CLIL Approach to Mathematics**

**Britta Viebrock**

Interim Professor, University of Bremen, Fachbereich 10, Fremdsprachendidaktik Englisch/EFL Pedagogy  
Postfach 330440, 28334 Bremen, Germany  
Tel +49 421 21868103 Fax +49 421 2184283  
[viebrock@uni-bremen.de]

Content and Language Integrated Learning has been established in a considerable number of subjects in the German educational context. Traditionally, theoretical considerations on the CLIL approach have been made from the perspective of foreign language pedagogy. More recently, substantial contributions have been added to the discussion from the perspective of many subjects – except for mathematics.

In this contribution, I will provide fundamental considerations and examine possible parameters of a CLIL-specific pedagogy of mathematics. The main focus will be on the different aspects of language that play a part in content matter learning through a foreign language as well as on the importance of language in the learning process in general.

After a brief introduction to Content and Language Integrated Learning in the natural sciences, I will take a quick look at 'mathematics and language(s)' and examine the perspective of mathematics pedagogy. After this, I will present some ideas on a CLIL-based approach to mathematics: What are the specifics of developing conceptual knowledge through a foreign language? What links can be found between mathematics pedagogy and CLIL pedagogy? A brief description and analysis of practical examples and empirical documents will follow.

Due to a lack of studies in this field, substantial empirical data is hard to find. I will use, instead, teaching materials and pupils' texts extracted from descriptions of practical classroom activities published in the pertinent journals. Finally, I will present my conclusions and outline CLIL-specific research perspectives centring on some kind of 'mathematical literacy' as a core concept.

## **Constructing CLIL Programmes and Managing Related Risks**

**Peeter Mehisto**

Institute of Education, University of London, Flat 1, 16 Wobrun Square, London, WC1H 0NS

Tel + 44 (0)75 52 75 00 69

[peeter@mehisto.eu]

In 2000, Estonia launched a voluntary Estonian-language CLIL programme for seven-year olds in four Russian-medium schools. The programme has expanded to a total of 54 kindergartens and schools now offering students three points of entry – kindergarten, year one and year six. Fred Genesee (2003) has referred to the Estonian programme as one of the most carefully planned immersion programmes in the world.

This paper presents research into stakeholder perspectives on Estonian CLIL programme implementation, and includes lesson observation data. Factors that have contributed to successful CLIL programme implementation are identified. Some of these include a programme management agency, independent research into student achievement, training for a range of stakeholders and centrally-produced learning materials.

However, programming has caused a certain dissonance or disjuncture for educators and other CLIL stakeholders as they work to shift from their current practices to those practices favoured by the CLIL approach. Many educators find it difficult to apply a multiple focus on content and language, as well as on cross-curricular integration, cognition, and reflection. A complex multi-faceted approach is required to address these issues which include training that supports teachers in guided reflection on their own mindsets and their practice coupled with repertoire building in CLIL-specific strategies, as well as on building awareness of how these strategies impact on exam results. Moreover, identifying and detailing the role of all CLIL stakeholders and the development of professional learning communities are central to optimal management of CLIL programming.

**Pedagogical Principles and Multilingual Education:  
Contradictions and New Directions for Research and Practice**

**Carol Benson**

Centre for Teaching and Learning, Stockholm University, S-106 91 Stockholm, Sweden  
Fax +46 8 626 5582  
[carol.benson@upc.su.se]

The central question of this paper is how to reconcile two major “knowns” in language and education:

1. It is optimal for learning if the child’s best language(s) are used for beginning (and continuing) literacy development and general learning;
2. Schooling is a major force for “saving” languages lost (or in the process of being lost) through ignorance, neglect, denial or systematic underdevelopment.

Although both principles are well established, the second seems to contradict the first in situations where early (and continuing) education immerses learners in a heritage language that they are not necessarily familiar with. Looking at culture and identity issues, the focus on the heritage language is clearly warranted in light of social pressure to assimilate to a dominant (or dominating) language and culture (see e.g. Hornberger 2008). In purely pedagogical terms, however, the second principle looks dangerously close to all-L2 “submersion” programs, and seems to rely on what bilingual education advocates challenge as myths (see e.g. Cummins 2000): the earlier the better, separate underlying proficiency, more time for the L2 etc.

This discussion leads to some new directions in research and practice, namely the need to find more effective ways to assess first and second language competence on the part of teachers and students, both incoming and outgoing, and to re-examine and re-construct bilingual pedagogy in terms of actual language competence levels.

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## **Bilingual Learning: From the Margins to the Mainstream?**

**Charmian Kenner, Mahera Ruby and Eve Gregory**

Goldsmiths, University of London  
[c.kenner@gold.ac.uk]

In London, many children from multilingual backgrounds attend two different kinds of school: their mainstream school on weekdays and community-run language classes (often known as complementary schools) after school or at weekends. In the former, English is often the only language used in the classroom, whereas in the latter, teaching can operate bilingually in English and mother tongue.

This paper reports on a new research project, funded by the Paul Hamlyn Foundation, that brings languages of the wider world into the mainstream by setting up partnerships between primary school teachers and teachers from the complementary sector. The study is being conducted by Goldsmiths, University of London, in collaboration with Tower Hamlets Children's Services. Two primary schools are each linking with complementary schools in their local area, including classes in Bengali, Somali and Russian. Teachers visit each other's settings to observe the different pedagogies being used, and then jointly plan topic-based lessons that are adapted to each of their contexts. Planning incorporate bilingual approaches and links with parents and grandparents. The paper will present initial findings from the research, and discuss the wider educational implications.

### **What Should be the Language Education Curricula's Priority: Forging a Deeper Sense of Cultural Identity or Forcing Learners to Accommodate Them With the Predefined Standard?**

**L. F. Apnan Banu**

Institution of Educational Development, BRAC University, House 113/A, Road 2, Niketon Housing, Gulshan, Dhaka, Bangladesh  
Tel 880-2-9881265 (ext 2145) Fax 440-2-8829157  
[apnanbanu@gmail.com]

This paper questions the traditional language curriculum-views where, through instruction and learning materials, a standard is maintained which does not always necessarily represent various cultural orientations, such as rural, ethnic and local-linguistic identities.

Bringing experiences from an intervention that employed improved instructional efforts in mother tongue teaching for underprivileged children in Bangladesh, this paper highlights the necessity for a curriculum principle of empowering learners in classrooms through the use of their own local language for communication purposes and attaching high value to their cultural identity. The intervention is reported to have resulted in significant improvement in stimulating learners' creative thoughts, higher-order cognitive and communication abilities, a shifted pedagogic culture with closer student-student and student-teacher interactions. These accomplishments however have slowly been started to evaporate as the intervention has been scaled-up; signalling problems in a tension between the dominant epistemology of traditional pedagogy and the alternative philosophy of this intervention. The intervention experience reports that a broader understanding of purposes of language and literacy learning is absent in traditional curriculum specifications, where mere skill-drill for sound-symbol connections, standard spelling conventions and decoding skills are emphasized. Being accurate and learning the standard language is the main agenda while meaning, communication is ignored as instructional objectives.

Consequently the education system all too frequently sees teaching of abstract language rules and definitions that make less sense to the learners and what makes sense to them, that is the use of local colloquial is strongly discouraged. As a result, students are left in classrooms with boredom, stigma and a strong identity crisis.

## “It’s Kinda Easy”: Children’s Perspectives on Immersion Education

**Fiona Gallagher, Angela Leahy and Annette Simon**

Dublin City University (DCU)  
School of Applied Language and Intercultural Studies, DCU, Glasnevin, Dublin, Ireland  
Tel +353 1 7005194 Fax +353 1 700 5527  
[fiona.gallagher@dcu.ie], [angela.leahy@dcu.ie] and [annette.simon@dcu.ie]

This paper explores the role of context in shaping the experience of bilingual/ multilingual education in Ireland. In particular, it compares the context of language immersion as experienced by two cohorts of young learners, namely

1) learners with no prior knowledge of Irish who complete their primary schooling through Irish (*Gaeilge*) in *Gaelscoileanna* and 2) newcomer learners with little or no knowledge of English who complete their primary schooling in mainstream English-medium schools in Ireland.

These cohorts of L2 learners clearly differ from each other in terms of identity and cultural background. However, they share one important characteristic, namely that of experiencing primary education through immersion in a language with which they are unfamiliar, be this by choice (as is mostly the case with *Gaelscoileanna*) or by default (often the case for newcomer children since full schooling in their heritage languages is not an option). Despite this important commonality and the fact that these immersion realities exist in parallel on the same geographical territory, research on the potential for a useful dynamic to emerge between them is lacking.

This paper is based on an on-going research project entitled “*Gaelscoileanna* and Multicultural classrooms: exploring the potential for transfer to enhance L2 learning experiences”<sup>1</sup>. In particular, it will present insights gained thus far from interviews with children involved in each immersion context and will situate these in a broader context to include the following areas: identity, language and power and Cognitive/ Academic Language Proficiency (CALP). It will also focus on the children’s perspectives on the benefits and challenges which immersion education has presented for them.

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<sup>1</sup> This project is funded by the Irish Research Council for the Humanities and Social Sciences.

## **Irish Language Preschools: Training Policies and Practice**

### **Máire Mhic Mhathúna**

Department of Social Sciences, Faculty of Applied Arts, Dublin Institute of Technology,  
40-45 Mountjoy Square, Dublin 1, Ireland  
Tel +353-1-424204 Fax +353-1-4024263  
[maire.mhichathuna@dit.ie]

Irish language preschools or naíonraí work in two language contexts, the Gaeltacht or Irish-speaking areas and the rest of the country which is mainly English speaking. They prioritise the development of Irish as a mother tongue for native speaker children and as a second language for children who are being brought up bilingually to various degrees in Gaeltacht areas. In the rest of the country, naíonraí are mostly concerned with the acquisition of Irish as a second language. This complex situation gives rise to a number of language and education issues. One of the main factors affecting the quality preschool provision is well trained staff and this in turn is dependent on training policies and practices.

Questionnaires will be sent to the two main naíonra organisations to investigate their views on issues in relation to training. The two main categories of questions will be training in the Irish language and early years education training. The organisations' views will be sought in regard to teaching/developing the Irish language skills of practitioners, the theoretical and applied concepts required to work in the early years sector and the language teaching strategies advised for working with children through Irish. Current practice in providing training by the agencies themselves will be considered as well as the organisations' plans for training in the future.

The relationship between the organisations' training and other courses available through English will be examined, highlighting the need to participate in local, regional and national developments, while maintaining the distinct ethos of Irish-medium early childhood education.



**The Practice of Multiculturalism in Irish Pre-schools:  
The Revitalization of a Heritage and Minority Language**

**Firdevs Melis Cin**

Lecturer, School of Foreign Languages, Yasar University, 35230, Sehitler cad. no. 6, Alsancak, Izmir, Turkey.  
Tel +90232463 3344 (ext 280) Fax +90 232 463 0780  
[melis.cin@yasar.edu.tr]

Gaeilge is an autonomous language spoken mainly in the Republic of Ireland. The unique thing about Irish is that it is the official language of the country but also a minority language at the same time. Despite the financial support from the government, there is still a gradual and slow development in the status of Irish.

The most important institution in the development of Irish language and teaching is the Irish pre-schools which are known as Na Naionrai. The majority of students attending Na Naionrai are from English-speaking homes; therefore, these schools serve as an early immersion in Irish for them. They aim to raise these children in fluent Irish before they go to primary schools.

The overarching purpose of this paper is to discuss the current policy, which drives towards multicultural (or intercultural) education in Irish medium preschools, through several case studies which examines how multiculturalism is practiced. The paper also views Na naionrai's methodology in Irish acquisition and presents the children's mastery of communicating in Irish as a result of early immersion. It helps us to promote a deeper understanding of language revitalization and heritage language contexts.

Drawing upon a framework of language policy, planning, language and identity, as a heritage and minority language, how the early immersion of Irish plays a crucial role in shaping the students' intellectual ability and cultural awareness will be discussed with a particular focus on the Irish pre-schools and children.

## **ABSTRACTS – NEW TECHNOLOGIES**



## A Blended Learning Environment to Cope With Large Groups of Students in French Universities

### **Marie-Françoise Narcy-Combes**

University of Nantes, Faculty of Languages – English Department,  
Chemin de la Censive du Tertre – BP 81- 224, 44312 Nantes- Cedex 3, France  
Tel +33 2 40 14 11 33  
[marie-francoise.narcy-combes@univ-nantes.fr]

The presentation will examine how a task-based approach in a blended learning environment can improve language learning, learner motivation and teacher involvement when large numbers of students (over 600 in our case) are concerned. The students involved are in their first year at University. They all study English and at least another language (most of them study two languages on top of English) which can be Spanish, Italian, Portuguese, Russian, Arabic, Chinese or Japanese. 60% fail in their first year.

Our hypothesis is that our system which combines a task-based approach and continuous assessment we will favour language acquisition. The use of a learning platform will enable teachers and students to work in smaller groups when they are together (groups of 15 students instead of 45) as the input, the resources and the tasks will be part of the distance learning system. Students will be able to have better practice in language production, both oral and written. The organisation will also provide them with opportunities to develop skills for their future career such as autonomy and the ability to take on responsibilities and to work in teams. As the activities will be learner centred and the quality of the tutorials will be improved, we hypothesise that we will be able to foster a decline in students' drop out in the first year.

We will discuss here the results of our research and examine how they can be generalised to the other languages taught at the university as well as to contexts in countries where teachers have to face large numbers of students.

## **E-Euskara: Learning Basque on the Web**

**Nathalie Ticheler**

London Metropolitan University  
[n.ticheler@londonmet.ac.uk]

**Egiarte Giménez Etxarri**

University of Westminster  
[e.gimenez@wmin.ac.uk]

Probably the oldest language in Europe, Basque is classified as a language isolate. Although various theories have been formulated in this area, its origin still remains an enigma.

Nowadays the language is predominantly spoken in the Basque country, spread politically and administratively over two European states, with four territories in Spain and three in France. Supported by institutions since the end of Franco's dictatorship, Basque is now covered by various legal texts, such as the Statute of Autonomy of 1979 and the 1982 Law on the Standardisation of the use of Basque.

With an ever-increasing normalisation of technologies in society, and in line with European policies, the Basque government has launched numerous e-learning initiatives, such as the Plan e-Gipuzkoa (2010), which target all sectors of society.

In this context, authorities in the Basque Autonomous Community have produced a range of web-based materials designed to facilitate the acquisition of Basque.

The presentation will include a demonstration of selected materials and the focus will be placed on the learners' experience, highlighting the connection between technical features and foreign language acquisition.

Key issues such as interactive learning and collaborative learning will be discussed, expanding into the wider context of e-learning and Modern Foreign Languages.

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**Scientific and Technical Presentations in a Foreign Language.**  
**How Far can a Blended Course Cater for All Languages?**

**Jean-Paul Narcy-Combes**

University of Paris III, 46 rue Saint-Jacques, 75005, Paris, France

Tel +33 6 87 05 01 04

[jean-paul.narcy-combes@wanadoo.fr]

Students or professionals need to cope with the demands of presenting scientific or technical papers. Research has shown that preparing an oral presentation from written sources increased phonological nativisation phenomena and that reliance on a fully-written text was less than adequate.

An 18-hour “blended” course is offered to our students who meet their tutors six times per term (twice for learner training and then for the presentations themselves).

Comprehensible output based on a creative copy-and-paste technique (exemplar-based language production) leads to satisfactory results. A five-step approach is followed: (1) select an article, submit it to tutor, (2) write a very detailed plan, submit it to tutor, (3) prepare a PowerPoint presentation, submit it to tutor, (4) send an initial recording to tutor, (5) give presentation to the group.

A detailed PowerPoint presentation (no fully written sentences) leads to a more appropriate intonation pattern. However, though students send the initial recording of their presentations and can practice for their performance (virtual resource centre, text to speech, etc.), the very adequate presentations still carry traces of phonological nativisation, and errors, if absent from the slides, can be heard during the presentation. Unrehearsed answers to questions are more problematic when the learner’s level is A1 or A2 (CEFR).

We are now working on a transfer to other languages (initially Hungarian and Finnish) as well as to languages with a different alphabet that are also offered to the students.

**Video Words:**  
**Using Video Production as a Tool for Language Learning and Promoting Linguistic Diversity**

**Lucy Hottmann**

Kulturring in Berlin e.V., Media Education, Ernststrasse 14-16, 12437 Berlin, Germany  
Tel +49 30 5369 6534 Fax +49 30 5302 5990  
[lucy.hottmann@googlemail.com]

YouTube and other such platforms provide an opportunity for almost anyone to publicise almost anything. Kulturring's European projects are encouraging language teachers and learners to take advantages of the opportunities afforded by online streaming and the developments in video technology to promote languages.

Kulturring's current 'Divis' project is developing a simple but concise and accessible methodology for language teachers enabling them to create simple but interesting video material to broadcast online. It is directed at teachers at primary and secondary level and addresses both foreign language and native language learning. The learners themselves are encouraged and facilitated by their language teachers to use the technology to present items from their own language or from a foreign language they are learning.

Kulturring is equally concerned to disseminate the project's methodology to a maximum audience as well as to secure a wider implementation in formal education.

The presentation includes outcomes and examples of past and current European project work with primary schools and teacher training institutions with a particular focus on the benefits of its methodology for regional and minority languages, migrant languages and indeed for any language with less power.

## **Online Delivery of Deaf Studies Curricula in Ireland at Third Level: Working Towards Blended Learning**

### **Brian Nolan**

Department of Informatics, Institute of Technology Blanchardstown, Dublin, Ireland  
Tel +353868388003  
[brian.nolan@itb.ie]

### **Lorraine Leeson**

Director, Centre for Deaf Studies; School of Linguistic, Speech and Communication Sciences;  
Trinity College Dublin; 40 Lower Drumcondra Road, Drumcondra, Dublin 9, Ireland  
Tel +353 (0) 1 830 11 66 FAX +353 (0) 1 830 12 11  
[leesonl@tcd.ie]

Irish Sign Language (ISL), an indigenous language of Ireland, is recognized by the EU as a natural language. It is a language separate from the other languages used in Ireland, including English, Irish, and, in Northern Ireland, British Sign Language. Some 5,000 Deaf people use ISL.

Deaf people are the most under-represented of all disadvantaged groups at third level. This poses two challenges: (1) getting Deaf people into third level and (2) presenting education in an accessible form.

Two institutions, Trinity College Dublin (TCD) and the Institute for Technology, Blanchardstown, Dublin (ITB) have partnered to create a unique e-learning environment based on MOODLE as the learning management system, in the delivery of Deaf Studies programmes at TCD. We deliver third level programmes to students online to resolve problems of time, geography and access, maximizing multi-functional uses of digital assets across our programmes.

Signed languages are visual-gestural languages and online content is required to be multi-modal in nature and utilize rich-media learning objects. This presents many important challenges, including:

- Universal design in an online curriculum for Deaf students
- Assessing signed language interpreting skill in an online context
- Using the Signs of Ireland corpus in blended learning contexts in a MOODLE environment
- Issues of assessment in an e-learning context

We have operated online delivery since 2005, hosted by ITB, and recently we were successful in attracting Irish government funding to deliver undergraduate programmes through blended learning, maximizing ICT in the teaching and learning of ISL.



## **Deaf Studies via New Technologies in Europe: SIGNALL**

### **Lorraine Leeson**

Director, Centre for Deaf Studies; School of Linguistic, Speech and Communication Sciences;  
Trinity College Dublin; 40 Lower Drumcondra Road, Drumcondra, Dublin 9, Ireland  
Tel +353 (0) 1 830 11 66 FAX +353 (0) 1 830 12 11  
[leesonl@tcd.ie]

### **Haaris Sheikh**

Interesource Group (Ireland) Limited, 48 South William Street, Dublin 2, Ireland  
Tel + 353 (0) 1 677 1957 Fax + 353 (0) 1 677 1329  
[haaris@interesourcegroup.com]

### **Brian Nolan**

Department of Informatics, Institute of Technology Blanchardstown, Dublin, Ireland (as above)

This paper presents interim outcomes of a European Commission funded project which brings together industry, academics and practitioners in an innovative project to create an international forum of learning. SIGNALL 2 builds on the successes of SIGNALL 1 (a Leonardo da Vinci project). It is promoted by Interesource Group (Ireland) Limited partnered with the Centre for Deaf Studies, Trinity College Dublin (Ireland), Irish Deaf Society (Ireland), Finnish Association of the Deaf (Finland), University of Sussex (UK), the Foundation for the Promotion of Entrepreneurship, Lodz, (Poland) and Grant Advisor, Brno (Czech Republic).

Accreditation of this course leads to the transfer of credit points (under the European Credit Transfer System) amongst participating third level educational establishments promoting international mobility in education and the transparency of qualifications. Experiential and evidenced-based material illustrates experiences of Deafhood by using digitised case studies and video materials. The course will be offered as a distance-learning programme with fully accessible (signed, subtitled) course content in each partner country on-line. This is essential given that Deaf people are the most under-represented group accessing third level education (e.g. Leeson 2007, Conroy 2006), and is challenging given the linguistic diversity of the European Union. For example, signed languages differ from territory to territory, even where spoken languages are the same (i.e. Britain and Ireland have very different natural signed languages – British Sign Language and Irish Sign Language).

The core content for the 'Perspectives on Deafness' course was created by the Centre for Deaf Studies (CDS) at Trinity College Dublin. CDS has actively engaged in the development of digital learning assets to support traditional delivery of programmes, and are actively engaged in the development of blended learning diplomas and degrees. European perspectives are added, allowing for the exploration of shared – and differing- experiences of Deafhood (Ladd 2003) across Europe as well as notions of d/Deafness as a medical, social, cultural, and historical construct. Human rights perspectives are also explored in this wide reaching course.

This paper outlines the background to the development of this course, outlining rationale, content, creation of digital materials, the nature of international involvement and the challenges to creating a repository of digital courseware that will be accessible and relevant to Deaf and hearing students and employers across the European Union, and beyond.

The paper will discuss decisions surrounding the content, localisation of cultural information, identifying appropriate language for delivery of key and localised content; issues of translation and interpretation; linking digital learning objects to specific learning outcomes, architecture of a digital repository to support the teaching of Deaf Studies, in its most general sense, issues of assessment in an e-learning context and promoting awareness of Deaf awareness and employment.

## **Deaf Studies via New Technologies in Europe: SIGNALL (continued)**

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### **Ideas and Reasons for Integrating New Technologies in Teaching and Learning Languages**

#### **Nil Okan Paniguan**

School of Oriental and African Studies, Thornhaugh Street, London, WC1H 0XG, UK  
Tel +44 (0)7776411075  
[np5@soas.ac.uk]

This paper will be a general discussion of how new technologies have been integrated in the teaching and learning of Turkish in practice at SOAS (University of London). Apart from teachers devoting sufficient time to preparation and to their students, teachers are advised to use new technologies to allow “lonely souls of technology” and “tutor/classroom shy learners” to interact and communicate from a distance and get a better grasp of the cultural aspects of the living language.

I discuss the experience of using adapted ‘Flexipacks’ for language teaching and learning designed to fill an important gap in self study and revision. Students not only enjoyed working privately with audio/video units and handouts, but also felt they could also revise and consolidate their learning at their own pace and in their own time. Additionally, it gave them the freedom to work on their skills in an unconstrained environment. Moreover, it also emerged that the Blackboard VLE that was used by all levels of students, appeared to lead to students exchanging learning tips, revealing the importance of such technologies to enhance learning and attenuate cultural and linguistic differences.

Given these experiences it is suggested that video conferencing for amalgamating language classrooms between countries, especially one of them being the target language country, is something that is likely to be very useful. Learners would be able to exchange their own learning experiences and tips regardless of their location, background or ability.



## **ABSTRACTS – SOCIAL BENEFITS AND COSTS**



**The Added Value of Multilingualism and Multilingual Education:  
a Comparative study of the Basque Autonomous Community and Friesland**

**Marieke Hanenburg, Rynke Douwes**

Mercator European Research Centre on Multilingualism and Language Learning  
C/o Fryske Akademy, Doelestrjitte 8, P.O.Box 54, NL-8900 AB Ljouwert, The Netherlands  
[mhanenburg@fryske-akademy.nl]

**Elizabet Arozena, Manel Rodrigez**

University of the Basque Country, San Sebastian / Donostia, Spain

“The added value of multilingualism and multilingual education” is a comparative study in the Basque Autonomous Community and Friesland. Historically, Basque and Frisian are somehow characteristic for what has happened to the teaching of the minority language in many regions all across Europe. The large scale introduction and spread of the Basque language in education is unparalleled to other minority languages. In contrast, the case of Frisian is much more moderate.

The general objectives of this research project are to examine the added value of bi/multilingualism 1) as a resource for the individual and society and 2) as a resource at school.

In order to do this, a detailed, holistic comparison of bilingual and multilingual education in the cases of both the Basque Country and Friesland with a focus on sociolinguistic context and school variables will be carried out. This analysis will be followed by research on the added value of multilingualism at the individual/social level and at school.

Initially, the frame of reference for this study of the added value of multilingualism has been an economic model. In 2008 explorative focus groups have been used for a discussion about use and non-use values of multilingualism. Teachers and students have been discussing about different aspects of multilingualism: actual language use, attitudes and awareness.

In 2009 school visits have been used to get “hands on” knowledge of the educational system and the position of languages (for Friesland: Dutch, Frisian and English; for the Basque Country: Spanish, Basque and English) within education. Different types of schools in Friesland and the Basque Country have been visited to observe classes and see how schools, teachers and pupils/students use different languages within these schools in practice. Classroom observations and questionnaires will be used in order to complete the comparative analysis.

## **Multiculturalism in Ireland: Practices and Policies**

**Sarah Smyth**

Department of Russian and Slavonic Studies; School of Languages, Literatures and Cultural Studies;  
Trinity College, Dublin 2, Ireland  
Tel + 353 1 896 1819 Fax + 353 1 896 2655  
[ssmyth@tcd.ie]

Since the early 1990s Europe has experienced a wave of migration westwards of people of various ethnic origins and nationalities from the territories of the former Soviet Union. A significant number settled in Ireland. There has been no attempt to paint a comprehensive picture of who or where these immigrants are or what capital they have brought to Ireland. This research addresses and redresses that deficit.

This paper reports on the findings of a sociolinguistic questionnaire which was launched in April 2008 and to which c.1000 responses have been received to date. It looks at the following questions: who speaks Russian in Ireland? what other languages do they know? what uses do they make of their languages? what are their attitudes to these languages? and what are their language needs?

Preliminary analysis of the data shows that this group speaks in excess of 70 languages. This paper asks how Ireland has reacted to this linguistic and cultural diversity, whether policy and practice in the teaching and examining of language(s) in the primary, post-primary and tertiary sector treats linguistic and cultural knowledge as a handicap or an asset, and how educational discourse in the media shapes and sustains prevailing common sense values.

## **Catalonia & Ireland: Teachers' Views on the Role of Languages in Their Education Systems**

**Elena Prats Porcar**

NUI, Maynooth; Department of Education; Education House; Co.Kildare, Ireland  
Tel +353 1 798 4543  
[mariaelena.prats@nuim.ie]

Catalan, the official language of the Spanish region of Catalonia, is the only language called "minority" in the European Union that is spoken by over 7,000,000 people and understood by 9,800,000 people. Accordingly, it is the seventh highest spoken language in the European Union. The language of instruction in Catalonia is Catalan in around 90% of schools, and pre-school education is a period of complete immersion for all students coming from Spanish speaking families and other nationalities. Catalan is also the language of instruction in all non-university studies. In Ireland, with a population of over 4,000,000 people, the first official language, Irish, is only spoken by a small percentage of people, despite being taught all the way through compulsory education. The Irish Government is however making continued efforts to increase the number of Irish-medium schools working through immersion education and to promote the use of Irish in society.

As well as having a great deal of experience in relation to second language acquisition through early total immersion programmes, the agenda of the Catalan Government has now moved to third language development. In Ireland, the inclusion of a third language in the Primary School Curriculum has not been considered appropriate to date.

This paper presents the results of a comparative study between Catalonia and Ireland on the attitudes and views of teachers and school principals on the role of languages in the education systems of both countries. Related to this, it explores the issues of language restoration and language acquisition and the impact that language policies may have in society.

## Local & Global Languages in Different Official Status. Two Case Studies: Catalonia and Estonia

**Josep Soler Carbonell**

Department of Germanic and Romance Languages & Literatures,  
Faculty of Philosophy, University of Tartu, Ülikooli, 17. 51014 – Tartu, Estonia  
Tel +37253267991 Fax +3727375228  
[jscarbonell@gmail.com]

The objective of this paper is to present the sociolinguistic reality that is nowadays present in the analyzed cases, Catalonia and Estonia, from the point of view of the types of languages that can be found in these contexts, their current official status and the effect that these variables have on the linguistic behavior and attitudes by speakers of both languages (global and local) in these situations.

The main questions underlying this paper are the following ones:

1. In the given situations, what happens when a local language recovers a certain level of official uses?
2. What consequences does it have for the speakers of the global language in this context? What does it mean to them to suddenly become a minority, or to have to share their historical privileges with the local language?
3. Globally, how does a situation of such a kind evolve? How do the speakers of global languages adapt to such situations? What do they adopt the local languages for? Do the younger generations adopt them in their socialization process?
4. Finally, and most importantly, from the comparison of the two cases, which significant common behavioral patterns between the speakers of global languages in one place and in the other can we draw, if any?

The data used for the discussion of these questions will stem from a series of interviews with younger and elderly people from both places, as well as observed speakers' behavior in a given context. This will allow us to assess the opinions on the discussed issue not only from people from different places, but also from different generations within each of them.



## **Language Planning and Language Learning in Catalonia: Men's and Women's Experiences**

**Anna Comas-Quinn**

Department of Languages, Faculty of Education and Language Studies, The Open University,  
Stuart Hall Building, level 1, Walton Hall, Milton Keynes, MK7 6AA, UK  
Tel +44 (0)1908 858307  
[A.Comas-Quinn@open.ac.uk]

Catalonia has undertaken in the last 30 years a comprehensive, government-backed language planning campaign to reverse language shift from Spanish to Catalan. Besides making Catalan the normal language of education, there have been numerous policies aimed at improving the language competence of the whole population, from Catalan classes for adults to legislation that makes competence in Catalan compulsory to access jobs in the public administration. Language planning decisions to promote Catalan are therefore not merely ideological or theoretical, but have a very real impact on society. With new communities emerging due to a substantial increase in immigration in the last 15 years, it may be appropriate to re-evaluate the premises on which language planning policy decisions have been taken in Catalonia.

This paper looks at the impact that language planning decisions have on women and men by considering different sources: statistical data on language competence and sex from the 1991 and 2001 censuses; analysis of current legislation and language planning reports issued by the Catalan government; student profiles of Catalan language learners in Catalonia; and research on language transmission and the impact of immigration on language in a multilingual society.

The paper concludes by challenging the official view that there are no significant differences in Catalan language competence between men and women, and by questioning whether the Catalan government's commitment to taking into account women's and men's different life experiences will have an impact on language policies.

## Making choices in learning/using a second language

**Noriko Iwasaki**

School of Oriental and African Studies, Thornhaugh Street, London, WC1H 0XG  
[ni3@soas.ac.uk]

Studies of second language (L2) learners' language reveal that L2 learners' use of certain language features (e.g., formal vs. informal, gendered language such as features associated with males vs. females, dialects) is not always related to their lack of knowledge of the norm (or knowledge of 'appropriate' language according to the norm). L2 speakers sometimes choose not to conform to the norms despite their knowledge. For example, Kinginger and Farrell (2004) report that advanced learners of French deliberately used *vous*, the formal 'you', despite knowing that L1 speakers use the informal *tu* in similar situations. Likewise, Dufon (2000) reported that learners of Indonesian felt that they did not need to conform to the norm, and Siegal (1995) found that a Western woman living in Japan acquired disfavor towards polite language used by the Japanese women she observed and displayed resistance to using it herself.

Here, I first report my own research on North American male students' views and the use of polite language in Japanese, which suggests that some students' non-use of the polite style is not due to a lack of their ability to use it. I then discuss (1) the importance of understanding and considering the relationship between the students' identity/attitude towards certain language features or language variety and their language choice and (2) pedagogical implications with regard to how to help students make informed decisions of language choices—dialectal features, gendered language, polite expressions—while acknowledging their attitude and identity.

Such considerations may play a greater role in teaching a second/foreign language in multilingual societies than in a society which is largely perceived as a 'monolingual' society. Moreover, though some textbooks of commonly-taught languages may presume that language learners are to use the target language in a society where it is the dominant language, many contexts of language use today may be best characterized as multicultural and multilingual - both for minority and majority language users.

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## **Foreign Language Anxiety: What Are You Talking About?**

**Taghreed M. Alsaraj**

Faculty of Culture and Pedagogy; Department of Learning, Curriculum and Communication;  
Institute of Education, University of London, London, UK  
Tel +44 (0) 75 1537 1537 Fax +44 (0) 207 262 6655  
[taghreedalsaraj@aol.com]

This paper is a reflection on my own research process. Interested in the foreign language anxiety experienced by Saudi Arabian female language learners, I first set out to explore the extent to which Horwitz et. al. (1986) Foreign Language Classroom Anxiety Scale (FLCAS) would be usable and transferable to the Saudi educational environment. I therefore set up a pilot study and elicited, via a questionnaire, student responses to questions about foreign language anxiety in much the same manner as Horwitz et. al. (1986) had done.

Some of the concerns expressed and the points raised by the female Arab students were more or less the same as those found by Horwitz et. al.; however, other issues appeared to be particular to the Arab culture. This finding led me to develop my own new scale, which I called The Arabic Female Foreign Language Anxiety Scale ( AFFLAS).

I will present and explain my AFFLAS scale and show how Western scales may not always be transferable, useable or even relevant to the Saudi or Gulf situation. This AFFLAS scale gives a provisional assessment of the level of anxiety suffered by the student as it is a self reporting test. This will allow the teacher greater insight into the milieu of the classroom and the individual learner

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## **The Cultural Awareness Dimension of a Pedagogy of Multiliteracies**

**Gerhard Bach**

Department of English, University of Bremen, Germany  
[gbach@uni-bremen.de]

The global migration processes of recent decades have fundamentally changed education systems and practices worldwide. Education has since become plurilingual and multicultural. It is obvious, though, that plurilingualism and cultural diversity alone provide an insufficient basis for training young people for living and working in an increasingly globalized world and knowledge-based society. Far bolder steps toward imparting whole new forms of knowledge, skills and competences, that is to say new forms of literacy, seem necessary. In doing so, monolingual and monocultural notions of literacy need to be transcended and the plural dimensions of social processes and discourses need to be taken into account.

Multiliteracy is the capability to use language in general, including foreign languages, in a context, target and task-oriented fashion. Multiliteracy is marked by the ability to tap sources of information in ways that allow individuals to organize and structure learning processes autonomously and to engage in a constructive dialogue with others. A central element of multiliteracy is the acquisition of culture skills for successful interaction in a knowledge based society.

Based on research on the cultural dimension of language awareness raising processes inside and outside of instructional learning contexts, this paper will investigate the interplay of common L2-awareness concepts and the culture curriculum. Based on selected samples of good practice developed in different European countries, a core multiliteracy concept will be presented with a view to the role this plays in constructing the linguistic and social identities of adolescent learners. The model feeds into didactic and methodological concepts on how to turn cultural awareness into an effective tool within multiliteracy awareness-learning contexts.

### **Post-vernacular Practices in Low German: Can Celebrating a Regional Language Help preserving it?**

**Gertrud Reershemius**

School of Languages and Social Sciences, Aston University, Aston Triangle, Birmingham, B4 7ET, UK  
Tel +441212043787 Fax +441212043766  
[g.k.reershemius@aston.ac.uk]

Low German, a regional language spoken mainly in Northern Germany, has seen a decreasing number of competent speakers over the last decades, but the general attitude towards the variety has taken a dramatic turn for the better since the 1960s. It is now perceived no longer as a stigma but as an emblem.

In a time of rapid shift and loss of smaller, regional and minority languages it becomes apparent that many of them, such as Low German, also play a role as post-vernacular varieties. As Shandler (2006) points out for Yiddish in the United States, some languages serve the purpose of identity-building within a community even after they have ceased to be used as a vernacular for daily communication. This occurs according to Shandler through a number of cultural practices, such as amateur theatre, music and folklore, translation, attempts to learn the language in evening classes, etc.

This paper will demonstrate that the paradigm developed by Shandler for Yiddish can be applied to other linguistic communities, by comparing the post-vernacular use of Yiddish with Low German in Northern Germany. It will focus on the question whether the popularity of post-vernacular practices can be used to support maintenance efforts within regional and minority languages.

## **Language Education and Identity: The Case of the Aromanian Language in Greece**

**Michalis Sivvas**

Curriculum Specialist and Learning Advisor, Languages of the Wider World CETL,  
School of Oriental and African Studies, Thornhaugh Street, LONDON, WC1H 0XG, UK  
Tel +44 (0)20 7898 4778  
[m.sivvas@soas.ac.uk]

The paper discusses the Aromanian language, and in particular language education and identity issues. The context of our discussion is Greece, where the majority of Aromanian speakers is believed to reside.

Aromanian is a romance language, indigenous to the Balkans. It is considered endangered, is recognised as a minority language in some Balkan states, and is often taught as a heritage language in this context. In Greece, it has no official status despite Recommendation 1333 on the Aromanian Culture and Language, issued by the Parliamentary Assembly of the Council of Europe.

I will briefly introduce 'In Aromanian', the first website developed about the Aromanian language in Greece. The website serves as a repository for recordings from my field work, as well as a learning resource.

I will then discuss some preliminary results from a small-scale research project with users of the website. Research participants revealed their attitudes towards language maintenance, including their preferences between state-initiated or community-initiated education, and their views on other means of language transmission. Some participants' comments reveal the difficulty of reaching an agreement on who counts as an Aromanian, bringing identity issues to the centre of any discussion on language education initiatives.

## **The Case of the Germanophone Area in Lorraine, North East France**

**Stephanie Hughes**

University of Antwerp, Department of International Business Communication, C466, Prinsstraat 13, 2000 Antwerp, BELGIUM  
Tel +32 32 20 4214  
[stephanie.hughes@ua.ac.be]

Statistical evidence exists to corroborate the view that the rise of French as the lingua franca in the Lorraine area of North East France since the Second World War has led to a decline of Franconian, despite efforts by language activists.

This paper examines both the viability and status of a) Franconian in Lorraine and b) German as a Foreign Language in Lorraine and argues that both Franconian and German as a Foreign Language have a social and economic role to play in cross-border employment across the Franco-German border in the Saarland. It suggests that each of the two varieties of German is a different, yet equally valid, type of social and economic cross-border currency in the cross-border region under investigation.

The first section of the paper investigates the relationship between the three varieties of Franconian and French in the North East of France in the light of the French language policies which underpin this relationship. It also casts light on the status of German as a Foreign Language in schools in Lorraine. The second section examines the phenomenon of the cross-border workers who use the relationship between Franconian spoken in Lorraine and the language across the border in the Saarland, Germany to their social and economic advantage. The third section argues that the two types of bilingualism discussed in the paper: knowledge of the local language and knowledge of German as a Foreign Language constitute two different, yet equally and increasingly important types of cross-border currency.

**Sustainability through Integrated Planning:  
Reflections on the Future of Welsh in Education Policy in Wales**

**Catrin Redknap**

Project Manager, Education and Training Policy, Bwrdd yr Iaith Gymraeg/ Welsh Language Board,  
Market Chambers, 5-7 St Mary Street, Cardiff, CF10 1AT, UK  
Tel +44 (0)29 20 878 000  
[catrin.redknap@byig-wlb.org.uk]

This paper examines some of the considerations associated with the aim of consolidating the status and role of a lesser used language within an official education policy framework. It explores the issues involved in the process of shifting from inconsistent and fragmented development to holistic and strategic long-term planning. Such a process brings to the fore a number of challenges, including:

- Implementing a policy of mainstreaming the lesser used language where structural and capacity constraints, and on occasion attitudinal factors, militate against such an objective; and
- Establishing the appropriate balance between the institutionalisation of language planning efforts on the one hand, and collective responsibility for the promotion of a lesser used language on the other.

The paper takes as its focus the position of Welsh within education policy in Wales. The coalition-led Welsh Assembly Government is committed to producing a Welsh-medium Education Strategy, and work is currently under way to deliver on this commitment before the end of 2009. Key areas for discussion include increasing access to Welsh-medium education, ensuring continuity and progression through all phases of education, and securing the appropriate infrastructure to support delivery. As attempts to build on the strengths of Welsh-language immersion provision are formulated, important questions are also raised about the need to refine our understanding of 'bilingualism' in the curriculum.

## **Towards a Framework for Assessing Ethnolinguistic Sustainability**

**Martin Ehala**

Institute of Estonian and General Linguistics, University of Tartu, Ülikooli 18, Tartu 50090, Estonia  
Tel +372 52 49 269 Fax +372 609 6142  
[ehalam@ut.ee]

In order to protect linguistic and cultural diversity, reliable tools for assessing the extent of endangerment are necessary. Currently there are a wide number of theories that aim to explain the phenomena of language maintenance and loss, developed by Fishman, Clyne, Edwards, Bourhis, and many others. As the task is very complex, the theories are to some extent complementary, yet their relation to each other and their position in the big picture is not clearly specified, partly because no broader framework for ethnolinguistic sustainability has been established.

The current paper makes an attempt to propose such a framework. It is argued that the ultimate cause for the disappearance of an ethnolinguistic group comes from the changes in its external environment. In the environment, there are three major factors that affect a group's sustainability: its geographical location (in terms of its isolation or boundedness); availability or resources (food, energy, commodities) and the presence of outgroups. These three factors interact to create various patterns of population migration, intergroup contact as well as changes in the strength of cultural influences between the group and its outgroups.

However, a group's sustainability does not depend solely on its environmental changes, but also on its ability to respond to these changes. This ability depends on two variables that a group has – its strength and its vitality. The paper defines these notions and argues that all maintenance must start with enhancing group's ability to act as a collective entity so that it could start to react to environmental changes to secure its sustainability.

**Regional and Minority Languages as Public Goods:  
The Linkages between National Public Choice and the Provision of Language Protection under the  
European Charter for Regional and Minority Languages**

**Leon Oliveira Martins**

University of Southern Denmark, University of Flensburg  
[martins@ecmi.de]

This paper represents an attempt to understand the linkage between the social benefits that national constituencies can derive from multilingualism at the European level and the likelihood that protection will be provided for minority languages under the scope of the European Charter for Regional and Minority Languages (ECRML). It draws contributions from the literature on Global Public Goods and joins a particular trend of the literature on Language Policy which deems the several initiatives at the European level to promote and protect minority languages as attempts to provide a public good; that is, once the preservation of minority languages is considered to benefit all.

By doing so, it is possible to break down the provisions under the ECRML that create demands for policy-making at the national level and relate them to the perception that individuals will have of the benefits they will derive from the final public good that the ECRML aims at providing: i.e., the preservation of European common cultural heritage through the preservation of regional and minority languages. In this way, the level according to which national constituencies will be prone to bear the costs of public policies related to the observance of the ECRML (e.g., public-financed schooling in minority languages and government-provided support for minority cultural activities) will depend, *inter alia*, on the sense they have of belonging to an European polity and on how much they will benefit from it being multilingual.

**Unequal Linguistic Relationships in the “New Europe”**

**Anil Kumar Biltoo**

Language Centre, School of Oriental and African Studies, 22 Russell Square, London, WC1H 0XG, UK  
Tel +44 (0)20 7898 4684 Fax +44 (0)20 7898 4889  
[a.biltoo@soas.ac.uk]

The presentation will highlight and account for the marked reluctance amongst the nations of the ‘New Europe’ to ensure the promotion of societal multilingualism, despite the existence of legislation aimed specifically at so doing. The presentation will provide data from several member states of the European Union (focusing on the United Kingdom, France and Germany) showing that the pattern of language choices in terms of language planning reveals the existence of a hierarchy that places national languages alongside English - assuming these to be different - at the uppermost level, accords the regional languages less importance and places languages associated with migration at the lowest level. Within this hierarchy, status perceptions make the regional and migrant languages unappealing choices for acquisition.

Within reference to regional and migrant languages, it will be demonstrated that the commitment to a multilingual Europe does not appear to hold sway: regional languages do not receive the level of institutional support necessary to ensure their long-term survival and the languages of the European Union’s many millions of African and Asian migrants are entirely derogated. Whilst it may be the case that the European Union encourages citizens within the member states to be multilingual by promoting the acquisition of two languages in addition to the mother tongue, languages are prioritized in accordance with distinctly nationalistic ideologies. Such linguistic choices are, furthermore, indicative of globalizing trends and are in stark contradiction to the *Charter of Fundamental Rights* (Articles 21 and 22), passed by the European Parliament in 2000.





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