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### **Schulische Mehrsprachigkeit und DaZ/F-Lernende in Zeiten von Corona**

Wir leben in einer äußerst schnelllebigen, sich stetig weiter entwickelnden, globalisierenden Welt, in der die Bedeutung von Mehrsprachigkeit und mehrsprachiger Kompetenzen kontinuierlich zunimmt. Das Beherrschen mehrerer Sprachen stellt vor diesem Hintergrund inzwischen nicht mehr nur eine ökonomische Notwendigkeit, sondern vielmehr eine wesentliche Schlüsselqualifikation des 21. Jahrhunderts dar.

Aufgrund aktueller, innereuropäischer Zuwanderungsbewegungen steigt die Zahl neu zugewandeter Kinder und Jugendlicher im schulpflichtigen Alter – sogenannte SeiteneinsteigerInnen (in Anlehnung an Massumi & von Dewitz 2015) – an deutschen Bildungsinstitutionen fortwährend, weshalb v.a. die Thematik des Umganges mit der migrationsbedingten Mehrsprachigkeit an Schulen wieder in besonderem Maße an Relevanz für bildungspolitische wie auch didaktischen Fragestellungen gewinnt. Zeitgleich fehlt es vielerorts an spezifischen, schulischen Angeboten zur gezielten Förderung und Unterstützung bei der Weiterentwicklung (erst-)sprachlicher Kompetenzen, sodass ein Großteil der SchülerInnen nicht deutscher Herkunftssprache(n) häufig am regulären Fremdsprachenunterricht teilnehmen muss (vgl. Mehlhorn 2020/ Mehlhorn & Rutzen 2020).

Infolgedessen sowie in Anbetracht eines mangelnden Angebotes an entsprechenden Lehrmaterialien sehen viele unterrichtende Lehrkräfte, die regelmäßig in derartigen nationalheterogenen, multilingualen Lernendengruppen agieren, in der Mehrsprachigkeit ihrer SchülerInnen eher eine belastende Herausforderung anstelle einer wertvollen Ressource (vgl. Laimer/Wurzenrainer 2021). Mit den pandemiebedingten Schulschließungen 2020/2021 kam schließlich ein weiterer Faktor hinzu, der das Sprachlernen sowie die Förderung der mehrsprachigen Kompetenzen dieser SchülerInnen nachhaltig beeinträchtigte.

Ausgehend von Überlegungen, was Mehrsprachigkeit eigentlich bedeutet bzw. was unter Mehrsprachigkeit zu verstehen ist und wie insbesondere herkunftsbedingte Mehrsprachigkeit im schulischen Kontext gezielt gefördert werden kann, werden im Zentrum des geplanten Beitrages v.a. die folgenden Fragestellungen stehen:

Welche Arten von Mehrsprachigkeit gibt es?

Welche Modelle zur schulischen Förderung von Mehrsprachigkeit bestehen? Warum sollte

Mehrsprachigkeit überhaupt im Kontext von Schule gezielt gefördert werden?

Wie gestaltet sich die Förderung von Mehrsprachigkeit in verschiedenen sprachlichen Kontexten? - am Beispiel von DaF/DaZ

Wie gestaltet sich die gegenwärtige Situation mehrsprachiger Kinder und Jugendlicher, die neu zugewandert sind, an Thüringer Schulen? Wie erfolgt die Beschulung?

Wie wurde die Mehrsprachigkeit während der pandemiebedingten Schulschließungen gefördert?

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### **Langues maternelles, langues minorées. Le cas du kabyle et de l'arabe bejaoui en classe d'apprentissage en Algérie**

La polémique sur l'introduction de la langue maternelle, dans l'enseignement, alimente toujours l'actualité en Algérie et dans le monde entier car il s'agit d'un sujet crucial aux yeux des spécialistes et des pédagogues. Ces derniers estiment que les pays en développement sont souvent ceux, où l'on trouve la plus grande diversité linguistique, et également ceux qui alphabétisent leurs enfants dans leurs langues d'origine, alors qu'imposer d'entrée de jeu, la scolarisation en langue nationale ou dans une langue étrangère, est une politique menant souvent à l'échec.

Les experts en Algérie considèrent que si le taux d'échec est élevé dans le cycle primaire, c'est parce qu'il y a un problème dans la transmission du savoir. La langue maternelle, l'élément socioculturel par excellence qui assure à l'enfant l'accès au langage et au monde, est complètement mise à l'écart dans le système éducatif algérien; l'enfant subit ainsi une rupture linguistico-culturelle en étant scolarisé dans une école baignée dans un contexte arabisant. Un contexte qui ne représente guère son identité algérienne plurilingue marquée par une certaine richesse culturelle. C'est pourquoi certains enseignants (notamment des instituteurs) se retrouvent dans l'obligation de recourir aux langues maternelles dans leurs cours afin de pouvoir transmettre leurs messages surtout quand il s'agit d'une langue étrangère telle que la langue française. Dans cette présente contribution, nous voulons présenter/étudier la place de la langue maternelle (kabyle/arabe dialectal) dans l'enseignement/l'apprentissage du français langue étrangère en classe de troisième année de cycle primaire à Bejaia.

**Mots clés :** variété linguistique en Algérie, langue maternelle, langues nationales, langue étrangère, cohabitation, conflit.

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### **Complexity of the Verb Aspect in Bosnian Language - Affixes -**

The complexity of languages is something that isn't measurable and that always stays vague because linguists don't have a tool to measure it (Martinot, 2013). Can a language itself be complex or are we talking about the different parts of it ? Dixon (1997) stated that it is indeed the parts of different languages that are complex. What does that mean ? It means that one language can have a very complicated syntax but very simple orthography, another language can have a very complex phonological system but very simple syntax etc.

The Verb Aspect with its imperfective and perfective forms (aspectual pairs) is well researched in general by linguists (Comrie, Cohen) and it is also considered as a complexity that is present in Bosnian language.

Bosnian language belongs to the group of Slavic languages. It comes from the Serbo-Croatian language which was created at the end of the XIX century. Today, this language is divided into four different languages that are practically the same : Bosnian, Croatian, Macedonian and Serbian (BCMS). One of the main characteristics of slavic languages is The Verb Aspect. Students learning Bosnian as a foreign language are facing many difficulties, but having to learn some language parts that don't exist in their native languages like cases and the Verb Aspect makes the acquisition a little bit more difficult.

In order to make the aspectual pairs, Bosnian speakers use affixes. What makes this switch almost an impossible mission for language learners is the fact that adding an affix will change the verb aspect but adding the same affix to another verb will change the meaning of the verb. By changing the meaning of the verb, they are actually making another aspectual pair. How will a Spanish, French or Italian student understand and learn how to use these affixes ? What are their strategies and what are the strategies that can be found in the textbooks to overcome this complexity ?

**Keywords :** Complexity, Bosnian, French, verb aspect, aspectual pair, acquisition, teaching, learning, languages, affix.

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**“Herta Müller: Schreiben zwischen zwei Sprachen - im Zwischenraum”**

Immer wenn es darum geht, ihren literarischen und biographischen Werdegang zu reflektieren kommt Herta Müller früher oder später auf ihre rumänisch-deutsche Zweisprachigkeit zurück, auf das, was sie ihren “doppelten Blick” nennt, denn daraus resultiert sowohl ihr besonderes Sprachbewusstsein als auch das für sie so konstitutive Gefühl des Andersseins, der Nichtzugehörigkeit. Hier soll der Frage nachgegangen werden, wie sich Herta Müller in diesen Zwischenraum einschreibt und daraus einen ästhetischen Mehrwert hervorholt. Beziehen werde ich mich dabei insbesondere auf ihre autobiographischen Essays und auf den Roman *Reisende auf einem Bein* (1989), in dem die Autorin ihre Abreise aus Rumänien und ihre Ankunft in Deutschland verarbeitet.

Benjamin Thomas Colo

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**Multilingualism, Multiculturalism, and Internationalization: Practices and Perceptions within the Non-Anglophone Portuguese University Context**

In the context of contemporary academia, multilingualism has become increasingly prevalent for engaging with the internationalization of research projects, academic journals, curricula, and mobility programs. This work examines the functionality of English, Portuguese, and other academic languages in a non-Anglophone university setting. In particular, this work assesses the perceived linguistic practices of professors in the areas of research, publishing, teaching, and the performance of administrative tasks within the History Department of the University of Coimbra in Portugal. By analyzing quantitative and qualitative data collected

by surveys and semi-structured interviews with Portuguese university history professors, this research evaluates contemporary attitudes towards different academic languages as well as

the politics of plurilingual practices of a localized academic community. This paper investigates the professors' conceptualizations of their current language practices and their perceptions concerning multiculturalism and plurilingualism in relation to intercultural dialogue. Consequently, this work addresses the question of the dominance of English in a Portuguese international academic institution and if it is seen as diminishing the value of

other academic languages. As well, this work scrutinizes the common belief that English has created a significant disparity between native and non-native English speakers within the international academic context. Due to the significant impact of politicized institutional language policies on language practices, this study is a first step towards identifying and mapping potential strategies for the constructive maintenance and development of

plurilingual and multicultural practices within the Faculty of Arts and Humanities of the University of Coimbra.

**Keywords:** Multilingualism, Multiculturalism, Internationalization of universities, Portuguese academic linguistic practices, Intercultural dialogue

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**- Multilingualism and language revitalization in fiction :**

**the case of the TV Show *Outlander***

There is a strong interest amongst viewership for realistic TV shows. Indeed, they entertain one while epitomizing a specific geographical area, period of time or even a specific class of people. To be a great depiction, the realistic TV shows often focus on the languages spoken by the characters of the show. However, how do they produce languages of a specific area? Do they manage to reproduce it properly? How about the languages which had disappeared? Some argue that one language is prominent, others say several languages are spoken but not accurately.

This presentation studies how the producers deal with multilingualism in the TV show *Outlander* and the choices made in order to describe the language situation in the Highlands in the 18<sup>th</sup> century. Indeed, due to the Jacobites revolutions of 1715 and 1745, the Scottish government decided to erase the Gaelic culture of the Highlands and therefore the language of Scottish Gaelic. This period of time is known as the Highlands Clearances. However, nowadays, a renewed interest for Scottish Gaelic can be observed as more and more people want to learn and speak it and not only in an academic context but also in day-to-day life. Therefore, this presentation also discusses the strategies adopted in *Outlander* to reproduce the extinct language that is Scottish Gaelic.

I'm a First Year PhD student in Linguistics at the University of Poitiers in the FoReLLIS (UR 15076) laboratory and MSHS (USR 3565 CNRS-University of Poitiers). I work on the reproduction and revitalization of Scottish Gaelic in fiction and most specifically in the TV show *Outlander*. The aim of my work is to analyse the Scottish Gaelic produced on screen while comparing it with the Scottish Gaelic of the Highlands in the 18<sup>th</sup> century, which is the period of time depicted in the TV show. I study different aspects of the Scottish Gaelic produced such as syntax, morphology and phonology.

**Keywords:** Multilingualism, *Outlander*, Reproduction, Revitalization, Scottish Gaelic.

María Gómez Ramos

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### **“Having said that se está perdiendo, but we have to be as we are: yanito/h?”. Code-switching between British English variant and Andalusian variant in Gibraltar**

The Gibraltar Peninsula has a strategic geographical location as it lies between two seas, the Atlantic and the Mediterranean; but also between two continents, Europe and Africa. This has been a major factor in the historical development of this unique enclave. It would not be possible to understand the linguistic variety and cultural situation of Gibraltar without knowing the historical events that have been involved in the creation of a multi-ethnic, heterogeneous and multicultural population, which constitute today's Gibraltarian society (Díaz Hormigo, 2001: 92).

Therefore, firstly, the presentation will describe the historical, socio-political and linguistic framework of Gibraltar from Roman times to the present day. Secondly, it will define the existing code-switching between the British variant of English and the Andalusian variant of Spanish, known as Yanito, which is still alive in this British colony and is characterised by its peculiar phonetic, lexical and syntactic features (Penny, 2000; Levey, 2008; Vallejo Smith, 2013; Loureiro-Porto et al., 2017: 97). According to Vallejo Smith (2013: 7), the need for adaptations in Yanito is disappearing, as the education level of Gibraltarians and their Spanish neighbours has increased today as the colonial language is gaining more and more strength (Weston, 2011).

In my Master's thesis, this code-switching was analysed through conversations of Gibraltarians in two Youtube videos. For this purpose, the conversations were transcribed and the terms were counted in both English and Spanish and it was observed which language was more dominant. The result of the calculation of the first conversation was that English was used by 54 % and Spanish by 44.1 %. In the second conversation English terms reached 58.1 % and Spanish 41.6 %. The study also included a survey of 117 Gibraltarians' knowledge of 15 Yanito terms extracted from two existing compilations of Yanito lexicon. The participants were asked about the use or disuse of these terms and, in addition, about the possible disappearance of the vernacular variant. With regard to the latter question 72% of the respondents answered that this variety of speech is disappearing. The result of the survey corroborated one of the study's hypotheses on the possible disappearance of Yanito.

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### **A Multimodal Discourse Analysis Approach to *Competence* in Specific Multilingual Contexts**

The entire study is based on a sizeable Religious Discourse Corpus, created on personally recorded audio-video tapes (at different Romanian parishes abroad) and transcribed according to the conventions of transcription of pieces of spoken language required by the Current Spoken Romanian Corpora, especially those indicated in Luminița Hoarță Cărăușu (Coordinator), *Corpus de limbă română vorbită actuală*<sup>1</sup>, Cermin Publishing House, Iași, 2005, p. 10-13. The transcription is accompanied by detailed, explicit notes of nonverbal elements (microanalytical approach) - terminology aligned with the literature (Collett, 2011; Chelcea, 2005; Corazze, 1980; Cosnier, 2007; Pease, 1997; Onu, 2008; Birdwhistell, 1970). Frequent references to the three gesture axes are made: gestures described on the vertical axis (arms go upwards-downwards or downwards-upwards, with corporeal contact or parallel to the body); gestures described on the horizontal axis (arms go rightwards-leftwards or leftwards-rightwards, with corporeal contact or parallel to the body); gestures described on the in-depth axis (arms go frontwards-backward or backward-frontwards, with corporeal contact or in its proximity, towards and from the body)<sup>2</sup>.

The Corpus brings a substantial contribution as the transcripts of contemporary spoken language allow for interdisciplinary and multidisciplinary (even transdisciplinary) approaches, mainly because we focus on multilingual communities abroad.

Considering the entire corpus analytical approach, the study is based on the integrative vision of argumentation (Amossy, 2010). Its practical part will follow the theoretical line at the confluence of the current perspectives on linguistic, communicative, dialogical, generic, figurative, and textual argumentation. Within this theoretical frame, we are going to define *competence* by analyzing the statutory and communicative features of these religious discursive events, which, in turn, in various proportions, reach the four objectives of the speaker's communicative intentions: *to inform – persuade – convince – form a collective identity* as they are organized *strategically* and *intentionally* (Charaudeau, 1957, p. 94) with a view to argumentation.

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<sup>1</sup> Luminița Hoarță Cărăușu (coordonator), *Corpus de limbă română vorbită actuală nedialectală*, Editura Universității „Alexandru Ioan Cuza”, Iași, 2013, p. 11.

<sup>2</sup> apud Florea Barbu, *Limbaj gestual, comunicare și interpretare*, Editura Lumen, Iași, 2010.

Rebecka Heinonen

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### **Language policies in the specialized healthcare setting in Finland**

A language policy regulates the use of different languages in a multilingual organization (Moring *et al.* 2013:299). How a policy is formed, for example, the chosen wording can impact how the language policy is implemented (Ricento 2005). The absence of clear goals and instructions can lead to a situation where a policy can be interpreted in different ways (Denis *et al.* 1991:75). This can also tempt those in superior positions to put forth their interpretations (Keshet & Popper-Giveon 2019:8).

Linguistic rights are listed among the basic human rights (May 2011:265). The Finnish law states that in healthcare, the patient has the right to use one of the Finnish national languages, either Finnish or Swedish. The implementation of this regulation is especially crucial in acute situations (Mustajoki *et al.* 2020). In my dissertation, I examine how the Finnish legislation is implemented in four different wellbeing service counties (in Finnish *hyvinvointialue*). These counties are bilingual (Finnish and Swedish), with the Swedish-speaking population usually forming the minority. All four counties have formed language schemes (Georgiou 2013:105), in Swedish *språkprogram* (literally 'language program'), that regulate the use of the national languages. My studies focus on analyzing these.

In addition to providing information about how specialized health care is organized bilingually in Finland, I will share the results of two of my latest studies. Firstly, I focus on how the values of the healthcare organizations in question are represented in the language schemes (Nyström Höög 2014:9, 10, Sobane *et al.* 2020:100). In addition, I also examine how multimodality is used to reinforce the message and contribute to the reading experience of the language schemes (Koskela 2009). My results will show that, while the language schemes include similar wordings and visual elements, there are remarkable differences between these texts, which imply differing attitudes towards the language which is spoken by a minority in the county in question.

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### **Linguistic diversity at the University of Pavia: surveying the linguistic landscape**

The term *linguistic landscape* was first used by Landry and Bourhis (1997) to refer to the visibility and salience of “the languages of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings [in] a given territory, region, or urban agglomeration”. Itagi and Singh (2002) later broadened the definition to “language use in its written form (visible language) in the public sphere”. Finally, Gorter (2006) stressed that linguistic landscape does not only include “the literal study of the languages as they are used in the signs [of a certain area, but also] the representation of [said] languages, which is of particular importance because it relates to identity and cultural globalization, to the growing presence of English, and to the revitalization of minority languages”.

Linguistic landscape studies have more recently been growing as a specialization of applied linguistics, sociolinguistics, and language policy studies (Gorter 2013). Their aim is to categorize and describe the linguistic items found in public spaces, including universities, and they qualify as a relevant way of studying language policy practices on the ground.

In our contribution, we are interested in studying the linguistic landscape of a university setting, since it can give us an accurate idea of the institution’s language policy practices, and help us develop an internationalized signage strategy at our universities, as suggested in Sanchez Prieto (2019). We will report the first findings of an attempt at surveying the linguistic landscape of the University of Pavia to explore its linguistic diversity. All the signs that we find will become units of analysis and will be classified as either top-down (official) or bottom-up (unofficial) and in terms of the languages they feature. We will focus on a selection of representative areas of the City Campus, namely the International Relations Office, the University Language Centre, the main hallway of the Centrale building, and the San Tommaso Library ground floor.

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Marjut Johansson

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## **Foreign language education policy in higher education in Finland:**

### **A brief and critical view of the recent past**

In this paper, I will study how foreign language education policy (FLEP) has developed in Finnish higher education (HE) since the turn of the century. My presentation contributes to the underrepresented domain of FLEP research. Hult (2018) observes that research on foreign languages has rarely been investigated from the perspective of policy or planning. Liddicoat (2022) makes a similar observation, noting the lack of studies in languages other than English. He considers that there are topics emerging in relation to English, such as the crisis of foreign language learning in English-speaking countries and the focus on expanding English-language education in non-English-speaking countries (Liddicoat 2022).

In HE, language policies have been drafted from the organizational perspective to respond to the needs of international master's programs, mainly in English (e.g., Saarinen & Taalas 2017). However, FLEP has not been studied from the perspective of language specialist education in foreign language degree programs in faculties of humanities. These degree programs are research-based and specialized in foreign language education whose objectives are in language expertise and language-related professions, such as language teachers, translators, and liberal professions related to languages (Veivo & al. sub.).

Finnish HE had a wide offering of degree programs in national and foreign languages throughout the 1980s and 1990s, but until the turn of the century, they had not been the focus of specific national policy development (Pyykkö et al. 2007). I will discuss the institutional actors and their documents and measures that have affected foreign language degree programs, whose numbers have been declining in Finland since the turn of the century.

My presentation is based on language policy and language education policy in a broad sense (Johnson & Hornberger 2013; Liddicoat 2013). As Liddicoat (2013) states, changes in language education must be investigated in their specific, dynamic contexts.

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Language Specialist Education in Finland changed in twenty years?

Franka Kermer

University of Turku, Finland

### **Raumreferenz in der frühkindlichen Mehrsprachigkeit**

Dieser Vortrag beleuchtet grundlegende Überlegungen zur Beziehung zwischen Sprachen und der Kategorisierung räumlicher Konzepte bei Kindern, die von Geburt mehrsprachig aufwachsen. Die Wahrnehmung und Strukturierung des Raumes spielen in der menschlichen Kognition eine zentrale Rolle, jedoch unterscheiden sich Sprachen in der Art und Weise, wie sie sprachliche Begriffe auf räumliche Beziehungen abbilden. Was passiert, wenn ein Kind mehrere Sprachen mit unterschiedlichen Arten der Raumaufteilung- und Referenz erwirbt? Da das muttersprachliche Raum-Ausdruckssystem in seinen Grundzügen bereits sehr früh erworben wird, geht man davon aus, dass in diesem Bereich ein besonders ausgeprägter Einfluss der einzelnen Sprachen zu erwarten ist, besonders wenn es große Unterschiede hinsichtlich des Raumkonzepts in den Sprachen gibt. Aufbauend auf kognitiv-fundierte Beschreibungen räumlicher Beziehungen und Erkenntnissen aus der Transferforschung diskutiert dieser Vortrag einige fundamentale Aspekte: die unterschiedlichen linguistischen Realisierungen für die Domäne Raum; potenzielle Übertragungen muttersprachlicher Strukturen auf äquivalente Strukturen einer zweiten/dritten Sprache; methodologische Vorgehensweise in der experimentellen Transferforschung.

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### **Mehrsprachigkeit im Museum**

Dieser Beitrag befasst sich mit der von Museumsexpert\*innen geschaffenen Linguistic Landscape im Museum "Aboa Vetus" in Turku. Aboa Vetus („Altes Turku“) ist das einzige archäologische Museum in Finnland. Es ist das Ergebnis archäologischer Ausgrabungen in den 1990er Jahren und besteht aus einer 600 Jahre alten ausgegrabenen Ruine und einer Ausstellung, die den Besucher\*innen das mittelalterliche Turku und seine Bewohner\*innen näher bringt. Turku war bereits im Mittelalter eine mehrsprachige Stadt (s. z.B. Salonen, Harjula & Immonen 2021).

Das Material der Untersuchung besteht aus Fotos, die in den für Museumsbesucher\*innen vorgesehenen Räumen aufgenommen wurden (die Ausstellung und ihre Abteilungen, andere Räumlichkeiten wie das Café, der Museumsshop usw.). Ausgangspunkt für die Analyse ist die von Kelly-Holmes und Pietikäinen (2016) vorgeschlagene Gliederung der Funktionen von Sprachen in Museen. Demnach können Sprachen in einem Museum 1) die Besucher\*innen zu Exponaten und Museumsdiensten führen, 2) über Museumsinhalte informieren und 3) selbst ein Gegenstand sein, der präsentiert wird. Das Fotomaterial wird durch Interviews mit den Museumsmitarbeiter\*innen ergänzt.

In Anlehnung an die Typologie von Kelly-Holmes und Pietikäinen beschreibt dieser Beitrag zum einen die sprachliche Barrierefreiheit des Museums, also wie das Museum die sprachliche Inklusion verschiedener Besuchergruppen sicherstellt (s. Kinnunen & Hirvonen 2020). Andererseits wird die Museumsausstellung analysiert: Die zentrale Frage dieser Analyse ist, wie das Museum an der Gestaltung des kulturellen Gedächtnisses über die lokale historische Mehrsprachigkeit beteiligt ist (s. Blackwood & Macalister 2020).

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Mafalda Lalanda

University of Coimbra, Portugal

### **Listening to the multilingual public space**

LibriVox is a digital publishing collective (Weber, 2021) that stands out from the megacorporations that hold the commercial monopoly of audiobook publishing in the 21st century (Amazon, Apple, Google). Under the logic of DIY, this virtual community project lives through volunteers around the world who recorded their own performative lectures of books that are in public domain.

Since the beginning (2005), LibriVox is trying to create an inclusive multilinguistic environment for those languages less listened too. Although the main portion is in English, there are editorial acoustic projects in languages such as Spanish, Italian, German, French, but also Portuguese, Ukrainian, Hungarian, Finnish, Swedish, Russian and a lot of other languages, even by native and non native speakers. This repository can be a relevant resource for the development of aural research in literary studies, sociolinguistics and media studies, and is currently a valuable database for the development of synthetic voices.

In addition to being an example of new forms of educational activism to be explored (Kuzmičová, 2016), LibriVox reminds us how the voice is a literary vehicle and that “[a]urality, the way texts are encountered by the ear, is a condition of consumption, that is, of reading” (Howley, 2020).

Cristina MĂNUȚĂ

Universitatea Alexandru Ioan Cuza Iasi, Roumania

### **Symboles de l'identité dans la littérature créole des Antilles françaises**

Les écrivains de la créolité se sont assumés un rôle double dans la création et le renforcement de leur culture. Ils ont dû se forger une langue littéraire qui leur servirait d'outil d'écrire des créations propres, traduisant une façon d'envisager le monde, mais aussi de moyen de propagation culturelle. Ce n'a pas été une tâche facile vu l'histoire de la population créole des Antilles françaises qui est synthétisée dans une langue créole essentiellement orale. Le temps et l'espace acquièrent une nouvelle acception dans la littérature de la créolité et cela parce que la formation de cette culture locale est l'expression d'une *volonté* d'être au monde et de se créer, et non le résultat de l'enchaînement naturel des étapes historiques. L'époque noire de l'esclavage a cloisonné l'histoire de ces îles en deux parties qui ne correspondent pas à des étapes successives de la même culture, mais à la mort de la culture des autochtones caribéens et à l'émergence de la culture créole. Cette culture jeune et diverse ne dispose pas des mythes propres mais les écrivains créoles essayent de métaboliser les mythes universels, de s'en créer les siens et d'observer comment l'identité insulaire s'articule autour de l'imaginaire collectif. Cette démarche identitaire ne peut se faire sans dévoiler la forte symbolique dont se chargent les aspects les plus immédiats de la vie.

**Mots-clés** : créolité, stratégie identitaire, mémoire collective, cohérence identitaire, relation.

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Costanza Marini,

University of Pavia, Italy

### Teaching Croatian at the University of Pavia: first steps

Croatian is the official language of the Republic of Croatia, the youngest Member State of the EU since 2013, with a population of approximately 3.9 million inhabitants<sup>1</sup>. However, Croatia has not been an independent country for long, nor has its language.

As a matter of fact, Croatian gained official language status only with the establishment of an independent Croatia in 1991, at the breakout of the Yugoslavian Wars. For most of the 19<sup>th</sup> century and under Tito's Republic of Yugoslavia, it was one of the two national variants of the supra-ethnic language called *Serbo-Croatian* or *Croato-Serbian* (Sussex & Cubberley, 2006, pp. 73–75): Serbian was considered the Eastern variety and Croatian the Western one. In the '80s, before the start of the conflict, one would talk *Serbian or Croatian* in Serbia, Bosnia and Herzegovina, and Montenegro, and *Croatian or Serbian* in Croatia (Piasevoli & Vranješ, 2014, p. 9).

Nowadays, talking of Serbo-Croatian is not only “an anachronism from the political point of view” (Sussex & Cubberley, 2006, p. 4), but also a potentially dangerous political statement. Indeed, stripping a language of its language *status* affects the sense of identity of the people who speak it, even if – from a strictly linguistic point of view – the “linguistic differences between [Croatian, Serbian, Bosnian, and Montenegrin] are no greater than those between British and American English” (Naylor, 1980, p. 68).

As for the teaching of Croatian in Italy, although the two countries are basically neighbours<sup>2</sup>, only 11 universities offer Croatian language modules, namely Trieste, Udine, Padua, Venice, Turin, Bologna, Florence, Rome, Chieti/Pescara, Bari, and Naples (Piasevoli & Vranješ, 2014, pp. 11–12). It may seem quite enough, but overall, this is not a very relevant portion of the Italian university system, considering that Italy counts 58 state-funded universities<sup>3</sup> and that of the 11 we mentioned only 6 have more than 40,000 students (Padua, Turin, Florence, Bologna, Rome, and Bari), 2 between 20,000 and 40,000 (Venice and Chieti/Pescara), and 3 between 10,000 and 20,000 (Trieste, Udine, and Naples). On an even sadder note, given the scarce interest Italians tend to demonstrate for the Balkans and the absence of perceived usefulness of the language, these modules usually end up counting only a few students per year.

You might have noticed that the big absent from this list is Lombardy. Indeed, neither Milan, Bergamo, Brescia, nor Pavia have an active Croatian language module – that is to say, up until now. This spring, I will be organizing a 30-hour Croatian language lab aimed at PhD and MA students from the Linguistics Department. Linguists have a lot of potential as language learners, since most of them are naturally gifted, curious and already familiar with advanced concepts such as case and verbal aspect, but they do not always have the opportunity to develop a proper communicative language competence. More insights will follow as soon as the course starts!

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<sup>1</sup> <https://ec.europa.eu/eurostat/databrowser/view/tps00001/default/table?lang=en>

<sup>2</sup> Was it not for a 40-km-wide stripe of Slovenia separating them.

<sup>3</sup> <https://www.censis.it/formazione/la-classifica-censis-delle-universit%C3%A0-italiane-edizione-20212022/gli-atenei-statali>

Juan Manuel Martín

University of Salamanca, Spain

### **Multilingual Living: Female Writers with Migrant Background (I)**

We all know that a language is not simply a system of sounds or spellings, it also implies a way of understanding the reality that surrounds the speakers who share it. For writers, language is also the instrument through which they carry out their creative work, and this is why they often reflect on it in a deeper way than ordinary speakers. Lena Gorelik (Saint Petersburg, 1981) and Margaryta Yakovenko (Tokmak, Ukraine, 1992) are two writers who use German and Spanish respectively in their literary work. After having to emigrate from Eastern Europe for various reasons, the former has lived in Germany for decades, while the latter has been living in Spain for a long time. Both have spent their lives in environments in which they have had to use more than one language, and this aspect is not foreign to their novels. Through several of their texts, marked by their personal experiences, we intend in this presentation to analyse the challenge that coexistence with several languages implies for migrants. This circumstance is particularly relevant for two women writers who had to emigrate and who chose to write in a language that was not their mother tongue.

Rebeca Hernández

University of Salamanca, Spain

### **Multilingual Living: Female Writers with Migrant Background (II)**

This talk addresses the work of Portuguese writer, performer, and intellectual Grada Kilomba (Lisbon, 1968). Kilomba, of African descent, lives in Germany and produces her transmedial and interdisciplinary creations with English as a vehicle language. She reflects on the European colonial project and how it shapes our epistemological models in Academia and the present configurations of identities in the European contexts marked by migration, memory, racism, and trauma. This talk will focus on Kilomba's different forms of artistic expression and communication, which involve both a critical and a pedagogical perspective while questioning historical, national, and cultural boundaries derived from the Portuguese colonial project.

Raluca Nita

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FoReLLIS UR 15076

### **Translation and journalistic texts: a special relation? Insights from parallel corpora**

Our presentation deals with the relation between translation and journalistic texts: after an overview of the general (cultural and linguistic) issues that concern journalistic translation as dealt with by translation studies scholars (Valdeón 2015a, Zanettin 2021, Bielsa et al. 2009, Bani 2006), we will look into journalistic translation from the perspective of data provided by parallel journalistic corpora analysed with regard to genre in a linguistic approach. We will address two salient characteristics of journalistic translation, i.e. omissions and sentence reorganisation. Rather than considering them as a proof of journalistic translation being apart from literary translation (Bielsa et al. 2009), we see them as a mark of the journalistic text as a genre. In other words, it is the genre that can provide insight into journalistic translation but also into the specificities of journalistic texts across languages through translations. Omissions and syntactic reorganization in translation point out the specificities of French and English journalistic texts in building cohesion and coherence within the journalistic genre. By taking into account the process of corpus building and corpus alignment, we advocate the idea that journalistic texts as a genre (Biber and Conrad 2009, Bell 1991) can make translations a valid linguistic support for empirical and theoretical studies on textual coherence in contrastive linguistics.

**Keywords:** *journalistic translation, coherence, genre, parallel corpora*

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Soili Norro

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**Namibian language policy and primary school teachers' practices  
in multilingual classrooms**

The presentation is based on my PhD study in which I explored the Namibian language education policy and its development from the pre-independence period until today. Teachers are one of the most influential language policy implementers (Menken & García 2010), and therefore the language policy analysis was combined with an ethnographic approach to investigate Namibian primary school teachers' practices.

Historical-structural analysis (Tollefson 2006, 2015) was applied to analyse the official policy. A questionnaire, teacher interviews and focus group discussions were used to gather data about teachers' self-reported classroom practices, and classroom observations shed light on their actual practices.

The results show that the language education policy has changed very little since the independence. Moreover, despite its twofold objective of both ensuring citizens' proficiency of English, the only official language, and promoting the local languages, English as the only official language and the main medium of instruction is accorded a special status in the Namibian society and school system. Despite teachers' pedagogical knowledge of the benefits of using pupils' home languages as the language of instruction, the monolingual ideology that is present in the society affects teachers' practices and hinders them from fully leveraging the multilingualism and multilingual practices in their classrooms.

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RAHIMIĆ Adnan

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FoReLLIS - UR 15076 & MSHS (USR 3565 CNRS-University of Poitiers)

**Historical overview of languages spoken in Bosnia and Herzegovina  
and their influence on today's linguistics**

Languages constantly change and adapt. They remain an essential part of our everyday life as they help us communicate, express ourselves and define our identity. Many political, historical, cultural, and religious changes in Europe have influenced the language's road to spread across the world, developed dialects and gave birth to other languages. The article follows the chronological creation and updates of the South Slavic language(s) and how the changes in history, migrations and further development of the region and Europe influenced usage and tendencies to use, name and unify South Slavic languages on the Balkan Peninsula. Although the whole region representing the fruitful field of mixture and mutual influence of language policies and discussion, the main focus will be on Bosnia and Herzegovina, where its historical and political influence significantly interfered (and still interferes) with the language matter. Its historical overview should show why the higher education system should use the richness of the past and present spoken languages as an advantage in becoming a leading language centre and contribute to country's quality education.

The first part of the article provides theoretical approach to the language as a process of linguistic policy and an instrument in creating a state and nation. The second part focuses on the historical and chronological overview of languages spoken in Bosnia and Herzegovina from the first tribes until today, including many events that happened in the neighbouring areas in the Balkans, as it greatly affected the language, culture, customs and way of life and speech in this country.

**Keywords:** Language, Language policy, Language management, Language planning, Linguistic culture, Lingua Franca, Lingua Communis, Bosnian, Croatian, Serbian, Minority languages

Daria Mesquita Ramalho

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### **Online and offline data collection with Psychopy**

To teach foreign languages well, we need to be aware of how a language functions within itself and how it is processed in the human mind. The knowledge of a language can be explicit (conscious) or implicit (tacit, subconscious). The question is how these types of knowledge affect foreign language proficiency and how they are retrieved and processed. To answer these questions, I am applying a battery of linguistic and psycholinguistic tests programmed in Psychopy.

Psychopy is an Open Science platform that allows teachers and researchers to easily construct tests that include text, audio, video, images, animation, and respondents' voice recordings. Moreover, the tests can be uploaded to a platform called Pavlovia and applied online. During the presentation, I will demonstrate the main features of Psychopy based on my research and teach four principles for creating tests for data collection.

Resources address: <https://www.psychopy.org/> and <https://pavlovia.org/>

Barbara Richard-Renaudeau,

Université de Poitiers, France

FoReLLIS (UR 15076) - USR 3565 CNRS-Université de Poitiers

**Approches plurielles : la littérature de jeunesse en contexte plurilingue comme vecteur pour mesurer les effets potentiels sur l'acquisition du vocabulaire en français, d'élèves de 4-5 ans, en maternelle**

L'intérêt de ma recherche repose sur plusieurs observations en classe : la diversité linguistique, culturelle et la dimension interculturelle ne sont pas prises en compte, les situations d'apprentissage ne s'appuient pas sur les compétences plurilingues des élèves, les élèves ne communiquent pas sur leurs compétences et connaissances plurilingues. De plus, les enseignants ne savent pas comment utiliser les langues dans leur enseignement. Dans le contexte des écoles des réseaux d'éducation prioritaire, les élèves en difficulté sont aussi ceux qui parlent souvent une autre langue à la maison et dont les familles ont peu de contacts avec l'école. Dans mes travaux de recherche, je souhaite réduire les inégalités entre les élèves et améliorer l'acquisition du vocabulaire en français, et développer les compétences linguistiques des élèves dans l'enseignement et l'apprentissage du français. Pour les élèves multilingues, l'objectif est de libérer leurs compétences linguistiques afin qu'elles deviennent un tremplin pour l'apprentissage des autres élèves. Concernant les élèves monolingues, j'attends qu'ils s'ouvrent aux autres et à d'autres langues et qu'ils développent leurs compétences linguistiques en français et dans d'autres langues. Quant aux pratiques des enseignants, je souhaite proposer des modifications en construisant des étapes supplémentaires autour du plurilinguisme, dans les séquences didactiques sur la littérature de jeunesse et l'acquisition du vocabulaire. Ma recherche tentera donc de répondre à la question suivante : " dans un contexte scolaire plurilingue (Dabène et Degache, 1993 ; Candelier, 1997-2003-2007 ; Moore, 2006-2008 ; Hélot, 2007 ; Coste, 2008-2010 ; Simon et Maire-Sandoz, 2008 ; François-Salsano, 2009 ; Monjo et Peix, 2014 ; Auger et Le Pichon-Vortsman, 2021), comment utiliser la littérature de jeunesse " traditionnelle " dans la langue de scolarisation et l'adapter en support multilingue afin de mobiliser les compétences langagières orales de tous les élèves (Florin, 2003 ; Boisseau, 2005 ; Cèbe, Paour et Goigoux, 2005 ; Bentolila, 2007 ; Picoche, 2011 ; Boiron, 2012 ; Hélot et Rubio, 2013 ; Peroz, 2015 ; Cellier, 2017) et de favoriser l'acquisition du vocabulaire en français en maternelle notamment ? ". J'essaierai de développer les compétences lexicales dans un contexte multilingue en utilisant la littérature de jeunesse (Armand et Dagenais, 2005 ; Canut, 2013 ; Moore et Sabatier, 2014 ; Fleuret et Sabatier, 2019).

Anca Raluca Romanescu

University: Alexandru Ioan Cuza, Iasi, Romania

### **English-Romanian False friends**

In linguistics, the term *false friends* makes reference to pairs of words in two languages (or in two dialects of the same language) that look and/or sound the same but have different meanings.

The locution *false friends* (in French, faux amis) was coined by Maxime Koessler and Jules Derocquigny in *Les faux amis: ou, Les trahisons du vocabulaire anglais (conseils aux traducteurs)*, Vuibert, 1928.

Nevertheless, the 'issue' of *false friends* has become timelier in Romania since the year 2000 (approximately), when the Internet has become more accessible to people and, with it, the specific English terminology has spread rapidly.

*False friends* between Romanian and English are numerous and pose frequent problems to learners of the latter in Romania. As a teacher of English, I have come across many examples of words confused due to their similarity with Romanian and in my presentation, I will provide relevant examples from my teaching practice and not only.

Frederike Schram

University of Turku

**"Regional and minority languages today: Low German in commercial Instagram posts"**

In this talk, I focus on the endangered regional language Low German, which is predominantly spoken in Northern Germany. In contrast to the stigmatisation and discrimination the speakers have faced in the past, language activism and maintenance initiatives today foster a more positive image of the language and its speakers. The earlier diglossia of High German and Low German in daily life has mostly changed to a Low German usage limited to certain domains and purposes. Apart from a vivid cultural scene and in connection with language learning, it is also used and commodified in commercial contexts. Furthermore, the Internet and social media platforms can be facilitators of language usage, awareness, and activism for regional or minority languages.

Combining the commercial use of Low German with its usage online, this talk focuses on the use of Low German in commercial Instagram posts. By employing a mixed-methods approach of qualitative and quantitative data analysis, the captions of Instagram posts are analysed based on language choice, distribution, and usage. The findings suggest that commercial Instagrammers primarily embed a small set of commonly known Low German words into High German sentences. This allows them to associate a shared distinct Northern German group identity with their products and themselves. Through this conscious use of the regional language, the commercial Instagrammers create and emphasise differentiation from other comparable Instagrammers or products in today's competitive global markets.

Ana-Mădălina Simiuc

Universitatea Alexandru Ioan Cuza Iasi, Roumania

### **La migration et ses consequence chez Wafa Ghorbel**

“This article concentrates on the causes and consequences of migration in Wafa Ghorbel's novel. Why did this young woman decide to study abroad, and how has this decision affected her life? Is she content with herself and her situation? Will she listen to her inner voice and her family when they say she should return to Tunis, or will she stay in France with her husband? The main character is troubled by the duality of belonging to two countries and none at the same time. This study examines three types of relationships: the main character's relationship with herself and her origins, her relationship with the man she loves, and her relationship with her abuser. Will she ever feel like she belongs somewhere? Or has her study experience been so transformative that she no longer feels at home in her own country?”

Keywords: women; belonging; love; migration; contemporary literature

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**“Writing about Luanda within its prisons: multilingualism as a political and narrative practice in Luandino Vieira’s *Papéis da Prisão*”**

My paper focuses on the multilingual practices represented in *Papéis da Prisão* (2015), which is a collection of diaries written by the Angolan writer José Luandino Vieira, while he was a political prisoner in Angola and Cape Verde. This collection of diaries depicts prison as a multilingual space within which Portuguese is only one among many other spoken and written languages. *Papéis da Prisão* is constituted by diaries, letters, drawings and narrative notes, which are written in Portuguese, Kimbundu, Cape Verde creole, among others. Moreover, the writer uses this plurality of languages to develop his narrative style and his characters. In his narrative notes Luandino Vieira writes about how the idea of some characters came from the prisoners peculiarity, including their language. Therefore, the aim of this paper is to explore the interaction between the multilingualism experienced by Luandino Vieira as a prisoner and the multilingualism created by Luandino Vieira as a writer.

**Key-words:** Angolan literature; multilingualism; *Papéis da Prisão*

Amador García Tercero, Raúl Sanchez Prieto, Maire Denis Molenaers

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**Sociolinguistic competence in German and Dutch as a foreign language:  
benefits of introducing linguistic variation in the classroom**

Languages change continually. Factors such as migration, the dominant position of a language or socio-cultural trends may result in linguistic variation within a community, extending its lexicon, simplifying its grammatical structures or creating new linguistic varieties. One of the learning goals set out in the Common European Framework of Reference for Languages (CEFR) is the development of sociolinguistic competence in foreign language learners. This competence aims to foster learners' correct social usage of the target language and to make them more aware of the variation they may encounter in their contact with the linguistic reality of the foreign country (Maijala 2009, Neuland 2012).

One of the possible linguistic varieties students of German and Dutch might face in Germany and Belgium is the multiethnolect, whose linguistic characteristics are associated with a different ethnic origin than German or Belgian. This presentation will explain the origin, development, and social implications of the multiethnolect in German and Belgium. After showing the linguistic variation and characteristics of the multiethnolect in these countries, a guide for its didactization will be proposed. Learners will not only be able to improve their linguistic competence, but will also be able to develop a critical view of the relationship between speakers and the different language varieties and their roles in the public and social spheres.

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## **Renforcer le plurilinguisme dans les Universités Européennes ..., mais quel plurilinguisme ?**

La diversité linguistique est un des piliers de la devise de l'UE « Unie dans la diversité ». Plus de 80 langues officielles et régionales ainsi que des centaines de langues qui émanent de la migration composent ce paysage linguistique. Ainsi, nous sommes conduits à nous interroger sur la place des langues Moins Dites et Moins Enseignées (MoDiMEs) dans cet environnement linguistique et surtout sur la place que ces langues devraient avoir dans une éducation de qualité, plurilingue.

Par *langues MoDiMEs*, on fait référence à des langues étrangères qui sont peu enseignées en comparaison, avec l'anglais, le français, l'espagnol et l'allemand, qui peuvent, elles, être considérées comme des langues « plus diffusées et enseignées ». Mais l'appellation MoDiME n'est pas sans poser problème car les langues n'assument pas le même statut dans les divers systèmes éducatifs. Dans les pays européens, des langues comme le chinois ou le japonais restent très largement sous-représentées dans l'éducation. Il en est de même avec le français qui est en voie de devenir une langue MoDiME dans plusieurs contextes éducatifs (voir DJORDJEVIC LEONARD & KOSTOV 2021 concernant la place du français dans les Balkans, STANKOVIĆ 2018, concernant la place du français en Serbie, SMUK 2020 et KUCHARCZYK 2020 pour une étude de la place du français en Pologne, VALETOPOULOS et TSAKNAKI 2021 sur l'avenir du français en Grèce). En effet, l'échelle « +/- dit/enseigné » est liée à des facteurs de nature politique, éducative, sociolinguistique qui font naître des problématiques didactiques variées et qui doivent être étudiés (voir également TSAKNAKI et VALETOPOULOS 2020, KAKOYIANNI-DOA 2020).

Partant de la simple observation que nous assistons toujours à une résistance à tous les niveaux (étatique, administratif, social, familial) défendant la généralisation dans le système éducatif de politiques bilingues qui ne promeuvent que l'anglais, la place des autres langues, y compris du français, devient marginale. Ainsi, dans ce cadre-là, nous souhaitons développer une réflexion concernant la place des langues MoDiMEs dans la politique linguistique des établissements universitaires. Nous proposerons ainsi une analyse des représentations des étudiants français de l'Université de Poitiers concernant la place que les langues MoDiMEs peuvent avoir dans la politique linguistique de l'Université, dans leur formation et dans leur professionnalisation. Notre analyse se fonde sur les réponses obtenues de la part des étudiants du département de Sciences du langage qui doivent suivre soit le bcms et le polonais soit la langue des signes ainsi que sur les réponses des étudiants dans le parcours FLE qui suivent un cours de grec moderne comme une langue de découverte. Nous croiserons ces réponses avec celles obtenues par des étudiants polonais inscrits dans un parcours d'études françaises en Pologne. Des situations différentes qui impliquent des motivations diverses.

Notre objectif est de formuler des principes concernant la promotion de l'enseignement des langues MoDiMEs et du plurilinguisme comme une composante intégrante et structurante de la politique linguistique des établissements universitaires.

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Outi Veivo

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### **Less or more widely studied languages? – Language Specialist Education in Finland**

During the last few decades, language education in the Finnish primary and secondary school has undergone many changes that have had an impact on the studying of foreign languages. Also, language degree programmes in Finnish higher education have been the object of different reforms and language policy measures. This presentation examines how these changes are reflected in language specialist education. The objective is to identify which languages leading to language specialist professions could be characterised as less widely studied languages and which as more widely studied ones in Finnish universities in the turn of the century and during the last five years. These questions are addressed by analysing the statistics on the proportions of students who started their studies in different language degree programmes. The results show that the proportion of language students of English has grown at the expense of languages such as Swedish, German and French. These findings are discussed in the framework of educational and national language policies.

Marianne Vergez-Couret

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### **Outils des langues de France : le cas de l'occitan et du poitevin-saintongeais**

Dans cette communication, l'objectif est de questionner ce que le numérique peut apporter aux langues de France et ce qu'il faut prévoir pour que toutes les langues de France puissent profiter de ce support numérique. Ces questions sont ; à l'heure actuelle ; au centre d'un projet financé par l'Agence Nationale de la Recherche intitulé DIVITAL ou « Accroître la vitalité et la visibilité numérique des langues de France : descriptions linguistiques et corpus annotés » (ANR-21-CE27-0004). Ce projet regroupe 4 équipes et porte sur 4 langues : l'alsacien, le corse, l'occitan et le poitevin-saintongeais. Plus particulièrement, nous établirons un bilan des avancées dans les domaines de la linguistique de corpus et du traitement automatique de l'occitan. Nous présenterons les étapes nécessaires à la constitution d'une chaîne de traitement automatique et décrirons la constitution des ressources essentielles que sont les corpus et les lexiques pour le développement des outils d'analyse automatique aux niveaux morphosyntaxique et syntaxique. Nous passerons également en revue les applications de TAL disponibles à l'heure actuelle pour les locuteurs et scripteurs de l'occitan. En perspective, nous aborderons la situation du poitevin-saintongeais, ainsi que les étapes à franchir pour outiller cette langue.

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### « Parler sa langue ? » :

#### **Du Contact au Conflit. Revitalisation linguistique en France et en Allemagne**

L'année 2019 a été proclamée année internationale des langues autochtones par l'Assemblée générale des Nations Unies « afin d'attirer l'attention du monde sur les risques critiques auxquels les langues autochtones sont confrontées et leur importance pour le développement durable, la réconciliation, la bonne gouvernance et la consolidation de la paix ».

Lorsque différentes langues coexistent sur un même territoire, on constate généralement des rapports inégaux et conflictuels entre ces langues, entre les pouvoirs politiques majoritaires et les cultures minoritaires. Les zones de contact peuvent se révéler zone de conflit.

Le sorabe, langue slave autochtone parlée dans l'Est de l'Allemagne, tout comme l'occitan dans le Sud de la France font partie de ces langues dites régionales ou minoritaires en Europe menacées dans leur survie, mais également engagées depuis plusieurs décennies dans une démarche de renouveau linguistique.

Dans une perspective à la fois historique et sociolinguistique, nous proposerons un questionnement politique et sociétal des situations d'insécurité linguistique et des processus de revitalisation à l'œuvre dans ces deux communautés.

Il s'agira de comparer et d'analyser la manière dont s'organisent les revendications linguistiques d'un pays à l'autre, et de comprendre quels sont les principaux acteurs et partenaires des mouvements visant à redynamiser des langues en danger.

Que signifie vouloir « parler sa langue » ? Dans quelle mesure peut-on parler de mobilisation ethnolinguistique ? Que nous apprend la défense des langues régionales ou minoritaires sur l'état de la société et/ou de la nation ?

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## **La complexité de l'enseignement/apprentissage d'une langue MoDiMe -**

### **l'exemple du polonais langue étrangère**

Le polonais comme langue étrangère est enseigné en France principalement dans le cadre académique et privé. Cette faible présence est accompagnée par des convictions en milieu exolingue et endolingue. En France, le polonais est considéré comme une « petite langue », alors qu'en Pologne elle est considérée comme une langue difficile à acquérir pour un étranger. Ces convictions s'expliquent par le prestige de la langue (Włodarczyk, 2014) et par des stéréotypes.

La conviction que cette langue est complexe (Miestamo 2006), donc difficile, et « petite » est influencée par le fait que les langues slaves sont considérées comme moins enseignées en France mais également dans les autres pays européens d'Europe de l'Ouest. Dans le cadre de notre recherche, nous souhaitons évaluer les connaissances et la conscience de notre public spécifique, les étudiants universitaires de la faculté des Lettres et des Langues de l'Université de Poitiers. Nous nous posons alors la question de savoir si les étudiants sont conscients du fait que le polonais est une langue slave et ce qu'ils en connaissent. Si tel est le cas, nous souhaitons savoir s'il est possible de penser plus globalement lors de l'apprentissage du polonais ou une autre langue slave en constituant des liens entre deux langues slaves.

Afin d'expliquer cette difficulté ressentie d'un point de vue linguistique, il est nécessaire d'analyser les phénomènes jugés complexes. Selon de nombreux chercheurs, chaque langue présente des systèmes plus simples et plus complexes (Joseph et Newmeyer 2012). Le système casuel des langues slaves (excepté le bulgare) peut être considéré comme morphologiquement riche. Quant à la langue étrangère polonaise, les apprenants sont exposés aux cas dès le début de l'apprentissage, même si nous optons pour la grammaire implicite. Siewierska et Uhlírová (1998) soulignent qu'une morphologie casuelle riche est souvent associée à un ordre des mots flexibles. Le système casuel influence donc également l'ensemble des compétences réceptives et productives.

En conséquence, le public universitaire de notre recherche doit s'ouvrir à un système différent qui représente aussi une certaine logique mais qui peut paraître paradoxal entre autres parce qu'il est régi par le verbe mais marqué sur le nom (Léonard 2006). Le système casuel semble être à l'origine d'hésitations, d'instabilités et d'erreurs. Grâce à l'analyse du corpus oral des apprenants, nous pouvons nous poser la question - quelles sont les stratégies qui permettent de stabiliser le système casuel ? Est-il possible de proposer une autre approche non-concentrée sur la grammaire ?

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