



Leeuwarden  
Fryslân  
2018

Culturele  
Hoofdstad  
van Europa



## Program

FRYSKE  AKADEMY

 mercator European Research Centre on  
Multilingualism and Language Learning

**Lân  
fan  
taal**

**afûk**

The Fryske Akademy welcomes you to Ljouwert/Leeuwarden for the first Conference on Frisian Humanities.

This four-day conference brings together scholars from different disciplines to Ljouwert/Leeuwarden, the capital of the bilingual province Fryslân. As part of the project *Lân fan taal* (“Free state for all languages”) of Leeuwarden-Fryslân European Capital of Culture 2018, the conference provides a forum for scientific debate concerning language and culture in the Frisian regions, in the past and present, and from an international perspective, with the purpose of discussing empirical, methodological and theoretical issues in the field of humanities.

A total of 96 lectures are organized in a series of four symposia – Language and Linguistics, Literature, Medieval Frisia, and Multilingualism – and partly in parallel sessions.

We are pleased to have such a varied programme and we thank all speakers for their enthusiasm and their support in making this a successful and interesting conference.

The organisers hope you will have an inspiring conference and a delightful stay!

# Overview

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Foto: Michel Montsma

## Practical and cultural information

### **About the Fryske Akademy**

The foundation Fryske Akademy (Frisian Academy) was established in Leeuwarden on 10 September 1938. According to its statutes, the Akademy's goal is "to maintain a working community dedicated to practicing science connected to Friesland, the Frisian people and their culture in all its manifestations, and such in the broadest sense".

### **About *Lân fan taal***

*Lân fan taal* ("Country of Languages"), a project of Leeuwarden-Fryslân European Capital of Culture 2018, is a free state for all languages of the world, where all languages are equal and language has no borders. Since language is seen as more than the languages one can speak or write, sign language, Braille, body language and many more ways of expressing oneself also have a place in *Lân fan taal*. Throughout 2018, language is celebrated with activities, performances, artworks, exhibitions and spatial installations in Leeuwarden and Friesland.

### **Why "Frisian Humanities"?**

The Conference on Frisian Humanities is the successor of the Frysk Filologekongres ("Frisian Philologists' Conference") which has been held every three years since 1956. The term "philology", however, does not cover the study of languages and literature in its entirety. Since the conference also invites experts from other disciplines such as history and social sciences, we are happy to have found a new and more appropriate name for it.

### **About the conference venue**

The conference will take place in the Municipal Theatre De Harmonie (*Stadsschouwburg De Harmonie*) in Leeuwarden.

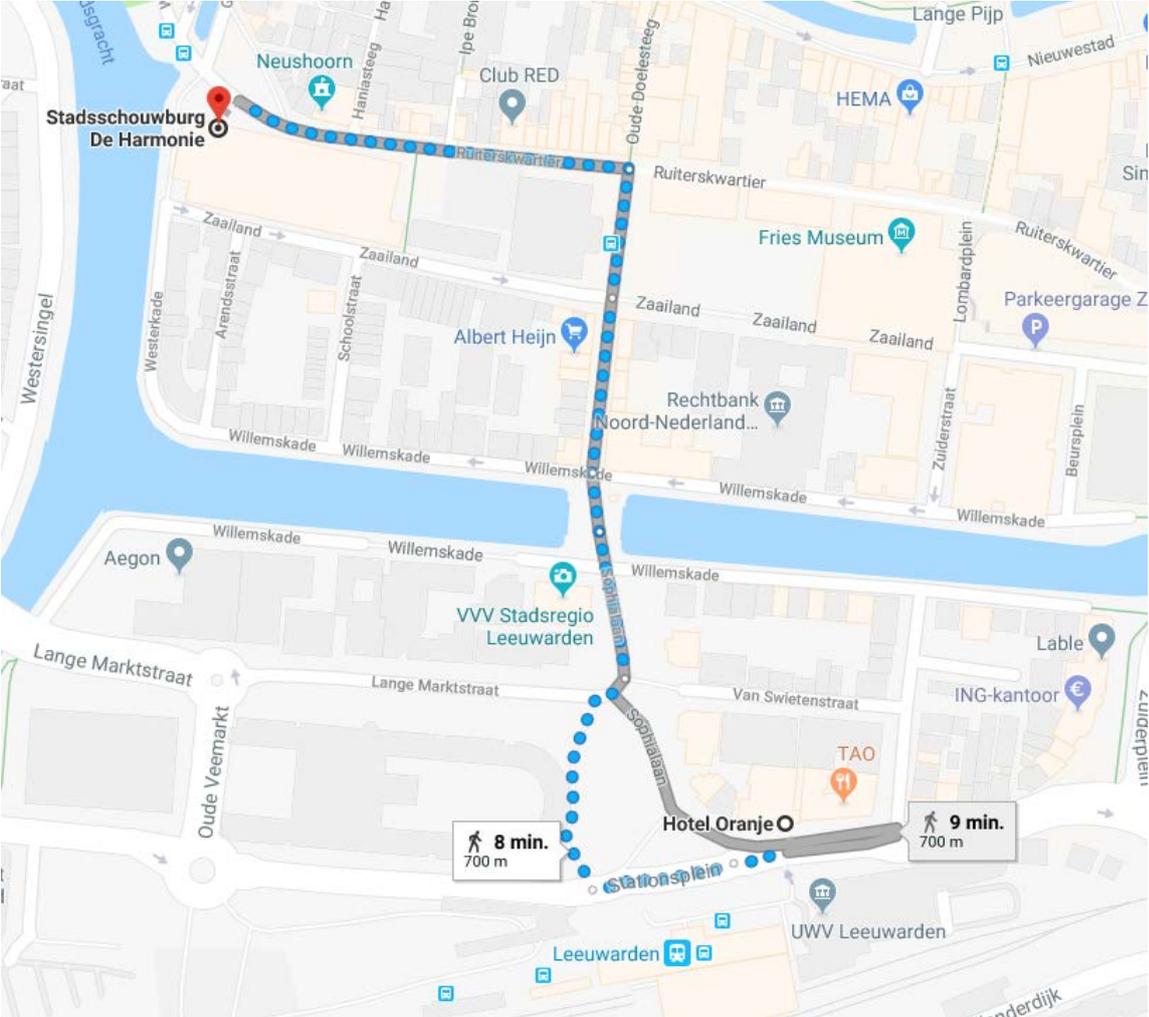
Address of the *Stadsschouwburg De Harmonie*

Ruiterskwartier 4

8911 BP Leeuwarden, The Netherlands

+31 58 233 0 230

# From Hotel Oranje to De Harmonie



## **Trains from/to Amsterdam Airport Schiphol**

There is a train connection between Amsterdam Airport Schiphol and Leeuwarden/Ljouwert twice per hour, with trains leaving at xx.04 and xx.34. The trip takes a bit more than 2 hours and might require changing trains in Zwolle.

For your trip back there are again two trains per hour at xx.16 and xx.46 from Leeuwarden/Ljouwert to Amsterdam Airport Schiphol.

Tickets can be bought at the train station (single-use smart cards for a 1€ surcharge) or online via <https://www.ns.nl/en>. If you buy your ticket online, you can either print it yourself or download it as a mobile ticket using the Reisplanner Xtra app.

Please note that a valid ticket is needed to access the platforms. You will have to scan your ticket at the gates at the entrance of the train station and again when you leave the train station at your destination.

## **Trains from Belgium and Germany**

If your ticket (printed or e-ticket) has a barcode, it should work at the train stations in the Netherlands as well. If it does not, you will have to ask the staff at the train station for one.

Please note that tickets are not sold for specific trains, so if you miss a train, you can simply get on the next one.

## Leeuwarden-Fryslân European Capital of Culture 2018

With Leeuwarden-Fryslân being the European Capital of Culture 2018 alongside Valetta (Malta), there are many cultural events this year such as exhibitions, guided tours around the city and theatre plays. Many of these events focus on the role of languages and multilingualism, e.g. the events of *Lân fan taal*. You can find the programme of LF2018 here: <https://www.friesland.nl/en/european-capital-of-culture/programme>

### ***Lân fan taal***

*Lân fan taal* (“Country of Languages”), a project of Leeuwarden-Fryslân European Capital of Culture 2018, is a free state for all languages of the world, where all languages are equal and language has no borders. Since language is seen as more than the languages one can speak or write, sign language, Braille, body language and many more ways of expressing oneself also have a place in *Lân fan taal*. Throughout 2018, language is celebrated with activities, performances, artworks, exhibitions and spatial installations in Leeuwarden and Friesland. Both Obe, the *Lân fan taal* visitor centre, the Oldehove tower with its video projections by different artists, and the *Talentuin* (“Language garden”) with its interactive installations in the Prinsentuin are conveniently located close to the city centre and the conference venue. You are welcome to join in and learn about, experience and feel the importance and diversity of language. <https://lanfantaal.com/>

### **King’s Day**

King’s Day (*Koningsdag*) is celebrated on 27 April, the birthday of King Willem-Alexander. This day is a national holiday in the Netherlands and people dress in orange, the colour of the House of Orange-Nassau. There are festivities all over the country such as concerts and special events, particularly in Amsterdam. There is also a nationwide flea market (*vrijmarkt*) where you can shop for used goods. If you don’t leave right after the conference, you are welcome to join the celebration!

# Conference programme

## *Language and Linguistics*

**Monday 23 April** (All plenary sessions will take place in Rabozaal)

08:45	<b>Opening words</b>	
09:00	<b>Jörg Peters</b> (University of Oldenburg) <i>Cross-linguistic vowel variation in trilingual speakers of the Saterland</i>	
09:50	<b>Carlos Gussenhoven</b> (Radboud University Nijmegen) <i>Ways of not having stress</i>	
10:40	Coffee break	
	<b>Room: Rabozaal / Chair: Wilbert Heeringa</b>	<b>Room: Van der Eems 3 / Chair: Pieter Duijff</b>
11:10	Marjoleine Sloos (Fryske Akademy) <i>What makes the Frisian accent in Dutch?</i>	Sinje Lornsen (Kiel University) <i>„‘Hat’ sait ham faan an Huur“ – Spurensuche in historischen Wörterbüchern zur Ergründung des Genussynekretismus des Fering-Öömrang</i>
11:40	Myrthe Bergstra (Utrecht University) <i>When Frisian and Dutch look similar but are different: the absentive construction</i>	Concetta Giliberto (University of Palermo) <i>The words for “blue” in Old Frisian</i>
12:10	Gertjan Postma (Meertens Institute) <i>Frisian breaking from a Pomeranian perspective</i>	Berber Bossenbroek (Leiden University) <i>Swearing Oaths of Innocence: Medieval Numerology in the Laws of the Fivelgo Manuscript</i>
12:40	Lunch	
13:40	<b>Didier Demolin</b> (Université Paris 3) & <b>Hans Van de Velde</b> (Fryske Akademy) <i>New developments in Frisian phonetics</i>	
	<b>Room: Rabozaal / Chair: Nika Stefan</b>	<b>Room: Van der Eems 3 / Chair: Siebren Dyk</b>
14:30	<i>cancelled</i>	Łukasz Gaęała (University of Göttingen) <i>Reconnaissance for stylometric analysis of Frisian manuscripts</i>
15:00	Jarich Hoekstra (Kiel University) <i>De nije molke farsc ind fris, sa as se fenne kou komd is. Pronominaal slachte by stofnammen yn it (âldere) Nijfrysk</i>	Andrea Maini (Noregs Mållag) <i>North Frisian Buat, Buæt and Büjtt ‘Boat’: Evidence for the Germanic Concretum *Bauta- ‘Which can be Pushed Forward, ‘Rowing Boat’?</i>
15:30	Coffee break	
16:00	<b>Michiel de Vaan</b> (University of Lausanne) <i>How Frisian is Western Dutch?</i>	
16:50	<b>Peter Schrijver</b> (Utrecht University) <i>The origins of the Frisian language: inheritance and contact</i>	
17:40	End of programme	

**Tuesday 24 April** (All plenary sessions will take place in Rabozaal)

09:00	<b>Consuelo Oosterveld &amp; Theresa Munneke-Lourens</b> <i>Van een tweetalig juridisch woordenboek naar een digitale juridische databank: potentie en meesterlijke beperking</i>	
09:50	<b>Chris Mullhall</b> (Waterford Institute of Technology) <i>How corpus data have (not) changed bilingual dictionaries: The case of delexical verbs</i>	
10:40	Coffee break	
	<b>Room: Rabozaal / Chair: Jelske Dijkstra</b>	<b>Room: Van der Eems 3 / Chair: Frits van der Kuip</b>
11:10	Nika Stefan (Fryske Akademy), Edwin Klinkenberg (Fryske Akademy) & Arjen Versloot (University of Amsterdam) <i>'It sounds more and better': phonotactic constraints on borrowed plural forms in Frisian</i>	Redmer Alma (Drents Archief), Riemer Janssen (Bureau glossarum) & Anne Tjerk Popkema (Taalburo Popkema/University of Groningen) <i>Het Vocabularium Frisicum glossatum van Matthias van Wicht</i>
11:40	Nanna Hilton (University of Groningen), Willem Visser (Fryske Akademy/University of Groningen) & Adrian Leemann (Lancaster University) <i>Mapping Language Change in Fryslân with Crowd-Sourced Data</i>	Peter Duijff (Fryske Akademy) <i>Rûmtegefahren fan in digitaal wurdboek</i>
12:10	Roeland van Hout (Radboud University Nijmegen) <i>The Limburg regional language: the case of the town of Weert</i>	Willem Visser (University of Groningen/ Fryske Akademy) <i>Fan Boukje en Bouk en fan Wopke en Wop: oer ynkoarte nammen yn it Frysk</i>
12:40	Lunch	
13:40	<b>Stefan Grondelaers</b> (Radboud University Nijmegen) <i>All accents are equal, but some are (still) more equal. Accent evaluation as a predictor of standard language dynamics in Dutch</i>	
	<b>Room: Rabozaal / Chair: Hans Van de Velde</b>	<b>Room: Van der Eems 3 / Chair: Lysbeth Jongbloed-Faber</b>
14:30	Jacob van Sluis (Tresoar, Leeuwarden) <i>Latijn als boventaal: de Franeker universteit als voorbeeld</i>	Jelke Bloem (University of Amsterdam) <i>Learned borrowing or contact-induced change: Verb cluster word order in Early-Modern Frisian</i>
15:30	Jelske Dijkstra et al. (Fryske Akademy/Radboud University Nijmegen) <i>Loanword or code switch? The issue of code switching between Frisian and Dutch</i>	Arjen Versloot (University of Amsterdam) <i>A new discovery in Frisian linguistics?</i>
15:30	Coffee break	
16:00	<b>Naomi Nagy</b> (University of Toronto) <i>Francoprovençal in Europe and North America: Vitality and Variability</i>	
16:50	<b>Special event with Arjen Versloot</b>	
17:40	End of programme	

## Invited speakers

1. **Michiel de Vaan (University of Lausanne)**  
*How Frisian is western Dutch?*
2. **Didier Demolin & Hans Van de Velde**  
*New developments in Frisian phonetics*
3. **Stefan Grondelaers (Radboud University Nijmegen)**  
*All accents are equal, but some are (still) more equal. Accent evaluation as a predictor of standard language dynamics in Dutch*
4. **Carlos Gussenhoven (Radboud University Nijmegen)**  
*Ways of not having stress*
5. **Chris Mulhall (Waterford Institute of Technology)**  
*How corpus data have (not) changed bilingual dictionaries: The case of delexical verbs*
6. **Naomi Nagy (University of Toronto)**  
*Francoprovençal in Europe and North America: Vitality and Variability*
7. **Consuelo Oosterveld-Egas Repáraz**  
*Van een tweetalig juridisch woordenboek naar een digitale juridische databank: potentie en meesterlijke beperking*
8. **Jörg Peters (University of Oldenburg)**  
*Cross-linguistic vowel variation in trilingual speakers of the Saterland*
9. **Peter Schrijver (Utrecht University)**  
*The origins of the Frisian language: inheritance and contact*

## Alphabetical list of speakers

1. **Redmer Alma (Drents Archief), Riemer Janssen (Bureau glossarum) & Anne Tjerk Popkema (Taalbuuro Popkema/University of Groningen)**  
*Het Vocabularium Frisicum glossatum van Matthias van Wicht*
2. **Myrthe Bergstra (Utrecht University)**  
*When Frisian and Dutch look similar but are different: the absentive construction*
3. **Jelke Bloem (University of Amsterdam)**  
*Learned borrowing or contact-induced change: Verb cluster word order in Early-Modern Frisian*
4. **Berber Bossenbroek**  
*Swearing Oaths of Innocence: Medieval Numerology in the Laws of the Fivelgo Manuscript*
5. **Jelske Dijkstra<sup>1</sup>, Emre Yilmaz<sup>2</sup>, Henk van den Heuvel<sup>2</sup>, David van Leeuwen<sup>2</sup>, Hans Van de Velde<sup>1</sup> (<sup>1</sup>Fryske Akademy Leeuwarden, <sup>2</sup>Radboud University Nijmegen)**

*Loanword or code switch? The issue of code switching between Frisian and Dutch*

**6. Pieter Duijff (Fryske Akademy)**

*Rûmtegefare fan in digitaal wurdboek*

**7. Łukasz Gagala (University of Göttingen)**

*Reconnaissance for stylometric analysis of Frisian manuscripts*

**8. Concetta Giliberto (University of Palermo)**

*The words for “blue” in Old Frisian*

**9. Nanna Hilton (University of Groningen), Willem Visser (Fryske Akademy/University of Groningen) & Adrian Leemann (Lancaster University)**

*Mapping Language Change in Fryslân with Crowd-Sourced Data*

**10. Jarich Hoekstra (Kiel University)**

*De nije molke farsc ind fris, sa as se fenne kou komd is. Pronominaal slachte by stofnammen yn it (âldere) Nijfrysk*

**11. Roeland van Hout (Radboud University Nijmegen)**

*The Limburg regional language: the case of the town of Weert*

**12. Sinje Lornsen (Kiel University)**

*„Hat’ sait ham faan an Huur“ – Spurensuche in historischen Wörterbüchern zur Ergründung des Genussynekretismus des Fering-Öömrang*

**13. Andrea Maini (Noregs Mållag)**

*North Frisian Buat, Buæt and Bÿjtt ‘Boat’: Evidence for the Germanic Concretum \*Bauta- ‘Which can be Pushed Forward, ‘Rowing Boat’?*

**14. Gertjan Postma (Meertens Institute)**

*Frisian breaking from a Pomeranian perspective*

**15. Marjoleine Sloos (Fryske Akademy)**

*What makes the Frisian accent in Dutch?*

**16. Jacob van Sluis (Tresoar, Leeuwarden)**

*Latijn als boventaal: de Franeker universteit als voorbeeld*

**17. Nika Stefan (Fryske Akademy), Edwin Klinkenberg (Fryske Akademy) & Arjen Versloot (University of Amsterdam)**

*‘It sounds more and better’: phonotactic constraints on borrowed plural forms in Frisian*

**18. Arjen Versloot (University of Amsterdam/Fryske Akademy)**

*A new discovery in Frisian linguistics?*

**19. Willem Visser (Minorities & Multilingualism/Frysk, Ryksuniversiteit Grins; Fryske Akademy, Ljouwert)**

*Fan Boukje en Bouk en fan Wopke en Wop: oer ynkoarte nammen yn it Frysk*

## Invited speakers

### **Michiel de Vaan (University of Lausanne)**

#### How Frisian is western Dutch?

In my talk I will rephrase and elaborate on the findings reached in my 2017 monograph *The Dawn of Dutch*, in which I re-evaluate the possible phonological evidence for a Frisian substrate in Holland, Zeeland and Flanders. I will first discuss the various meanings in which the word *Frisian* has been used in the historical-linguistic discourse. Then I will show that the main bone of contention between scholars is the question whether the typically western Dutch features, such as the absence of *i*-mutation, are due to language-internal factors or (directly or indirectly) to language contact with other dialects or languages. I will discuss several scenarios that may explain the linguistic changes we find, differentiating between different regions (Holland, Zeeland, Flanders) and different periods. In the end, it will appear that our initial question requires a nuanced answer.

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## Didier Demolin & Hans Van de Velde

### New developments in Frisian phonetics

This presentation focuses on West Frisian, and more specifically on the variety spoken by Clay Frisian speakers. We will present data on phonetic aspects of Frisian that have not been observed before or that show how new techniques of investigation, such as electroglottography (Egg), aerodynamics and ultrasound, allow deeper understanding of known and unknown phenomena. We will focus on three issues: diphthongs, nasalization and glottalization.

Frisian has in total 43 vocalic segments: nine short monophthongs [i y u ɪ ø o ε ɔ a], nine long monophthongs [i: y: u: ɪ: ø: o: ε: ɔ: a:], five falling diphthongs [aj ej ɫɥ ɔw oj], six centering diphthongs [iə yə uə ɪə øə oə] and fourteen rising or breaking diphthongs [ja jɛ jɔ jɪ jø jɔ jy ju wa wɛ wɪ wø wo wi]. These sounds have previously been studied by De Graaf (1985) and De Graaf & Tiersma (1980). Ultrasound techniques allow to go a step further than previous studies in the description of these sounds, as they provide a the description of the articulatory trajectories of the tongue. This helps to understand the articulatory strategies used in Frisian to produce diphthongs and particularly those involved in the process of breaking (Van der Meer 1985).

Aerodynamics techniques coupled with present-day acoustic tools allow describing phenomena like nasal assimilation and the nasalization of vowels in detail. The association of nasal flow traces with acoustics data provide a description of regressive nasal assimilation phenomena and an explanation of the occurrence of syllabic nasals.

A phonetic aspect of Frisian that has not yet been described is glottalization in long vowels. This suggests that similar to Danish, Frisian has a kind of stød, i.e., a kind of creaky voice characterizing certain syllabic rhymes in specific conditions. In Frisian, stød is found in stressed syllables with a long vowel or a short vowel followed by a sonorant consonant. When a syllable has stød its location seems predictable: stød occurs mainly within long vowels or in the following sonorant if the vowel is short. This phenomenon is likely related to the prosodic characteristics that are still in need of a detailed description. The prosody of Frisian is assumed to be very similar to the general characteristics of Germanic languages and in particular to Dutch. However there might be some specificities in Frisian prosody that are still not described. These prosodic features might also be important to study some sociophonetic characteristics of the various Frisian varieties.

The presentation will illustrate these points with recordings of several speakers of Clay Frisian. Finally, the contribution of these 'Frisian phenomena' to theoretical aspects of phonetics and issues about universals of language will be discussed.

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**Stefan Grondelaers (Radboud University Nijmegen)**

All accents are equal, but some are (still) more equal. Accent evaluation as a predictor of standard language dynamics in Dutch

Like other European standard varieties, Netherlandic Standard Dutch (NSD) is becoming increasingly heterogeneous. While notorious syntactic innovations (such as *hun hebben* “them have”) stir up panic and controversy, the audibly increasing regional and ethnic accent variation in NSD has remained for the most part below the radar.

One of the central questions in my work with Roeland van Hout and Paul van Gent, is to what extent the production characteristics of specific accents (frequency, distribution, acceptance in formal speech,...) can be predicted from the prestige of these accents. Our previous investigations yielded some evidence for this link: the iconic standard flavour of NSD, the Randstad accent, was invariably evaluated as the most prestigious speech variety, and some regional accents are no longer rejected as non-prestigious. Still, the available perception and evaluation findings do not fit the production data (very) well (yet). For how can we explain that it is *non-prestigious* accents which penetrate televised news bulletins, and that the zero prestige Moroccan accent is becoming increasingly popular in young media?

In this paper we investigate whether the apparent absence of a link between the popularity and prestige of regional and ethnic accents in NSD may be caused by a failure to measure prestige values accurately. We report data from a series of new speaker evaluation experiments designed to correct two shortcomings in the hitherto available perception data, viz. the absence of a strength variable, as well as the restriction to traditional prestige (status) evaluations, to the detriment of modern prestige sources (dynamism).

The new data not only stratify the production findings much better. They are also indicative of ideological change: they reveal that regional accents in The Netherlands are being mapped onto a strength scale which partly neutralizes prior prestige differences, and resets the “standardness” of the accents in (more) quantitative terms.

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## Carlos Gussenhoven (Radboud University)

### Ways of not having stress

A number of languages lack word stress. My purpose in this talk is to argue that these languages do not form a homogeneous group. Broadly, they divide into languages that associate tones (or 'pitch accents') to specific domain-final syllables and those that do not associate any tones. French, Korean and northern West Greenlandic belong to the first group, Indonesian and other varieties of Malay to the second. Some languages would appear to fall in between, like Tashlhiyt Tamazight, which is partly like Indonesian and partly like French, in addition to having variable selection of the association syllable.

Typologically, word stress is a prosodic constituent, the foot, implying that languages without feet have no stress. For Ambonese Malay, there is independent evidence of the absence of both stress and feet. By contrast, tone is a segment, like a vowel or a consonant, and the presence of tone has no implication for the presence of feet.

Finally, languages can have no stress in a phonetic sense. Again, I will distinguish two cases. First, feet are headed constituents, but lack phonological features in the head. The best we can expect is that the head is phonologically privileged in having more complex segmental (!) structures, while also being pronounced with more care ('phonetic stress'). However, Bengali shows its initial stress only in providing an association site for intonational tones, while Japanese has been claimed to have feet, though no phonetic stress. A second meaning is apparent in Zwara Tamazight. It has regular stress, much like Frisian, but may locate the stress in a fully voiceless syllable, owing to the general admission of consonants in the syllable nucleus. Zwara Tamazight thus has stress, but you can only observe it in sonorant rhymes.

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**Chris Mulhall (Waterford Institute of Technology)**

## How corpus data have (not) changed bilingual dictionaries: The case of delexical verbs

The use of corpus data as a compilation base for bilingual dictionaries originated in the mid-1990s with the publication of the *Oxford Hachette Bilingual French Dictionary* (1994). Although the first of its kind, the development of this dictionary ushered in a new era synonymous with the overall advancement of lexicography. Dictionaries were now compiled with frequency-based linguistic data; thus, giving a more synchronic representation of language due to the availability of modern language examples and facilitating an important departure from using the lexicographer using an intuitive, subjective model to using more factual and objective lens in the process of selecting dictionary examples.

Collectively, these factors modernised the concept and content of a dictionary. This new approach satisfied the necessity for an unbiased account of a language, noted by Atkins and Rundell (2009:53) as a 'prerequisite for a dictionary.' Furthermore, the availability of corpus data facilitated a more observational analysis of language with lexicographers now equipped with a database of modern examples of words along with their recurring collocational and phraseological patterns. As Hanks (2012:404) remarks corpus-driven lexicography is 'concerned essentially with collocations and phraseology.' – a singular development that increased the relevance of dictionaries as a language learning tool. The provision of these data 'normalised' dictionary content by enabling lexicographers to record what was normal and frequent rather than what was possible and infrequent.

An ongoing challenge for lexicographers has been achieving a consistent model for the treatment of delexical verbs – a problem that has transcended the pre-corpus and corpus age. Their multifarious make-up is lexicographically challenging due to their varied semantic possibilities and their strong combinatorial properties. Additionally, the importance of delexical verbs in L2 language learning and their popularity as a dictionary entry among L2 learners makes them one of the most consulted entry types. The advent of the corpus era has brought positive advances in the treatment of delexical entries, most particularly in their phraseological profiling. However, some aspects of their recording dating back to the mid-twentieth century remain unchanged. It is in this part of modern lexicography where the old continues to juxtapose the new, despite the practice being in period of permanent change. This paper looks at the evolution of delexical verbs as a lexicographical entry from the 1950s to date in the context of bilingual lexicography with special reference to bilingual French-English and bilingual Italian-English dictionaries. Despite the many recognisable positives from use of corpora as a key informant in the dictionary data, it is clear that certain elements have remained inexplicably static, thus questioning the concept of the 'modern dictionary.'

## References

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## Naomi Nagy (University of Toronto)

### Francoprovençal in Europe and North America: Vitality and Variability

This talk will contrast Homeland and Heritage Faetar, presenting methods for development and analysis of grammatical variation in comparative corpora of spontaneous speech (Nagy 2011a). Faetar is an under-documented variety descended from Francoprovençal and spoken in two isolated Apulian villages in southern Italy and in the emigrant diaspora in North America. The current status of Francoprovençal in all regions where it is spoken will be reviewed, using Brenzinger et al.'s (2003) UNESCO scale of ethnolinguistic vitality. Although its vitality is considerably lower in North America than in Italy (Zulato et al. 2017), quantitative variationist comparison of several patterns of linguistic variation in Apulia (Italy) vs. Toronto (Canada) reveal little change that can be attributed to language contact. The primary analysis presented will consider variable subject pronoun presence in terms of faithfulness to the implicational hierarchy of subject pronouns (as proposed by Renzi & Vanelli 1983, Heap 2000, Cabredo Hofherr 2004, Oliviéri 2009). Speakers of Faetar produce sentences with zero, one or two overt subject pronouns. Variability is conditioned by a number of linguistic factors (including person, tense, information status and subject type). Drawing on work from Nagy et al. (2017), I will show how some aspects vary diachronically, some spatially, and some between individuals—a necessary prerequisite to constructing a theoretical model that accounts for this variation. Despite the very small size of its speech community (N<1,000), Faetar shows little sign of accommodating to English's virtually categorical presence of subject pronouns, nor to Italian's high null subject (hereafter  $\emptyset$ -subject) rate, nor to the conditioning effects found in those languages. This replicates the outcome of an earlier study showing little topographic difference in vocabulary as well (Nagy 2011b).

### References

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## **Consuelo Oosterveld-Egas Repáraz**

### **Van een tweetalig juridisch woordenboek naar een digitale juridische databank: potentie en meesterlijke beperking**

In 2009 werd door Consuelo Oosterveld-Egas Repáraz en Anske Vuyk-Bosdriesz een begin gemaakt met de herziening, actualisering en digitalisering van het Juridisch woordenboek Nederlands-Spaans (JWSI), onder hun redactie verschenen in 1990. In deze voordracht wordt eerst stilgestaan bij de lexicografische opzet en uitgangspunten van JWSI zoals door de redactie bepaald in de vroege jaren tachtig. Als antwoord op de vraag: wat willen we maken en voor wie, zijn destijds de doelgroep(en), selectiecriteria voor de macro- en microstructuur, de rechtsvergelijkende benadering en de samenstelling van het papieren corpus vastgelegd. In het tweede deel van de voordracht wordt de reikwijdte van de herziening, actualisering en beoogde verrijking van JWSI besproken; enerzijds binnen de vele mogelijkheden die de digitalisering biedt en anderzijds met een scherp oog voor de valkuilen die deze digitalisering met zich meebrengt. Daarnaast wordt gekeken hoe het resultaat, een juridische databank, zou kunnen dienen als uitgangspunt voor andere een- en tweetalige juridische woordenboeken of ter aanvulling van bestaande algemene een- en tweetalige woordenboeken. Tevens wordt als mogelijke andere toepassing besproken of de databank bruikbaar is als aanzet tot een wetenschappelijke inventarisatie van de rechtstaal van Nederland. Tot slot wordt gekeken naar de gewenste continuïteit van het project: hoe is getracht daar vorm aan te geven en welke mogelijkheden zijn er voor de toekomst.

Theresa Munneke-Lourens, lid van de redactieraad, zal in aansluiting op het tweede deel van de voordracht een aantal uitgewerkte lemmata toelichten.

Voor uitgebreide informatie over JWSI, zie de volgende bijdrage van René de Groot uit 1990: <http://digitalarchive.maastrichtuniversity.nl/fedora/get/guid:63f1723e-6151-4578-bfaf-3789eefe04a5/ASSET1>

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**Jörg Peters (University of Oldenburg)**

## Cross-linguistic vowel variation in trilingual speakers of the Saterland

The Saterland in the northwest of Lower Saxony is the home of speakers who are trilingual with Saterland Frisian, Low German, and High German. It offers the opportunity to study trilingualism with languages differing both by their vowel inventories and by external factors, such as their social status and the autonomy of their speech communities. In a recent research project we examined whether the trilingual speakers differ in their acoustic realizations of vowel categories shared by the three languages and whether those differences can be interpreted as effects of either the differences in the vowel systems or of external factors. Monophthongs produced in a /hVt/ frame revealed that High German vowels show the most divergent realizations in terms of vowel duration and formant frequencies, whereas Saterland Frisian and Low German vowels show small differences. These findings suggest that vowels of different languages are likely to share the same phonological space when the speech communities largely overlap, as is the case with Saterland Frisian and Low German, but may resist convergence if at least one language is shared with a larger, monolingual speech community, as is the case with High German.

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**Peter Schrijver (Utrecht University)**

## The origins of the Frisian language: inheritance and contact

Across Europe, the later Roman period and the earliest Medieval period formed the backdrop of a complete overhaul of the linguistic map: many languages disappeared, and those few that survived or even thrived splintered into new dialects, which turned into languages. The later Roman period was one of language death and increasing linguistic uniformity - in Western Europe Latin and Germanic spread at the expense of indigenous languages, many of which belonged to the Celtic family. Most of Europe, especially inside the Roman Empire, was a cultural and linguistic melting-pot that consistently favoured the propagation of Latin. When centralised Roman power collapsed, so did the Europe-wide networks that it maintained and that were instrumental in the process of increasing uniformity. The ensuing period saw the rise of new, more localised networks. The relatively uniform Latin and Germanic languages, as well as the Celtic and Basque varieties that had survived the onslaught of Latin, now started to diversify with incredible speed.

Frisian was one of the languages that emerged from this pressure cooker (see Hines and IJssenagger 2017 for a collection of papers that illuminates archaeological, historical and linguistic aspects of the Frisian question). It is a typical example of the period. The ethnonym 'Frisian' (Latin *Frisii*), which is attested from the first century A.D. onwards, suggests some form of continuity between the Roman and Medieval periods. But the Frisian language as we know it now is a member of the Germanic branch of Indo-European and the product of the early Medieval period, while Roman-period Frisian may well have been a different language, possibly Celtic. There is some evidence to suggest that Germanic Frisian arose when a Celtic-speaking population switched to speaking Germanic.

Historical linguists are good at describing the emergence and development of a language in terms of a chronologically ordered list of subsequent changes. They have produced this list (in different versions it has to be said) for the gradual rise of Frisian from the Germanic proto-language. What is still puzzling to most of them, however, are the causes for each individual change on the list. More specifically, we would like to find a reliable methodology that allows us to determine whether a change is caused by tendencies within Germanic itself or by contact with speakers of other languages. I shall present ways in which historical linguists tend to think about this problem, so that non-linguists may understand why the problem is important and relevant. I shall also try to contribute to a refinement of the methodology involved.

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## Speakers' abstracts

**Redmer Alma (Drents Archief), Riemer Janssen (Bureau glossarum) & Anne Tjerk Popkema (Taalbuuro Popkema/University of Groningen)**

### Het *Vocabularium Frisicum glossatum* van Matthias van Wicht

De naam van Matthias van Wicht (1694-1778) is in de frisistiek vooral verbonden aan zijn uitgave van *Das Ostfriesische Landrecht nebst dem Deil- und Sielrecht* (Aurich 1746), de eerste editie van het Oost-Friese landrecht dat in 1518 onder Edzard de Grote tot stand was gekomen. In de geleerde annotatie bij de tekst wordt niet alleen gerefereerd aan romeinsrechtelijke bronnen en literatuur, maar geeft hij ook blijk van zijn kennis van het Oudfrieese recht. Tijdens zijn lange werkzame leven trad hij met name als jurist, regeringsraad en lid van het hofgerecht naar voren. Minder bekend zijn de onuitgegeven vruchten van zijn brede interesse, waaronder een onbekend Oudfries woordenboek, het *Vocabularium Frisicum glossatum*, met een omvang van 274 pagina's, opgenomen in een verzamelband in quarto. Het is het oudste Oudfrieese woordenboek dat bestaat en dat is op zich al genoeg aanleiding om het aan een wetenschappelijk publiek voor te stellen.

Het woordenboek van Van Wicht is van belang voor de kennis van de studie van het Oudfries, in haar 18de-eeuwse groei naar volwassenheid. Hij noteerde zijn bronnen nauwkeurig, zowel handschriften als gedrukte werken en gaf een Latijnse en Hoogduitse vertaling. Hij had daarbij zowel oog voor etymologie en taalkundige aspecten als voor de juridische interpretatie. Het woordenboek geeft een beeld van de brede belangstelling van Van Wicht, maar is met name interessant voor de geschiedenis van de (Oudfrieese) lexicografie en de bestudering van het Oudfrieese recht.

Het *Vocabularium* is tot nu toe onopgemerkt gebleven, maar een drietal onderzoekers, Redmer Alma, Riemer Janssen en Anne Tjerk Popkema, heeft zich ten doel gesteld om het werk de bekendheid te geven die het verdient. Zij bereiden een editie en analyse voor, en welke gelegenheid om dit voornemen wereldkundig te maken is geschikter dan het eerste Friese Geestwetenschappelijk Congres in april 2018. Tijdens deze presentatie zullen de drie onderzoekers aan verschillende aspecten van de wetenschapper Matthias van Wicht, zijn *Vocabularium* en andere werken en het editieproject aandacht besteden.

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## Myrthe Bergstra (Utrecht University)

### When Frisian and Dutch look similar but are different: the absentive construction

This study focusses on the absentive construction, a syntactic construction which we find in some of the Germanic languages. The absentive construction is used to indicate the speaker's absence from a certain reference point. While this construction is available both in Dutch and in Frisian<sup>1</sup>, there are some striking differences. This study aims to investigate these differences and explain how they arise.

The absentive construction in Dutch and Frisian consists of a finite form of *to be* and an infinitive. In Frisian, the infinitive is preceded by *te* ("to"), in Dutch it is bare.

- (1) a. Jan is te fiskjen. FRISIAN  
*Jan is to fish.inf*
- b. Jan is vissen. DUTCH  
*Jan is fish.inf*  
"John is off fishing"

While the main semantics of the construction (the subject is off to some other place) are the same for both languages, there are some differences. First of all, the Frisian absentive is not necessarily formed by means of a finite form of *wêze* ("to be"); modals or *gean* ("go") are also allowed in this position. Secondly, the Frisian absentive cannot have a direct object: if there is an object, it has to be incorporated into the infinitive. Finally, the Frisian absentive allows for a passive interpretation (Dyk 2009), whereas the Dutch one does not. The subject of the absentive in Dutch is always the agent of the infinitival verb. In Frisian, there are examples in which the subject can be interpreted as the patient. In a sentence such as (2), Jan can either get a haircut, or cut someone else's hair.

- (2) Jan is te hierknippen.  
*Jan is to hair-cut.inf*  
"Jan is off cutting hair / Jan is off getting his hair cut."

In this talk, I will show that the two existing analyses for the Dutch absentive (Haslinger 2007, Broekhuis 2013), which focus on the role of *to be*, are not able to capture these

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<sup>1</sup> By using Frisian in this study, I refer to the West-Frisian variety spoken in Friesland, The Netherlands.

properties of the Frisian absentive. Instead, I propose that the preposition *te* plays a key role in the Frisian absentive: *te* is the head of a small clause, as in (3).

- (3) Jan<sub>i</sub> is [<sub>t<sub>i</sub></sub> te fiskjen]  
*Jan is to fish.inf*  
“Jan is off fishing.”

I will show that in this way, *te* provides absentive semantics and is responsible for the availability of modals and *gean*, the impossibility of a direct object and indirectly, for the possibility of a passive interpretation.

In short, while at first sight the absentive construction looks similar in Dutch and Frisian, the presence of only one word (*te*) leads to several interesting differences.

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**Jelke Bloem (University of Amsterdam)**

## Learned borrowing or contact-induced change: Verb cluster word order in Early-Modern Frisian

Verb clusters display much word order variation in the West Germanic languages. In West Frisian, when there are two verbs in a cluster (an auxiliary verb and a main verb) the order of verbs in two verb clusters is typically considered to be fixed. However, in practise it appears that both logically possible verb cluster orders are now being used in Frisian, due to language contact with Dutch (de Haan, 1996):

(1) Ane sei dat er my **sjoen hie**.

Ane said that he me seen had

'Ane said that he had seen me'

(2) Ane sei dat er my **hie sjoen**.

Anne said that he me had seen.

Prescriptively, only the order in example 1 is considered grammatical in Frisian, but Frisian speakers now use auxiliary-first two-verb clusters, as in example 2. It has even been found that Frisian bilingual children have similar word order preferences in their Frisian as in their Dutch (Meyer et al., 2015), producing both orders.

However, in older Middle Frisian texts, written before the order preferences in Dutch started shifting, the 'ungrammatical' auxiliary-first order also appears (e.g. the 15th century Elder Skeltenariucht, where it is used about 10% of the time) This raises a question: is the modern use of this word order really a new development taken from Dutch, or something older? To study this, we have to consider an intermediate stage of the language, which is Early-Modern Frisian.

To be able to tell the difference between these options, we would need to see if Early-Modern Frisian auxiliary-first orders, which have been attested by Hoekstra (2012), have similar usage patterns as the modern Dutch ones. If they do, this would point either to widespread contact due to bilingualism, as in modern Frisian, or to an older usage under similar cognitive constraints as the Dutch usage. If they do not, this would point to learned borrowing, possibly during writing education. To this end, we have extracted verb clusters from a corpus of Early-Modern Frisian texts, the Integrated Language Database, including both poetry and prose. Results show that auxiliary-first clusters are much more frequent in poetry (57% rather than 10%). Furthermore, we found no effect of clause length or morphological complexity, unlike in modern Dutch, where the auxiliary-first order appears to be used in contexts that are difficult to process in order to facilitate processing (Bloem et al., 2017).

Given these results, it seems more plausible that the auxiliary-first order is mainly a stylistic device used by these authors in the written modality. We conclude that two types of language contact should be distinguished in the history of the Frisian language: Learned

borrowing, a form of late language acquisition, in the Early-Modern Frisian texts, and the modern situation of widespread bilingualism, a form of contact-induced change where the borrowed word order is acquired early and is therefore fully integrated into the speakers grammar.

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**Berber Bossenbroek**

## Swearing Oaths of Innocence: Medieval Numerology in the Laws of the Fivelgo Manuscript

Walking over nine hot ploughshares to prove one's innocence; swearing twelve oaths on the relics; a requirement for four witnesses to be present: Old Frisian law texts abound in numbers. In my paper, I explore whether the numbers used in these texts were chosen arbitrarily, or whether they had a symbolic significance. To this end, I have examined the laws from the Fivelgo Manuscript. Many texts from this manuscript stem from the High Middle Ages. The dominant attitude towards numbers during the period these texts were written was a Christian one, elaborated from that of Augustine and other church fathers.<sup>2</sup>

In order to determine whether the numbers contained in the laws in the Fivelgo Manuscript hold special significance, I have drawn out every number prescribing the numbers of oaths to be sworn from the texts in this manuscript. I then compared these numbers to those designated as holy by Augustine (i.e. one, three, four, six, seven, nine, twelve).

Finally, I conducted a classical binominal experiment, with a holy number being defined as a success, to determine whether the amount of holy numbers in the Fivelgo Manuscript law texts could be attributed to mere chance or whether holy numbers were preferentially picked. I will show that the laws in the Fivelgo Manuscript exhibit a clear preference for numbers that were considered holy in medieval numerology, especially in Augustine's view, and, thus, that there exists a connection between the legal and the religious in Old Frisian law texts.

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<sup>2</sup> Vincent Foster Hopper, *Medieval Number Symbolism: Its Sources, Meaning, and Influence on Thought* (Massachusetts: Courier Corporation, 1938), 89.

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## Loanword or code switch? The issue of code switching between Frisian and Dutch

Code switching is the alternation between two or more languages or language varieties in a single conversation or even a single utterance. It is a common practice among bilinguals, especially when they share the same linguistic background. Borrowing is another language contact phenomenon. Borrowings or loanwords are words that are adopted from a donor language into a receiving language. The crucial difference between a loanword and a code switched word is that the attested loanword is adapted to the phonological and morphological system of the receiving language whereas the code switch still has the phonology and morphology of the donor language (Poplack, to appear). It can be challenging to differ between code switches and loanwords, especially when the languages involved are closely related languages such as Frisian and Dutch.

Dictionary consultation enables the identification of attested loanwords (Poplack, to appear). However, in the case of Frisian and Dutch this method does not work. Many Frisian dictionaries, such as the *Frysk Hânwurdboek* (2008), are written in a purist tradition (distancing oneself from Dutch influence). This means that Dutch loanwords are almost systematically left out of the dictionary (Van der Kuip, 2010) even when they are integrated on the phonological and morphological level, e.g. *ynmiddels* (by now), *bejaardehûs* (rest home) or *gedeelte* (part). Some Dutch loanwords are included in the *Wurdboek fan de Fryske Taal* (2010), but marked as being Dutch. There are no specific criteria used in the inclusion (and exclusion) of Dutch loanwords.

This makes the common route of checking whether a loanword is an attested loanword or not troublesome. Additionally, there are many words that have the same phonology and morphology in Frisian and Dutch, e.g. *toch* (all the same) which is not present in Frisian dictionaries, but it is often heard in Frisian speech in contrast to its purist Frisian equivalent *dochs*. The same goes for words like *ferlyfd* (in love), *leuk* (nice) or *pindakaas* (peanutbutter) and many more. When should words like these be treated as code switches or as loanwords? The current paper addresses this issue of code-switching between Frisian and Dutch and offers a possible solution.

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## Pieter Duijff (Fryske Akademy)

### Rûmtegefahren fan in digitaal wurdboek

De skiednis fan de Fryske Akademy (FA) en syn wurdboekskiednis beslagge beide ûnderwilens tachtich jier. De Akademy begûn tagelyk mei it opsetten fan it *Wurdboek fan de Fryske Taal* (WFT), dêr't it earste fan de 25 dielen fan ferskynde yn 1984. Underskate hanwurdboeken binne foar in grut part basearre op dat WFT. It oan no ta lêste hânwurdboek dat yn de smidte fan de FA makke is, is it twadielige ientalige *Frysk Hânwurdboek* (FHW) fan 2008. Oan no ta hawwe al de besteande Fryske wurdboeken mien, dat dy betocht en ûntstien binne yn in papieren konsept. Tagelyk mei it ferskinen fan it FHW, kaam ek in cd-rom fan dat wurdboek op de merk. Twa jier nei it ferskinen fan it FHW kaam it WFT ek digitaal online beskikber yn de Geïntegreerde Taaldatabank. Guon oare Fryske wurdboeken binne ûnderwilens digitaal beskikber op [Taalweb.frl](http://Taalweb.frl). Mar, al dy wurdboeken hawwe likegoed noch in âlderwetsk papieren konsept. Moderne wurdboeken dêrfoaroer wurde ûntwurpen mei in digitaal konsept. De FA is no dwaande om it *Online Nederlânsk-Frysk Wurdboek* (ONFW) te ûntwikkeljen. Dat wurdboek wurdt alhiel út in digitaal konsept wei oan de brûker beskikber steld.

In papieren wurdboek moast altyd fjochtsje mei de rûmte. It digitale tiidrek liket dat gefjocht oerstallich te meitsjen, omdat, sa wurdt ornaris sein, der gjin inkelde rûmtebeheining is. Yn de digitale rûmte sit lykwols tagelyk it gefaar fan in nij probleem: in oerfloed oan ynformaasje. Dêrtroch kin it barre dat de brûker fan de digitale wurdboekfoarsjenning net mear fine kin wêr't er om siket, of sels ôfheakket foardat er him ta sykjen set yn de foarsjenning.

Yn dizze bydrage oan de konferinsje sil in byld sketst wurde fan it startpunt fan de redakteuren fan it ONFW. Alderearst wurdt troch harren in database boud en út dy database wei sil in online wurdboekynterface levere wurde mei ynformaasje foar de brûkers. It digitale ark makket it mooglik en jou sels alles út dy database. Hoe't it gefaar fan in oerladene digitale wurdboekfoarsjenning tefoaren kommen wurde kin, sil benammen omtinken yn de bydrage krije. In wichtige twadieling yn oerdédige ynformaasje foar de brûker is oan de iene kant de kwalitative en oan de oare kant de kwantitative oerdédigens. Mei de kwalitative oerdedigens wurdt yrrrelevante ynformaasje bedoeld sa as reklame en ferwizingen nei leksikografyske kongressen. Ynformaasje dy't de brûker hielendal net brek is om antwurd op syn sykfraach te krijen. By kwantitative oerdédigens giet it om net goed útselektarre relevante ynformaasje by in wurdboeklemma of yn in wurdboekartikel. Sa is bygelyks etymologyske ynformaasje yn in produksjewurdboek oerstallich. Mei it gefaar fan tefolle ynformaasje yn de efterholle, sil yn de bydrage socht wurde om in antwurd op de fraach hokker ynformaasje it ONFW jaan moat mei it each op de ferletten fan syn brûker.

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**Łukasz Gaḡała (University of Göttingen)**

## Reconnaissance for stylometric analysis of Frisian manuscripts

Quantitative text analysis are getting today momentum in the field of medieval studies. In the case of pre-modern texts we very often lack much detailed knowledge on a particular document in comparison with modern times writing, therefore statistical exploration of language revealing phenomena hidden from view of non-computer-aided reading can offer indispensable services to medieval scholarship. Advantages of digital approaches have been already proofed in Middle Dutch studies among others by works on authorship attribution.

Growth of the Old Frisian corpus in the digital form gives opportunity to explore Old Frisian writings with stylometric tools. The variation of style can be statistically inspected and divulge multiple authorship of a text or its diachronic composition. The results of such an analysis are not evidence for its own sake, but should be compared and evaluated with established knowledge in the respective field. The scholarship on the Old Frisian legal literature has a long track record on text study and interpretation – linguistic features, usage of legal terminology or palaeographic evidence can tell us much about the history of creation and preservation of the Old Frisian manuscripts. The statistics of language, however, reaches beyond a legible surface of the written text providing additional arguments in philological and historical debates. Distribution of most frequent words, their grammatical forms and morphological features varies with authors, genres and time. Its meticulous examination may establish hard quantitative evidence. Giving an example of the First Riustring Manuscript , the oldest codex of the Frisian law, we can observe statistical differences between its subsequent fragments.

Visualisation of frequencies of all lemmas shows discontinuity of style variation – with the aid of so-called windowing we can localise style switches and their characteristics. Furthermore, we can keep a close eye on longer chapters of the codex (min. 850 words each). The plottings of the selected fragments show also variation of the word distribution, which can be measured with numerous techniques.

Depending on accessibility of the digital versions of further Old Frisian manuscripts we will be able to scrutinize and compare different codices and their fragments. The analysis may encompass variates of other linguistic categories, like part-of-speech tags or morphological forms. Moreover, profiting from rapid progress in the artificial intelligence research, e.g. artificial neuronal networks, we can accurately model the linguistic structure of a text with the sophisticated algorithms.

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## Concetta Giliberto (University of Palermo)

### The words for “blue” in Old Frisian

The colour words have always been a fascinating topic of study for scholars of various disciplines, including linguists, philologists, psychologists, philosophers and anthropologists. The seminal volume *Basic Color Terms: their Universality and Evolution* by Berlin and Kay (1969) or the most recent *The Meaning of Colour Terms and the Universals of Seeing* by Wierzbicka (1996) confirm such scientific interest for this semantic field.

In the framework of Germanic lexicology and lexicography, the words for “blue” have been subject matter of the volume *Blue in Old English* by Biggam (1997), whereas, for the Old High German and Middle High German area, the essay *Il colore blu nel tedesco medievale. ata. blâo, atm. blâ* by Leonardi was published in 2000.

In the Old Frisian corpus two words for “blue” are attested. The OF. adjective *blāw*, *blau* is cognate with OE *blæhwæn*, *blæhæwen* (*blēo* “blue” + *hæwen* “hued”), OHG. *blāo*, *plāo*, ON. *blār*, and may be derived from an IE. root *\*bhel-*, meaning “shining” (cf. lat. *flavus* “golden yellow”). The OF. form *blī*, *blie*, used in the sense of “face colour”, occurs in the First, Second and Third Emsingo manuscripts, and is cognate with OE. *blēo*, *blīoh*, OS. *blī* “colour, hue”, MDutch *blie* “face colour” (maybe deriving from Gmc. *\*blīwa-* < IE. *\*bhli-*, *bhlēi-*, *bhlai-*, root meaning “to shine”).

The other term for “blue” attested in Old Frisian tradition is *wēden*, *wēdan*, *wēdin*, which is related to OE. *wæden*, OHG. *weit*, MLG. *wēt*, MDutch *weede*, and presumably stemming from a Gmc. *\*waida-*, *waidīna-* (also in forms with *-sd-*, *-zd-*, namely Gmc. *\*waizda-*), a root meaning “woad, plant yielding blue dye”. The Germanic words are etymologically related with Lat. *vitrum*, which means “glass” and also “woad, blue dye”.

The contribute will provide a comparative analysis of all the occurrences of the words *blāw*, *blau* and *wēden*, *wēdan*, *wēdin* in the Old Frisian corpus, in order to precisely determine the various semantic fields covered by these lexemes, as well as the relevant contexts of use. Comparisons with the other Germanic cognates will also be made, particularly with the Old English and Old Saxon forms, so as to realize how the words for “blue” are distributed in the ingveonic area, and to ascertain if the North Sea Germanic languages feature analogies or common traits in terms of semantic values as well as use of the colour terms examined.

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**Nanna Hilton (University of Groningen), Willem Visser (Fryske Akademy/University of Groningen) & Adrian Leemann (Lancaster University)**

## Mapping Language Change in Fryslân with Crowd-Sourced Data

While language change in majority languages and minority languages are not necessarily different in terms of the types of changes that can occur, it is often noted that the speed at which changes take place, and the relative amount of the linguistic system that may change, often differ between these types of varieties (cf. Jones 1998). For decades, linguists concerned with Frisian have claimed that the language is rapidly converging towards Dutch on all linguistic levels (e.g. de Haan 1997). Yet, few studies have considered variation and change in Frisian with empirical data from more than a handful of speakers. Feitsma et al. (1987), van Bezooijen (2009) and Nota et al. (2016) are exceptions and, perhaps surprisingly, report no convergence towards Dutch in their studies of variation and change in the Frisian phonological and phonetic system.

In the project *Stimmen fan Fryslân* a goal is to investigate changes in the Frisian lexicon and phonology on the basis of crowd-sourced perception and speech data. As of January 2018 the project has recorded data from 13,331 individuals in Fryslân, through the web-application *stimmen.frl*, or the smart phone application “Stimmen”. A component in these apps is a dialect quiz that predicts where people are from on the basis of their reported language use. The prediction algorithm is created on the basis of dialectological data collected in the 1980s and 90s through the Goeman-Taeldeman-Van-Reenen project (GTRP), in which 58 informants were recorded in the same number of locations throughout Fryslân. The data in GTRP can be said to represent the local Frisian dialects as they were spoken by the older generation nearly 30 years ago.

In this paper we give the first overview of the results from the dialect quiz component of *Stimmen* with a sub-set of language-use data entered by some 4,000 individuals throughout Fryslân. We give an overview of these informants’ reported variant use in 10 lexical, phonetic and phonological variables. We further map the reported variants alongside the usage patterns that were recorded in the GTRP. Finally we discuss to which extent the differences between the reported usage today, and the recorded dialect traits in the 1980s and 90s, can be said to show signs of convergence of the Frisian phonology towards Dutch, or rather be signs of dialect levelling towards Standard Frisian.

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## Jarich Hoekstra (Kiel University)

*De nije molke farsc ind fris, sa as se fenne kou komd is.* Pronominaal slachte by stofnammen yn it (âldere) Nijfrysk

Pronominaal slachte wurdt yn 'e Fryske grammatikale literatuer navenant wiidweidich behannele (sj. Spenter 1970 en Popkema 2006 foar in oersjuch). Wurden dy't stoffen oantsjutte wurdt yn it hjoeddeiske Frysk meast nei ferwiisd mei *hy* (by de-wurden) of *it* (by it-wurden en bytiden ek by de-wurden):

Jeltsje hie molke sean. **Hy/It** wie noch lij.

Geart naam wat sâlt en struide **it** oer it iten.

Yn âldere grammatika's wurdt der sa sydlings op wiisd dat (guon) stoffen ek mei *hja/se*, it pronomen fan it froulik iental, oantsjut wurde koene. Sytstra & Hof (1925, 78) skriuwe bygelyks:

Voor vloeibare spijzen, *brij* b.v., gebruikt men *hja*: *Dy brij kin ik sa net ite, hja is my to hjit.*

De kreative status fan it brûken fan *hja/se* by stoffen is frijwat ûndúdlik. Yn myn lêzing sil ik dy oan 'e hân fan in wat grutter materiaal neier ûndersykje.

Der sil sjen litten wurde dat der reden is om oan te nimmen dat it froulike pronomen *hja/se* yn it âldere Nijfrysk (19de ieu en earder) muoi algemien yn gebrûk wie foar it ferwizen nei *de-wurden* dy't stoffen, likegoed fêste as floeibere (en net allinich ytbere), oantsjuten. Yn 'e tiid dat de grammatika's op it ferskynsel wize, is it brûken fan *hja/se* by stofnammen nei alle gedachten al yn it neigean.

Yn 'e lêzing sil fierders neigien wurde, hoe't it brûken fan it froulike pronomen ferklearre wurde kin binnen it (âldere) Fryske systeem fan pronominaal slachte. Dêrby wurdt ek ferlike mei systemen fan pronominaal slachte yn oare Germaanske talen (van Haeringen 1954, Siemund 2008).

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## Roeland van Hout (Radboud University Nijmegen)

### The Limburg regional language: the case of the town of Weert

One of the three official regional languages in the Netherlands is the Limburg regional language, defined as the varieties spoken in the Dutch province of Limburg. This political definition emphasizes the importance of all Limburg dialect varieties, with no overarching common or standard Limburgian. Do the separate local dialects keep their local prestige and status or are there strong processes of adaptation towards Standard Dutch or processes of leveling between dialects?

The town of Weert is for a number of reasons interesting for a case study on the sociolinguistic situation of the Limburg dialects. It belongs to the medium-sized towns and together with Maastricht these two dialects belong to the Center Limburgian dialect area, with Maastricht in the south and Weert in the north. The number of inhabitants was 49,105 in 2016 ("Gemeente in Cijfers -Weert -Work," 2017). After the end of World War II, the industry and trade grew intensively, causing the town to remain a regional urban centre. The variety spoken in the town centre (*Stadsweerts*) differs from the variety spoken in the surrounding town parts and parishes, the so-called *Buitenijen* variety.

We interviewed 31 dialect speaking respondents, from different parts of the town and with different ages. Our study had two aims. The first aim was to investigate the use and the appreciation of the dialect of Weert, while the second aim involved investigating whether two varieties exist in the dialect of Weert and whether these varieties are still spoken in certain parts of the town of Weert. We first will present an overview of the sociolinguistic situation dealing with dialect use and dialect appreciation. Next, we deal with the existence of the two varieties that systematically differ in the realization of long close-mid vowels, [e.], [o.] and [ø.] (*ee*, *oo* and *eu* in standard Dutch) in the nucleus of a large number of words. In the variety of the town centre (*Stadsweerts*), speakers say [iə], [uə] and [yə], as in *ziəvə* 'seven', *duəv* 'through', 'by' and *dyəv* 'door' (centralizing diphthongs). Speakers of the *Buitenijen* variety respectively pronounce [e.], [o.] and [ø.], (comparable to standard Dutch), pronouncing the three words as /ze.və/, /do.ʋ/ and /dø.ʋ/. The older generation of dialect speakers in our study turns out to adhere strongly to the variety that is assumed to be spoken in the town area where they live. The younger dialect speaking respondents in the *Buitenijen* area tend to produce the *Stadsweerts* variety for a rather large number of dialect words, especially in the words containing the [o./ue] vowel sound pair, so taking the variants that are more distinct from Standard Dutch and strengthening the (symbolic) position of the *Stadsweerts* variety.

In the last part of our presentation we want to compare our results with studies on other town dialects in Dutch Limburg, with the aim to carefully make an overall comparison of the Limburg language situation with that of Friesland.

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## **Sinje Lornsen (Kiel University)**

„‘Hat‘ sait ham faan an Huur“ – Spurensuche in historischen Wörterbüchern zur Ergründung des Genussynekretismus des Fering-Öömrang

In der nordfriesischen Mundart Föhr und Amrums hat sich eine einzigartige Form des Genussynekretismus entwickelt: Das Femininum und Neutrum Singular sind zusammengefallen, das feminine Personalpronomen wurde zudem durch das vormalig neutrale ersetzt und ein neues neutrales Personalpronomen etablierte sich. Dieser Wandel wurde mit der neutralen Ansprache einiger bestimmter Frauen ab dem 18. Jahrhundert eingeläutet. Diese hatte zunächst pejorativen Charakter und lässt sich erst ab Mitte des 20. Jahrhunderts als unmarkierte Form im Pronominalsystem nachweisen. Auf grammatischer Ebene ist bereits geklärt, dass sich der Zusammenfall aus der Pronomen-als-Determinierer-Hypothese Hoekstras für das Fering-Öömrang und der Homonymität des ehemaligen femininen Artikels und des femininen Personalpronomens bedingt. Die Frage, wie die pejorative Markierung des neutralen Pronomens verloren ging, sodass es als unmarkierte Normalform fungiert, in das Pronominalsystem einwandern und damit den Genussynekretismus anstoßen konnte, ist jedoch ungeklärt geblieben.

Es zeigt sich sprachübergreifend, dass der männliche Blick auf Frauen ausschlaggebend für die grammatikalische wie lexikalische Konstruktion der „Frau“ in Sprache ist. Wörterbücher bilden diesen Blick ab. Die Analyse der Veränderung des Frauen- und Männerbildes in den ersten Wörterlisten (1862) bis hin zum ersten unmarkierten Auftauchen in der Grammatik (1964) soll Aufschluss über die Veränderung des männlichen Blickes geben. Diese Ergebnisse werden vor dem Hintergrund der Ehrverletzungs- und Beleidigungspraktiken vormoderner Gesellschaften diskutiert und eingeordnet, um auf den vormaligen Zweck der Markierung rückzuschließen und ihrem Wandel und Verlust auf die Spur zu kommen.

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## Andrea Maini (Noregs Mållag)

### North Frisian *Buat*, *Buæt* and *Büjtt* ‘Boat’: Evidence for the Germanic Concretum *\*Bauta-* ‘Which can be Pushed Forward, ‘Rowing Boat’?

This paper questions the assumption that Old English *bāt* and its cognates derive from Germanic *\*baita-*. The Germanic diphthong *ai* followed by a dental stop in a stressed, closed syllable developed into Common Frisian *ǣ* and then into North Frisian *ī*.

No evidence for lexical material such as *\*biit*, *\*biet* < Common Frisian *\*bǣt* meaning ‘boat’ is found in North Frisian.

On the other hand, North Frisian *buat*, *buæt* and *büjtt*, MDu *boot* and MLG *bôt* exhibit the regular sound change of Germanic *au* into Common Frisian *ā* and point to a Common Frisian *\*bāt* < *\*bauta-* which may be back-formed to the Gmc o-grade intensive *\*bautan-* ‘to beat, to chase’ (cf. Latin *pellĕre* and its intensive *pulsāre* ‘to beat, to chase forward’). *\*bauta-* may be a concretum with the meaning ‘which can be shoved/pushed forward’ as in Nw dial. *å baute på*, ‘to push oneself forward in deep snow’ and in *å baute seg fram med båten* ‘to push a boat forward by rowing’ (cf. Latin *navem pro-pellĕre*).

Thus, the whole etymological cluster would then be ‘which can be shoved/pushed forward’, ‘rowing boat’, and finally ‘boat’.

Old West Nordic *beit* ‘boat’ could continue an Ancient Nordic i-stem *\*bauti-* instead of Germanic *\*baita-* since Old West Nordic manuscripts do not allow us to distinguish between the <ei> /*ei*/ diphthong derived from Gmc *\*ai* and the <ei> /*øɣ*/ diphthong derived from imutated Gmc *au* (cf. *beyta* <beita> from Ancient Nordic *bautijan* ‘beat’).

Both Old English *bāt*, and Old West Nordic *bátr* may be explained as loans from Common Frisian *\*bāt*.

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**Gertjan Postma (Meertens Institute)**

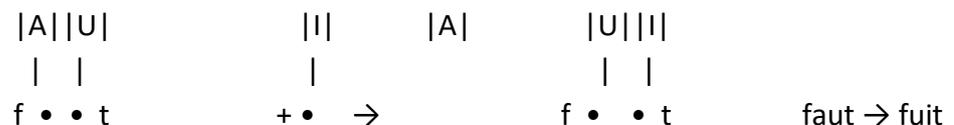
**Frisian breaking from a Pomeranian perspective**

Many West Germanic varieties form plurals of nouns, diminutives, denominal verbs, etc. under umlaut, i.e. it adds a floating I-feature to the root (apart from segmental material), indicated under (1ab). Frisian, on the other hand, realizes these types of derivations under breaking, (1d). In this talk, we present a model that generalizes over these two phenomena. The key to the generalization is Pomeranian, given under (1c), which shows A-expulsion under umlaut.

(1)	<i>foot-feet</i>	<i>hat(s)</i>	<i>book(s)</i>	
a.	fu:s - fy:sə	hu:t - hy:tə	bu:x - by:çər	High German
b.	fo:t - fœ:tə	ho:d - hœ:(r)	bo:k - bœ:kə	Low Saxon
c.	faut - fuit	haud - huir	bauk - buikə	Pomeranian
d.	fu <sup>et</sup> - f <sup>w</sup> otŋ	hu <sup>əd</sup> - h <sup>w</sup> odŋ		Frisian

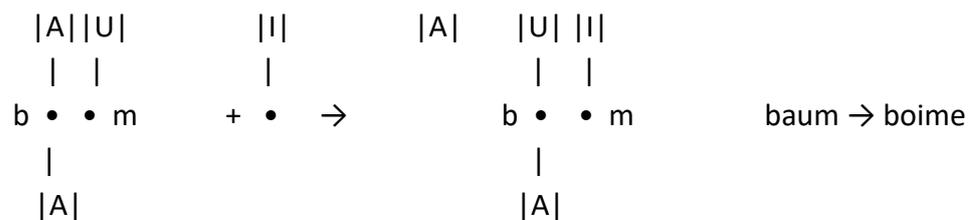
Both in High German and in Low Saxon, the plural is formed by adding a floating |I| element as a suffix to the stem (Wiese 1987, Hermans & Van Oostendorp 2008, Trommer 2010). In Low Saxon [o] transforms into [œ], in High German [u] transforms into [y]. Now, the first thing that strikes in the Pomeranian in (1c) is that no complex vowels are present. |A| and |U| in the singular *faut* are realized as distinct segments [fa<sup>u</sup>t], the broken form of the Low German /foot/. Similarly, in the plural *fuit*, |U| and |I| are also realized as distinct segments [fui<sup>t</sup>], the broken form of High German /füüs/. The broken forms show that elements in Pomeranian do not coalesce. Upon addition of the extra (floating) |I| of the plural ("umlaut"), it competes with the existing elements and the A-element of the root is not realized: it is "pushed out" upon right-to-left alignment of the melody over the available grid points. |A| remains "unparsed".

(2) (Pomeranian)



German also show this type of competition, albeit superposed on another vocalic tier.

(3) (German)



Other Westgermanic varieties show this type of competition under expulsion of |U| (derounding), as in Brabantish, Yiddish, Luxemburgian, e.g. Opglapbeeks *boum-beim* 'tree(s)'.

We argue that Frisian breaking constitutes a similar expulsion effect, albeit that the expelled element, |U| or |I|, gets onset realization (Booij 1996).

(4) (Frisian)		PL			
V2-tier	U	A		@	U   A   @
	h •	• z	+	• n	→ h • • zn
V1-tier	A			A	

[hoəs] → [hwa:zŋ]

The expelling element is |@|, a schwa-like element, which is needed in Element Theory to provide the model with the mathematical structure of a bound (semi-)lattice. As independent evidence for onset realization, we present data from Mennonite Plautdiitsch, which shows expulsion of |U| and onset realization of expelled |I|, under creation of palatal onsets, e.g. *korftjarv* 'bin(s)', *graut-jrata* 'big(ger)'.  
  
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## Marjoleine Sloos (Fryske Akademy)

What makes the Frisian accent in Dutch?

The phonology of Frisian and Dutch overlap for a considerable part but dissimilarities also occur (e.g. Cohen 1959). We contrast the sound systems and some phonological rules in both languages. We then look at Frisian-accented Dutch; which phonological features of Frisian are transferred to Dutch and which are not? What could be the reasons that some features are transferred and others are not? We investigate interviews in Dutch from the Boarnsterhim 1 corpus, recorded between 1984-87 (Feitsma et al. 1987). We select some sounds and phonological rules for this study.

The pronunciation of most sounds in Frisian and their Dutch counterparts are the same. Two of the exceptions are the liquids. The rhotic is produced as a trill in Frisian (although other variants/allophones also occur (van Bezooijen 2009)), whereas it has different variants in Standard Dutch but certainly not a trill. In Frisian-accented Dutch, the rhotic is produced as in Standard Dutch. On the contrary, the lateral is underlyingly velarized in Frisian but alveolar in Dutch, and in Frisian-accented Dutch, the lateral is realized as in Frisian. The difference in transfer between the rhotic and the lateral could be due to the fact that the Dutch variants of the rhotic also occur in Frisian, whereas the alveolar lateral does not occur in Frisian. An alternative explanation would be that the lateral has a velarized allophone, namely in coda position, in Dutch, whereas the trill does not occur in Dutch.

The latter explanation seems more promising, since on the allophonic level, we observe the same pattern. In Frisian, /v z/ are devoiced and /ɣ/ is hardened (resulting in the voiced velar stop /g/) in initial position. The Dutch counterparts in this position are respectively [v z χ]. Although the voiced fricatives do occur in Frisian, devoicing in initial position appears to be the common pronunciation in Frisian-accented Dutch. On the contrary, the voiced velar stop is only incidentally used; the common pronunciation is standard /χ/. We suspect this is the case since [g] does not occur in initial position in Dutch (but [f s] do).

Different phonological rules in Frisian are variably applied in Frisian-accented Dutch. This is exemplified by deletion in -en endings. In Frisian, schwa elision typically occurs; but in Dutch, the nasal is frequently deleted. Schwa elision in Frisian leads to syllabic nasal formation and unreleased plosives preceding these nasals. Both types of sounds do not occur in Standard Dutch. Remarkably, in case of schwa deletion in Frisian-accented Dutch, all related Frisian patterns also occur: syllabic nasal formation; nasal assimilation; unreleased plosive formation and lateral vocalization preceding the syllabic nasal; and underapplication of final devoicing of the preceding obstruent. This shows that the application of a Frisian rule in Dutch can lead to a snowball effect of other phonological processes.

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## Jacob van Sluis (Tresoar, Leeuwarden)

Latijn als boventaal: de Franeker universteit als voorbeeld

In de vroegmoderne tijd was Latijn de academische taal bij uitstek. Dat veranderde pas moeizaam in de 19de eeuw; pas met de Wet op het Hoger Onderwijs uit 1876 verloor het Latijn definitief deze status. De geschiedenis van de Franeker universiteit, van de stichting in 1585 tot de definitieve sluiting in 1843, valt geheel in deze periode. De geschiedenis van Franeker kan dienen als een voorbeeld hoe het Latijn daadwerkelijk functioneerde.

Voor de gehele academische gemeenschap gold dat het Latijn een tweede taal was, zowel voor professoren als studenten. Anders dan het huidige Engels als academische taal was het Latijn geen levende taal. Wel kende het een lange culturele traditie, waarbij de Renaissance en het humanisme voor een nieuwe impuls zorgden, met het herstel van een Ciceroniaans ideaal. Dat ideaal werd echter lang niet gehaald en een internationaal aanvaarde standaard was er niet, zeker niet inzake uitspraak. Toch konden studenten uit geheel Europa redelijk probleemloos, dankzij een gedegen vooropleiding, in Nederland door de Latijnse scholen.

Maar hoe was de praktijk, en met name aan de Franeker universiteit? Opvallend is dat er in de archivalia weinig klachten of tegenstemmen zijn gedocumenteerd. De belangrijkste reden lijkt te zijn dat het Latijn ook een functie had binnen een sociale stratificatie. Hoger onderwijs en een hogere status, zowel cultureel als sociaal-politiek, gingen samen in een beheersing van het Latijn. Een uiting van onkunde of klagen betekende statusverlies en een aan zichzelf afgegeven brevet van onvermogen. Verder betoog ik dat voor studenten de *nationes* – groepsvorming van landgenoten – een belangrijke bemiddelende rol speelden, veelvuldig onderschat. In de 18de eeuw verliest het Latijn aan belang. De Franse taal neemt haar positie als culturele en politieke boventaal over. In de wetenschappen wordt steeds meer in de landstalen gepubliceerd, bijvoorbeeld zichtbaar in de opkomst van tijdschriften, en dan met name die in het Frans en in het Duits. Daarvan biedt de Franeker Academiebibliotheek een mooi voorbeeld, zichtbaar in verschuivende getalsmatige verhoudingen. Na de Napoleontische tijd volgt een pijlsnel verval van de positie van het Frans, maar het Latijn zal daar niet van profiteren. De Romantiek schuift de landstalen naar voren, die ook in de politiek bepalend worden. Het opmerkelijke echter is dat het academisch onderwijs blijft vasthouden aan het Latijn als voertaal. Ook in Franeker houden de professoren stug vast aan het Latijn als taal van het onderwijs. Maar naar de onmiddellijke buitenwereld toe en zelfs intern wordt het Nederlands steeds belangrijker. Dit alles valt af te lezen aan de ontwikkelingen in Franeker, als voorbeelden aangehaald.

De conclusie luidt dat Latijn tot diep in de 19de eeuw geen 'dode' taal was: ze werd dagelijks gehanteerd binnen een elitair kader, gemummificeerd tegen al te grote veranderingen door vast te houden aan een Ciceroniaans ideaal, veelvuldig ingekleurd door uiteenlopende uitspraken, om tenslotte in een isolement te geraken op een academisch eiland.

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**Nika Stefan (Fryske Akademy), Edwin Klinkenberg (Fryske Akademy) & Arjen Versloot (University of Amsterdam)**

‘It sounds more and better’: phonotactic constraints on borrowed plural forms in Frisian

As a minority language, (Western) Frisian is known to be affected by the dominant language, Dutch, on multiple linguistic levels (e.g. De Haan 1997). Besides numerous lexical interferences, many grammatical interferences have been reported in spoken Frisian. The examples are syntactic interferences, especially the infamous Dutch order in sentence final verb clusters (with the finite verb preceding the non-finite one instead of the other way around), or morphological interferences, e.g. in case of verb conjugation or derivational processes, like diminutive formation. Recent Dutch interferences in plural formation have not been noted or investigated yet. However, Frisian plurals are susceptible to change; the regular formations are based on borrowings from Dutch from the 15<sup>th</sup> and 16<sup>th</sup> century and most of the plurals that were irregular in the 16<sup>th</sup> century, display a fully regular formation now (Versloot and Hoekstra [forthcoming]). Accordingly, Frisian plurals are likely to be vulnerable to change, e.g. through language contact, as we are going to show in this presentation.

Similarly to changes in other languages (see Hooper 1976; Phillips 2006; Bybee 2015), frequency effects have played an important role in the change of historical Frisian plurals. This can be expected in a contact-induced change as well. In this case, however, we also expect phonotactic factors to affect the borrowability of Dutch plurals, since people tend to rely on phonotactic similarities (e.g. Ringbom 2006; Bosma et al. 2016). These factors and their role in a contact-induced language change are the main focus of this study.

During in-depth interviews being part of the fourth sociological survey in Fryslân (Klinkenberg and Stefan [forthcoming]), about 200 participants were asked to name various singular and plural objects they saw on pictures. Their answers have been recorded, compared and analyzed. The results confirm our hypothesis that Dutch plurals can occur in spoken Frisian and that phonotactic factors play an important role in their borrowability. Interestingly, the frequency of some “Dutchisms” was sometimes even higher than expected. Additionally, we have noticed a couple of other intriguing phenomena in spoken Frisian.

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**Arjen Versloot (University of Amsterdam/Fryske Akademy)**

## A new discovery in Frisian linguistics?

The text known as 1643a from the corpus of early-Modern West Frisian texts is here reinterpreted as a specimen of the Frisian language that existed until the 17<sup>th</sup> century in North Holland. While it is widely acknowledged that Frisian was the language of Holland since the early Middle Ages, where it was gradually replaced by Dutch since the 9<sup>th</sup> century, the language itself was only known through indirect evidence of place names, substratum words and a few glosses. This text is the first coherent example of Frisian spoken in Holland. Although no author and/or location is mentioned, the Hollandic origin can be identified on the basis of a couple of features: its place of publication (Amsterdam) and the fact that it was addressed to young women in Amsterdam; the content of the verse, describing a practice of courting common in North Holland in the 17<sup>th</sup> century; its linguistic features which are on the one hand clearly Frisian, on the other hand differ substantially from West Frisian as attested in the 17<sup>th</sup> century, and contain various features that can be found in the Dutch dialects of North Holland in the 17<sup>th</sup>-20<sup>th</sup> century.

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**Willem Visser (Minorities & Multilingualism/Frysk, Ryksuniversiteit Grins; Fryske Akademy, Ljouwert)**

Fan *Boukje* en *Bouk* en fan *Wopke* en *Wop*: oer ynkoarte nammen yn it Frysk

Yn it Frysk wurdt op ûnderskate wizen fan in namme in oare, nije namme ôflaat. Sa binne der ferlytsingsnammen (*Lolle - Lolke, Jan - Jantsje, Tsjerk - Tsjerkje*), flainnammen (*Jan - Kanne, Jitske - Jikke*) en *y*-nammen (*Bontsje - Bonny, Tetsje - Tetty, Ymkje - Imy*). In noch wer oare wize fan nammefoarming is it by in ferlytsingsnamme wei heljen fan de ferlytsingsútging, sa't men dat hat by *Boukje - Bouk* en *Wopke - Wop*.

Myn lêzing sil gean oer dit lêste slach nammefoarming. Alderearst wol ik it yn kaart bringe. Fragen dêrby binne bygelyks:

- kinne dizze ynkoarte nammen as flainamme oanmurken wurde;
- wol dit ynkoartsjen mei alle ferlytsingsútgingen
- wol it mei alle ferlytsingsnammen en, as dat sa net is, troch hokker faktoaren wurdt it dan opkeard;
- hoe komt it, dat it him mear foardocht by frouljus- as by manljusnammen.

In oare fraach is dy nei it aard fan dizze operaasje. Yn de bekende talen om ús hinne is affigearing – it tafoegjen fan in affiks oan in bestand of mooglik wurd – in bekend wurdfoarmingsprosedee. Hjir liket der lykwols sprake te wêzen fan it weiheljen fan in suffiks. Hat men hjir dan te krijen mei in apart slach wurdfoarming of kin it ferskynsel better oars ynterpretearre wurde, oars sein, giet it hjir net sa lyk om in nije namme, mar mear om in foarmfariant (allomorf) fan in besteande namme?

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## Conference programme

### *Literature*

Time	Monday 23 April	Tuesday 24 April	Wednesday 25 April
9:00	Coffee & tea		
9:15	Opening words		
	<b>Accent Zaal / "small room" – Chair: Bert Looper</b> (Tresoar)	<b>Accent Zaal / "small room" – Chair: Janneke Spoelstra</b> (Fryske Akademy)	<b>Van der Eems 3 – Chair: Geart de Vries</b> (Historisch Centrum Leeuwarden)
9:20	Jesse Van Amelsvoort (University of Groningen) <i>Bemiddelende minderheden. Literatuur in een tijd van woede</i>	Wendy Vanselow (Kiel University) <i>Die nordfriesische Erzählliteratur nach 1945</i>	Jelle Krol (Tresoar Ljouwert-Leeuwarden) <i>Towards a Tentative Pattern: Reculer Pour Mieux Sauter. Comparing Four Non-State Language Writers from Northwest Europe after World War I</i>
10:00	Goffe Jensma (University of Groningen) <i>Yntermedialität yn de Fryske poëzy, 1992-2017</i>	Jonathan Roper (University of Tartu) <i>Cross-cultural comparison. English Sources in J. H. Halbertsma's Lexicon Frisicum</i>	Mareike Böhmer (Kiel University) <i>Die Kreisform im friesischen Werk des Helgoländer Autors James Krüss</i>
10:40	Coffee & tea		
11:10	Wilken Engelbrecht (Palacký University, Olomouc) <i>Fries en Friese literatuur vanuit een Centraal-Europees perspectief</i>	Johanneke Sytsema (Oxford) <i>Frisian(s) in Oxford Libraries</i>	Abe de Vries (Friesch Dagblad) <i>Identiteitskonstruksje yn it wurk fan Waling Dykstra</i>
11:50	Alyda Faber (Atlantic School of Theology, Halifax) <i>"Stay you are so fair": Freonskip, beauty and death in selected Frisian poems</i>	Cornelie van Uuden (Naarden) <i>Sheherazade van het neevlig Noorden (Nine van der Schaaf 1882-1973)</i>	Christoph Winter (Kiel University) <i>Die altföhringer Ballade – ein Legendenlied?</i>
12:30	Lunch		Jabik Veenbaas (Castricum) <i>It kreakjen fan de âlde beam. Oer it Fryske dichtwurk fan Theun de Vriesen de oerienkomsten en ferskillen mei syn lette Nederlânsktalige fersen.</i>
13:10	Lunch/End of programme		
	<b>Chair: Inge Heslinga</b> (Fryske Akademy)	<b>Chair: Reinier Salverda</b> (Fryske Akademy)	
14:00	Rolf Bremmer (Leiden University) <i>Old Frisian Literature: Barren Wasteland and Flowering Weeds</i>	<b>"And Green Cheese"</b> <i>The art of translation</i>  - Ernst Bruinsma (ed.) - Jantsje Post - Michele Hutchison - Paul Vincent - David Colmer (translators)  <b>Discussion</b>	From 13.30 onwards, the Afûk event will take place in AEGON Zaal. The language of this event is Frisian!
14:40	Alpita de Jong (Leiden) <i>'Mister Humanities': over Joost Halbertsma en over de biografie</i>		13.30 Untfangst yn de foyer fan De Harmonie 14.00 Wolkom troch Eric ter Keurs, foarsitter bestjoer Afûk 14.10 Takomstfisy Afûk troch Alex de Jager, nije direkteur Afûk 14.30 Lêzing nije ynsichten ûnderwiis troch Joana Duarte, ûndersiker Fryske Akademy 14.50 Muzyk troch Elske de Wall 15.00 Skoft 15.30 90 jier Afûk troch Bert Looper, direkteur Tresoar 15.50 Oanbieding jubileumboek oer 90 jier Afûk (special de Moanne) 16.00 Muzyk troch Elske de Wall 16.10 Taspraak Kommissaris fan de Kening Arno Brok 16.30 Taspraak Koen Eekma 16.40 Muzyk troch Elske de Wall 16.45 Ofsluting en oanslutend resepsje
15:20	Coffee & tea		
15:50	Gerbrich de Jong (NHL Ljouwert-Leeuwarden) <i>Op syk nei Fryske boeken foar learlingen fan 12 oant 15 jier</i>		
16:40	Marja Kingma (The British Library, London) <i>The Frisian Collections in the British Library</i>		
17:20	Reception		Reception - AFUK

## Alphabetical list of speakers

1. **Jesse van Amelsvoort (University of Groningen)**  
*Bemiddelende minderheden. Literatuur in een tijd van woede*
2. **Mareike Böhmer (Kiel University)**  
*Die Kreisform im friesischen Werk des Helgoländer Autors James Krüss*
3. **Rolf Bremmer (Leiden University)**  
*Old Frisian Literature: Barren Wasteland and Flowering Weeds*
4. **Wilken Engelbrecht (Palacký University, Olomouc)**  
*Fries en Friese literatuur vanuit een Centraal-Europees perspectief*
5. **Alyda Faber (Atlantic School of Theology, Halifax)**  
*“Stay you are so fair”: Freonskip, beauty and death in selected Frisian poems*
6. **Goffe Jensma (University of Groningen)**  
*Yntermedialiteit yn de Fryske poëzy, 1992-2017*
7. **Alpita de Jong (Leiden)**  
*‘Mister Humanities’: over Joost Halbertsma en over de biografie*
8. **Gerbrich de Jong (NHL Ljouwert - Leeuwarden)**  
*Op syk nei Fryske boeken foar learlingen fan 12 oant 15 jier*
9. **Marja Kingma (The British Library - London)**  
*The Frisian Collections in the British Library*
10. **Jelle Krol (Tresoar Ljouwert - Leeuwarden)**  
*Towards a Tentative Pattern: Reculer Pour Mieux Sauter: Comparing Four Non-State Language Writers from Northwest Europe after World War I*
11. **Jonathan Roper (University of Tartu)**  
*Cross-cultural comparison. English Sources in J. H. Halbertsma’s Lexicon Frisicum*
12. **Johanneke Sytsema (Oxford)**  
*Frisian(s) in Oxford Libraries*
13. **Translation**  
Special program with translators and editors of *And Green Cheese* co-organised by the *Nederlands Letterenfonds* including Ernst Bruinsma, David Colmer, Michele Hutchison Jantsje Post, Paul Vincent, followed by a: Discussion about translation
14. **Cornelie van Uuden (Naarden)**  
*Sheherazade van het neevlig Noorden (Nine van der Schaaf 1882-1973)*
15. **Wendy Vanselow (Kiel University)**  
*Die nordfriesische Erzählliteratur nach 1945*
16. **Jabik Veenbaas (Castricum)**  
*It kreakjen fan de âlde beam. Oer it Fryske dichtwurk fan Theun de Vries en de oerienkomsten en ferskillen mei syn lette Nederlânsktalige fersen.*
17. **Abe de Vries (Friesch Dagblad)**  
*“Identiteitskonstruksje yn it wurk fan Waling Dykstra”*
18. **Christoph Winter (Kiel University)**  
*Die altföhringer Ballade – ein Legendenlied?*

**Jesse van Amelsvoort (University of Groningen/Campus Fryslân)**

## Bemiddelende minderheden. Literatuur in een tijd van woede

De eenentwintigste eeuw is voor Europa een tijd van verandering: nieuwe informatie-, communicatie- en transporttechnieken versnellen globaliseringsprocessen en hebben de mondiale politiek, economie en cultuur onherkenbaar veranderd. In toenemende mate reizen mensen, goederen, trends en ideeën over de grenzen van steeds krachtelozer wordende natiestaten. Pankaj Mishra noemt deze *'brave new world'* een tijd van woede. Deels is deze woede gericht aan politieke leiders en andere elites, maar ook minderheden worden vaak het slachtoffer van uitsluiting en discriminatie.

Aan de ene kant profiteren minderheden van de mogelijkheden die geboden worden door het internet, digitale media en afgenomen reiskosten; aan de andere kant ondervinden zij als eerste aan den lijve de gevolgen van wat Étienne Balibar *'border work'* noemt. Als een mechanisme om de Ander uit te sluiten en homogene groepsidentiteiten te creëren, gebruiken meerderheden grenzen om minderheden te isoleren en ze buiten de groep te plaatsen. In dit paper verken ik de ruimte die schrijvers behorend tot nationale en migrantenminderheden in Europa hebben om te bemiddelen tussen groepen op het nationale, subnationale en supranationale niveau.

Globalisering voedt transnationale verbanden en besluitvorming en creëert nieuwe groepen in nieuwe ruimtes: de natiestaat, de politieke vorm die na de Tweede Wereldoorlog de wereldpolitiek bepaalde, is niet langer de drager daarvan, of het meest belangrijke identiteitsfilter. Tegelijkertijd zien we groeiend nationalisme in die landen waar de natiestaat het meest aan politiek en economisch belang verloren heeft. Dit historische moment wordt dan ook bepaald door wat Rogers Brubaker verhoogde niveaus van *'groupness'* noemt: waar mensen het belang van etnische en culturele burgerschapsaspecten lange tijd minimaliseerden, lijken we nu geobsedeerd door het formeren en bepalen van groepen en grenzen, en door het afzetten van onze eigen groep tegen andere.

In deze wereld is het belangrijk te bestuderen hoe meertalige schrijvers, die behoren tot een minderheidsgroep, kunnen bemiddelen tussen minderheid en meerderheid. Een vergelijkende studie van nationale en migrantenminderheden werpt licht op het belang van taal in bemiddelingsprocessen en bevraagt nationale referentiekaders en geestesgesteldheden. In welke maatschappelijke en politieke constellaties bewegen deze auteurs zich? Hoe kunnen ze de beperkingen die hen opgelegd worden omzeilen? En welke vorm zou, uiteindelijk, hun bemiddeling kunnen krijgen en wat kan het bereiken?

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**Mareike Böhmer (Kiel University)**

## Die Kreisform im friesischen Werk des Helgoländer Autors James Krüss

James Krüss ist als Autor hochdeutscher Kinder- und Jugendbücher sehr bekannt. Was allerdings der Allgemeinheit weniger bekannt sein dürfte, ist, dass er neben den hochdeutschen Büchern auch auf Friesisch schrieb. Dieses Werk besteht vor allem aus Gedichten, dazu noch aus Übersetzungen, zwei Erzählungen und einem Hörspiel. Es findet sich größtenteils verstreut in Zeitschriften und Büchern. James Krüss nutzte hierbei seine Muttersprache Halunder, den nordfriesischen Dialekt der Insel Helgoland.

Um einen einheitlichen Korpus zu erhalten, werde ich mich in meinem Vortrag auf Krüss' Gedichte beschränken. Die Gedichte sind sehr vielfältig, sie beziehen sich auf Themen wie Geschichte, Natur, Weihnachten, Religion und Sozialkritik. Dabei fällt auf, dass Krüss oft ein bestimmtes Gestaltungsmerkmal nutzt: die Kreisform. Immer wieder treten in seinem Werk Wiederholungen von Versen, Worten oder sogar ganzen Strophen auf, die einen Kreis oder einen Bogen bilden. Lässt sich diesen Strukturen eine übergeordnete Funktion zuweisen?

Nach einem kurzen Überblick über die Motive in Krüss' friesischen Gedichten soll anhand von Beispielen gezeigt werden, in welcher Form die Wiederholungen auftreten und wie sie sich auf den Inhalt der Gedichte beziehen. Dabei soll analysiert werden, wie sie die Aussage der Gedichte unterstützen, wie die Anordnung der Wiederholungen innerhalb des Gedichts sich darstellt und welche Wirkung aus dieser Anordnung resultiert, die sich durch gleichförmigen Aufbau oder durch dessen Brechung ergibt.

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**Rolf H. Bremmer Jr (Leiden University)**

## Old Frisian Literature: Barren Wasteland and Flowering Weeds

When compared with the neighbouring cultural areas, such as England, the Low Countries and Lower Germany, a quick glance immediately reveals the monotony of the medieval Frisian literary landscape. Elsewhere authors sharpen their quills and compose intimate lyrics, exiting romances, bawdy fabliaux, serious sermons, pious saints' lives, versified Bible stories and allegorical drama, but Frisian scribes dipped their pens into their ink-wells mainly to write laws and administrative documents. Neither "Egidius, hwer bistu bliwen" nor "Nu heret mi, ic skel biginna / ene awenture tella fan minna", but only utilitarian prose, such as "Tha buclemethe: xxxvi scillinga, mith ene ethe" (Paralysis of the belly: 36 shillings, with an oath) and moralizing platitudes, as exemplified with "Thet is allera londa fere, thetter nen mon erga ne dwe" (It is profitable for all lands that no man does any evil). True, poems exist, but they rarely transcend the level of doggerel. In short, anyone who is fond of belles lettres, won't find satisfaction when reading Old Frisian texts.

Still, one shouldn't be frightened by this gloomy picture. There is much to be enjoyed when reading Old Frisian prose, but the pleasure is not of an esthetical nature, and in the poems one doesn't recognize "a spontaneous overflow of powerful feelings that takes its origin from emotion recollected in tranquility" (Wordsworth). The challenge (at least for me) is to discover in the texts that survive how the landowning peasants viewed their world, what were their social ideas and ideals, what they thought of mine and thine, of tit for tat, what would come of a hand on their neighbour's wife's knee (or further up; #metoo?) and – life is variegated – –what God's ways were with the Frisians. And if the preference for alliterative legal prose has nothing to do with poetical adornment (as was claimed by Jacob Grimm and generations of critics after him until the present day), what purpose did alliteration serve anyway? Why is iron invariably cold "cold", and gold "red"? Are these *epitheta ornantia* as traditional literary histories want us to believe, or are we dealing with something different (as I think we do)? In other words, there are plenty of questions, but fortunately answers can be found too.

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**Wilken Engelbrecht (Palacký University, Olomouc)**

## Fries en Friese literatuur vanuit een Centraal-Europees perspectief

Fries behoort ontegenzeggelijk tot de kleinere Germaanse talen. Tegelijkertijd is het ook een van de Germaanse talen met een oude literatuur. Maar met een relatief klein en versnipperd taalgebied heeft de Friese literatuur buitengaats weinig invloed gehad.

In de voordracht zal een overzicht worden gegeven van wat in Centraal-Europa bekend is over de Friese literatuur. Centraal-Europa is hierbij gedefinieerd als Polen, Tsjechië, Slowakije, Hongarije, Slovenië, Kroatië en Servië. Hoewel er dusverre geen vertalingen uit het Fries in de genoemde talen bekend zijn, bestaan er wel overzichten van Friese literaire werken in deze talen. Vaak zijn ze opgenomen in grotere overzichten van de Nederlandstalige literatuur.

De lezing zal trachten te tonen welk beeld van de Friese literatuur en cultuur in Centraal-Europa bestaat. Hierbij wordt tevens gekeken, in hoeverre het beeld van de Friese literatuur en cultuur in het Duitse taalgebied dat vaak als doorgeefluik voor literatuur uit de Lage Landen fungeerde, een rol heeft gespeeld voor de beeldvorming in Centraal-Europa.

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**Alyda Faber (Atlantic School of Theology, Halifax)**

**“Stay you are so fair”: Freonskip, beauty and death in selected Frisian poems**

What has friendship to do with death? In Augustine’s *Confessions*, his praise of the sweetness of friendship is occasioned by the death of a particular friend. Augustine’s anguish, “I had become to myself a vast problem” (IV.iii.9), seems to flow from loving this friend as though he would never die. Having named this does not resolve for him the question of how to love mortal beings. Last year I heard a eulogy given by Alex MacLeod for a mutual friend, Herb Wyile, who died at age 54. Alex described inner tube rafting with this friend in a fast river: at one moment nearly capsizing, Herb yelled as he went by, “Hold on to me.” And “I clung to him all the way down that river,” Alex says. A clinging that relates not only to that day of rafting, but also to Alex’s attachment to his friend and mentor, finding in Herb a beauty that he did not need the devastation of his death to spell out for him. What has friendship to do with death and beauty?

In traditional poetic forms, the elegy brings together death, beauty and friendship, but the elegy is not the dominant form in a number of Frisian poems on friendship that I consider; however, death or mortality is a consistent theme. The poems I’ve chosen are eclectic, no doubt because they date from the 19th to the 21st century: J. H. Halbertsma’s “De Lêste Freon,” Obe Postema’s “Tsjinje,” Rixt’s “’Tis Letter as men tinkt” and “Kwatryn I,” Fedde Schurer’s “Fan de Freonskip,” Sjoerd Spanninga’s “Stille Kreek,” Frits van der Kuip’s “in gedicht foar in ferstoarne freon,” and Janneke Spoelstra’s “in wykein as dit.” Only Schurer’s and Postema’s poems do not refer to death, but they moves in terrain that is similarly obscure: wordless perception, night, and dreams. We are all familiar with practices and rituals of friendship, yet these poems invite us to think again about the everydayness of friendship and its strangeness hidden in plain sight.

I offer a close reading of these poems, and while pondering the poetics of friendship, hope to discover some ways to read the life of friendship. Although though both philosophy and theology enter into these poetic considerations, I do not plot a philosophical or theological map of friendship. Some of the questions that have begun to form as I read these poems are as follows. A classical approach might ask, what is a friend and what is freonskip? A more contemporary approach might ask, how do we relate as friends? Are friendship and love kin as the etymology of the word suggests (the modern English “friend” is derived from old English “freon,” to love)? Given that reciprocity characterizes friendship from classical pagan and early Christian texts onward, how do we parse friendship metaphorically if played as servitude (Postema)? How do we perceive friendship through the metaphor of death as the “late” or “last friend” (Halbertsma), god-like in its powers to put to rest all of life’s upheavals and sorrows? How might the solitary pursuit of art be related to the companionship of friends (Rixt)? How are the unique ways of relating to a friend’s death conveyed in the stuttering rhythms, spare realism and short lines of Spoeltra’s poem and the metaphorical

intricacies of image, sound and rhythm of van der Kuip's poem? How may poetry 'stay' the beauty of a friend when that friend has died?

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## Goffe Jensma (University of Groningen)

### Yntermedialiteit yn de Fryske poëzy, 1992-2017

De komst fan de kompjûter en it breedbân-ynternet hat in oare, mear direkte, op byld en lûd basearre en ek in mear meartalige manier fan kommunisearjen mooglik, winsklik en gongber makke (Poe, 2011). Dat hat feroaringen fan gefolgen foar de omgong mei taal yn it algemien, foar dy mei literatuer yn it bysûnder, mar ek foar hoe't taal en literatuer har ta inoar ferhâlde. Yn dizze lêzing wurdt alderearst koart op dy feroaringen yngien en dan spesifyk foar it Frysk en de Fryske literatuer.

Dêrnei wurdt - oan de hân fan de yn de ôfrûne fearnsiuw ferskynde Frysktalige dichtbondels - yn kaart brocht hoe't Fryske dichters dy multymediale mooglikheden brûke. Frijwat bondels binnen twatalich (Frysk/Nederlânsk of Frysk/Ingelsk), in soad bondels brûke foto's of reproduksjes fan keunstwurken, guon bondels hawwe CD's dêr't de dichter syn of har gedichten op foarlêst en poëzy wurdt hieltyd faker op it ynternet publisearre en/of deklamearre, itsij fia sosjale media, itsij op aparte websites. (Jensma, Bilker, Post, 2013).

Dizze ynventarisasaasje is opmaat nei it eigentlike ûnderwerp fan de lêzing: yntermedialiteit yn de Fryske poëzy yn de perioade 1992-2017. Dêrmei wurdt hjir mear bedoeld as it ienfâldichwei publisearjen op meardere media tagelyk; de fraach is earder hoe't yn de prosessen fan it skriuwen en lêzen fan poëzy in wikselwurking ûntstiet tusken dy uteringen op mear as ien medium tagelyk (Rajewsky, 2005). Dit lêste punt wurdt analysearre en besprutsen oan de hân fan inkelde útsprutsen foarbylden, b.g. Tsjêbbe Hettinga, Elske Kampen, Meindert Talma en Nyk de Vries.

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## **Alpita de Jong (Leiden)**

### **‘Mister Humanities’: over Joost Halbertsma en over de biografie**

Dat Joost Halbertsma een veelzijdig man was, wordt misschien wat al te gemakkelijk voor kennisgeving aangenomen. Iedereen weet dat hij behalve dominee ook schrijver en taalgeleerde was en bovendien verzamelaar van oudheden. Wij kennen hem ook als volkskundige, als satiricus en als Fries. Maar we hebben nauwelijks belangstelling voor zijn commentaar op moderne ontwikkelingen, op de economie, politiek en wetenschap. We vergeten dat hij zich juist nadrukkelijk ‘oppeneerde’ als Nederlander en Europeaan als hij een publicatie voorbereidde of een lezing hield. De veelzijdigheid van Joost Halbertsma is niet vrijblijvend. Want wat verandert er allemaal als ‘Mister Fryslân’ een ‘Mister Humanities’ blijkt, met een interessante visie op letterkunde in de breedste zin van het woord? Over Halbertsma, zijn humanities, Fryslân en de biografie.

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## Gerbrich de Jong (NHL Ljouwert-Leeuwarden)

### Op syk nei Fryske boeken foar learlingen fan 12 oant 15 jier

Foar de Fryske literatuer is it wichtich dat der lêzers binne en bliuwe. Boppedat hat lêzen in soad positive effekten: it ferrommet it tinken, leart ús om oaren better te begripen en fergruttet it wolwêzen (Stichting Lezen 2017). Jonge minsken lêze lykwols net in soad en ás se lêze sil it yn de measte gefallen net in Frysk boek wêze. De wichtichste reden om in Frysk boek op te pakken sil in opdracht foar skoalle wêze: as de dosint Frysk de opdracht jûn hat om in Frysk boek te lêzen. De kâns dat in learling niget kriget oan Frysk lêzen is it grutste as er positive lêsunderfiningen opdocht en dat slagget it bêste as er in boek yn hannen kriget dat by him past (Witte 2008).

Folwoeksenen (âlders, dosinten) ferfolje in kaaiposysje yn it advisearjen fan in passend boek, want learlingen witte net genôch fan Fryske boeken en skriuwers om sels sa'n boek te finen (Wallinga 2012). In boek 'past' as it oanslút by de learling syn talige kompetinsje, literêre kompetinsje en ynteressen. Dêrneist is it wichtich dat in boek net mear as tweintich jier lyn ferskynd is, sadat it (min ofte mear) modern eaget en maklik te besetten is.

In probleem fan de Fryske literatuer is lykwols dat der foar lêzers fan 12-15 hast gjin boeken binne dy't oan boppesteande kritearia foldogge. It tal oarspronklike Fryske boeken dat nei 2000 ferskynd is en spesjaal skreaun is foar bern yn de leeftiid fan 12 oant 15 jier is op twa hannen te tellen (Wallinga 2011). In soad sjenres binne dêrtroch net fertsjintwurdige. It is in nijsgjirrich ûnderwerp fan diskusje hoe't it komt dat it oanbod foar bern yn dy leeftiidskategory sa lyts is.

In brûkber helpmiddel yn de syktocht nei in geskikt boek is de website [www.lezenvoordelijst.nl](http://www.lezenvoordelijst.nl), oprjochte nei oanlieding fan Theo Witte syn ûndersyk nei effektyf literatuerûnderwiis (Witte 2008). Op de Fryske ôfdieling fan dy site kin in learling op ynteresse en lêsnivo nei boeken sykje. De site is lykwols rjochte op boppeboulearlingen (dy't Frysk yn it eksamenpakket ha) en befettet dêrom yn it earste plak folwoekseneliteratuer. It soe goed wêze om op Lezen voor de Lijst in ôfdieling yn te rjochtsjen spesjaal foar ûnderboulearlingen, sadat sy op har eigen nivo nei boeken sykje kinne. Der binne op't lêst mear learlingen Frysk yn de ûnderbou as yn de boppebou. It is dus yn de ûnderbouleeftijd dat der in kâns leit om de leafde foar Fryske (jongerein)literatuer oan te wakkerjen.

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**Marja Kingma (The British Library, London)**

## The Frisian Collections in the British Library

What has the British Library to do with Frisian? How do Frisian publications end up in the collections of the British Library, and most importantly, perhaps, why?

I assume you know that Frisian, or at least Old Frisian is one of the founding languages of English, but that cannot be enough reason in itself to maintain a 'Frisian' collection.

Frisian is one of the four languages covered by the Dutch Language collections (the other three are Dutch, Flemish and Afrikaans) and one of 400 languages collected by the British Library as a whole. The Frisian collections hold material in Frisian and Dutch covering Frisian literature, linguistics, Frisian history, culture, agriculture and sports. The wider collections hold publications in English mainly about the Frisian language.

With this paper I hope to raise awareness of the Frisian collections at the British Library amongst Frisian researchers. In order to do this, I shall place the Frisian collections within the context of the British Library in general and the Dutch Language Collections in particular. I shall explain the selection process and give some figures about the collections. I shall explore the connections between Friesland and Britain, giving examples from the collections, including material I did not find in Tresoar. I shall discuss the upcoming exhibitions on James Cooke and the Anglo Saxons that may have links to Friesland and I will end by setting out my hopes for the future of the Frisian collections.

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**Jelle Krol (Tresoar Library, Ljouwert)**

## Towards a Tentative Pattern: *Reculer Pour Mieux Sauter*: Comparing Four Non-State Language Writers from Northwest Europe after World War I

It will be argued that post-World War I writers expressing themselves in non-state languages were instrumental in revitalizing those languages in Northwest Europe. During and shortly after the Great War, their hopes were ignited by the sovereignty of emergent new states in Europe, such as Ireland and Iceland. They realized that, if they were to gain more respect and official recognition for their languages, they should also strive not only for a higher degree of autonomy, but also for a modernization of their literatures.

The cases of Breton, Frisian (in the Netherlands), Scots and Welsh will be compared with regard to various strategies employed by four vanguard authors (Roparz Hemon from Brittany, Douwe Kalma from Frisia, Saunders Lewis from Wales and Hugh MacDiarmid from Scotland) to create literary capital for their languages in order to put them on the international map.

Strategies to distance their languages and cultures from the neighbouring hegemonic languages and cultures, to give pride of place to what they considered distinctive features of their own language and culture, will be examined, as well as strategies to connect their languages and cultures with those languages and cultures, which had been historically linked, or cognate to their own languages and cultures.

Finally, a tentative pattern will be outlined. After presenting an analysis of the authors' strategies, it will be argued that a recurring design can be detected in their works, which can be described by the French phrase *Reculer pour mieux sauter*. Repudiating the work of their immediate predecessors, the four authors embraced the language and the glory of the medieval past to modernise and add capital to their literary culture. The ensuing effects of that process will be briefly discussed.

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**Jonathan Roper (University of Tartu)**

## Cross-cultural comparison. English Sources in J. H. Halbertsma's Lexicon Frisicum

J.H. Halbertsma's interest in the connections between Frisian and English is reflected by the large amount of English material he draws on for his Lexicon Frisicum. Dictionaries provide much of his comparanda, as do the writings of authors such as Shakespeare, Pope and Milton. But besides such lexicographic and literary works, cultural-historical sources, including John Ray's Collection of English Proverbs and John Brand's Observations on Popular Antiquities, are also made use of. Whereas earlier authors had noted potential parallels between the Frisian and English languages (albeit not to the extent found in the Lexicon), Halbertsma seems to be the first to have also made comparisons at the level of culture. This paper examines his Halbertsma's choice and use of such sources.

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## Johanneke Sytsema (Oxford)

### Frisian(s) in Oxford Libraries

Oxford Libraries have a role to play in Frisian studies, be it historical, literary or philological research. In this paper I will give an overview of sources in Oxford, of interest for the study of Frisian. The overview will be presented in chronological order and conclude with suggestions for future study and research.

Contacts between Frisia and Britain go back a long time. Very early on, in the 1st century AD a Frisian is mentioned on a British headstone (Museum Cirencester). The trading relations between Frisians and Brits, evidenced by coins, archeological find and textual references in the 7th and 8th centuries are well documented (Lebecq, 1983) In Anglo-Saxon literature Frisians are mentioned, notably in Beowulf (10th century) in the Finnsburg fragment.

Since then contacts between Britain and Frisia have increased and quite a few manuscripts, archival sources and books in Oxford Libraries give evidence of that. The first name to mention is Emo van Huizinge, a Frisian and the very first registered student at Oxford. Two Old Frisian legal manuscripts, Codex Aysma and Codex Unia are kept in the Bodleian Library as are two out of the nine extant copies of the incunable *Freeska Landriucht* (Druk), all of interest for the study of Old Frisian, especially Old West Frisian. The question arises how these items ended up in Oxford. I will demonstrate that the 17th century scholar Franciscus Junius and Thomas Marshall played a major role in taking books and manuscripts from the Netherlands to England for various reasons. Other 17th century authors Ubbo Emmius, Christianus Schotanus, and various dissertations of the University of Frjentsjer are represented in the Bodleian and other Oxford libraries. Last but not least, the oldest surviving manuscripts of Gysbert Japicx' work are kept in the Bodleian Library.

Junius' collection is of major importance for the study of Frisian. Not only does it include the Old West Frisian codices Aysma and Unia, it also comprises Junius' unpublished Anglo-Saxon vocabularies that contain many Old Frisian entries, extracted from his copy of the *Freeska Landriucht*. The unpublished material is of interest to the study of Old Frisian language and deserves further study. Junius was also crucial in preserving early versions of Gysbert Japicx' work. In his pursuit to learn Frisian he visited Gysbert Japicx and copied some of his poems that are now the oldest known versions of these texts. Gysbert Japicx's own handwriting can be seen in the Bodleian Library in his famous poem *Wobbelke*. Thanks to Junius' bequest, some rare copies of Gysbert's *Friessche Tjerne* are held here, too. The Junius collection is the main focus in Oxford for the study of Old Frisian and for the study of Gysbert Japicx.

Thomas Marshall, who lived in the Netherlands from 1650-1672(?), collected works of interest to Frisian studies which are now part of the Marshall Collection, including a copy of *Druk* and a copy of Schotanus' *Beschryvinge end chronijck* (1655). I will give an overview of titles in the Marshall Collection relevant for Frisian studies.

With a view to 20th century collections, the Alistair Campbell collection, comprising around 500 titles, is worth mentioning. Donated to the Taylor Institution Library in 1974 after the

death of the Professor of Anglo-Saxon, it is now the main resource for the study of Frisian. I will describe the collection and other notable holdings of the Taylor Institution Library and conclude by giving some perspectives for the study of (Old) Frisian in Oxford.

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## Cornelie van Uuden (Naarden)

### Sheherazade van 't neevlig Noorden (Nine van der Schaaf 1872-1973)

Nine van der Schaaf wekte mijn belangstelling tijdens mijn onderzoek naar de drie dochters van de vrijdenker Johannes van Vloten die met kunstenaars uit de kring van De Tachtigers trouwden (verschenen onder de titel *De gezusters Van Vloten*). Kitty van Vloten, die trouwde met Albert Verwey, speelde een grote rol in Nine's leven. Wie was dit in 1882 geboren Friese meisje met alleen Lagere School dat in 1899 met in haar koffertje het begin van een roman, naar Den Haag reisde om daar als dienstmeisje te gaan werken?

Ik ontdekte naast haar memoires *In de stroom* uit 1956, een schat aan informatie in aan haar gewijde studies, brieven en recensies. Bovendien konden nog enkele nazaten een indruk geven van hun in 1972 overleden oud- tante. Nine hoopte dat zij in Den Haag meer kans had om schrijfster te worden. In 1904 trok zij de aandacht van Albert Verwey. Onder zijn kritisch en waardierend oog kwam haar talent tot volle ontplooiing. Tijdens ziekte en teleurstellingen werd ze liefdevol opgenomen in de Noordwijkse Villa Nova. Daar kwam ze in aanraking met zijn literaire vrienden. Toch bleef ze min of meer een buitenstaander.

Haar eenvoudige Friese afkomst was daarvan niet de oorzaak. Uit haar levensverhaal blijkt dat ze trots was op haar Friese achtergrond. De dichter Alex Gutteling gaf haar de eretitel *Sheherazade van het neevlig Noorden*. Haar politieke betrokkenheid verliep via de SDAP naar de Communistische Partij en na 1945 de Partij van de Arbeid. In de Tweede Wereldoorlog trad ze toe tot de Kultuurkamer. Al heel jong dacht ze na over goed en kwaad. Zonder dit spanningsveld zou volgens haar het leven ten dode zijn opgeschreven. Alleen de liefde kon daar een positieve wending aan geven.

Vóór 1914 bleef haar proza ver verwijderd van het dominante Nederlandse realisme. Toch spelen onderhuids de problemen van de arbeiders in de groeiende industrialisatie een rol. Na 1920 werd het realistischer. Het Friese dorpsleven vormde de inspiratiebron voor o.a. *Friesch dorpsleven uit een vorige tijd* uit 1921, in 1936 omgedoopt tot *Heerk Walling*. In haar poëzie bleef zij vasthouden aan een wereld van dromen. In haar memoires schrijft ze dat de weerslag van haar leven in haar oeuvre ligt. Dit vormt naast haar brieven dan ook de basis voor haar biografie. Aan haar wens dat er ooit iemand zich in haar werk en leven zou verdiepen heb ik met veel plezier gevolg gegeven.

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**David Colmer**

## And Green Cheese: A Bilingual Anthology of Frisian Literature

Special program with translators and editors of the Frisian anthology *And Green Cheese* co-organised by the *Dutch Foundation for Literature*

Speakers:

Ernst Bruinsma, editor

Jantsje Post, translator Frisian-Dutch

David Colmer, Michele Hutchison & Paul Vincent, translators Dutch-English

When Francis Boutle Publishers of London approached the Dutch Foundation for Literature for support for a Frisian volume in their authoritative Lesser Used Languages of Europe anthology series, a discussion arose as to how best to proceed. One of the foundation's guiding principles in promoting Dutch literature abroad has always been professionalism and translation quality. However, they were unaware of any experienced translators who would be available to translate Frisian literature, and specifically the range of Frisian poetry likely to be included directly into English.

With an eye to the future, a two-prong attack was planned. Firstly to provide bridge translations and approach proven translators from the Dutch to take part in the project, but also to arrange an introductory course in Frisian so that the translators could build on their existing, sometimes very limited and informal, knowledge of Frisian. This would allow the translators to refer increasingly to the Frisian originals while working with the safety net of Dutch bridge translations. In time, and with ongoing translation projects, the translators should be able to build their knowledge of Frisian and ultimately translate it directly into English. With both short- and long-term goals in mind, a team was formed of translators who were based in or near Friesland, comfortable with both prose and poetry, and had a combined experience of well over a hundred published books.

The anthology, which was also supported by the Province of Friesland, is due for publication in spring 2018, and in this session various participants will consider the book and the translation process, both in general and through case studies of texts from different periods of Friesland's literary history. How willingly does Frisian go into English? Does it differ in this from Dutch? Does a limited familiarity with Frisian help or is it more a case of a little knowledge being a dangerous thing? And how was it for the bridge translators? How did this project differ from their usual translation practice and will this experience influence their future approach?

These and many other questions will be considered in a number of short talks followed by a panel discussion.

**Wendy Vanselow (Kiel University)**

## Die nordfriesische Erzählliteratur nach 1945

Die 20<sup>er</sup> Jahre des 20. Jahrhunderts gelten als 'Blütezeit' für die nordfriesische Literatur: In Fortsetzungsgeschichten in Zeitschriften und in eigenständigen Buchherausgaben werden nicht nur 'volkstümliche', sondern auch 'moderne' nordfriesische Texte veröffentlicht. Der Zweite Weltkrieg lässt die meisten Autorinnen verstummen; nach seinem Ende betreten neue Schreiberinnen die Bühne, manche Veteranen nehmen ihre Arbeit wieder auf.

Der Vortrag soll verschiedene Fragen bezüglich dieser nach 1945 erschienenen nordfriesischen Prosaliteratur aufwerfen und diskutieren:

- Lässt sich ein 'Neustart' der nordfriesischen Literatur nach dem Zweiten Weltkrieg feststellen?
- Wie äußert sich die 68<sup>er</sup> Generation in ihren Erzähltexten?
- Und welche Tendenzen weist die zeitgenössische Prosa auf?

Mit Bezug auf derlei Fragen werde ich die Werke einzelner Autorinnen wie Elise Heitmann, August Gonnens, Erk Petersen und Ellin Nickelsen vorstellen und analysieren. Die auf diese Weise gesammelten Erkenntnisse lassen sich nutzen, um die Entwicklung der nordfriesischen Erzählliteratur nach 1945 zu rekonstruieren.

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## **Jabik Veenbaas (Castricum)**

It kreakjen fan de âlde beam

Oer it Fryske dichtwurk fan Theun de Vries en de oerienkomsten en ferskillen mei syn lette Nederlânsktalige fersen

Yn it begjin fan de jierren santich, hy wie doe in jier as fiifensechstich, begûn Theun de Vries foar it earst te dichtsjen yn it Frysk, de taal fan syn jeugd. Hoe kaam it dat er no ynienen Fryske fersen makke? De Vries hat dêr sels alris oer sein: 'Ik was op een leeftijd gekomen waarop ik mij mijn kinderjaren in al pregnanter beelden herinnerde; in mij ontstond daarmee tevens de resonans van woorden, de klanken van het Woudfries die ik uit de mond van mijn geliefde beppe Willemke had gehoord, die ik zelf had gesproken en nog sprak.' Doe't er yn 1975 syn frou ferlear, Aafje Maria Vernes, utere er syn fertriet oer dat ferstjerren yn Fryske gedichten.

Yn datselde ynterview karakterisearre er de lyryske, gefoelsmjittige toan as it wichtste skaaimerke fan syn Fryske wurk. It Nederlânsk, sa sei er, wie benammen de taal van de epyk, fan it ferheljende, it proaza. Dochs skreau De Vries ek yn it Nederlânske sûnt de lette jierren santich mar leafst seis dichtbondels.

Ik sil yn myn lêzing de lette Frysktalige en Nederlânsktalige fersen fan Theun de Vries mei elkoar fergelykje. It docht bliken dat de oerienkomsten tusken dy twa segminten grut binne en dat wy yn de Nederlânske en Frysktalige fersen foar in grut part deselde tema's en motiven oantrefte. It sil dúdlik wurde dat De Vries syn gefoelens ek yn dy Nederlânsktalige fersen echt wol sprekke liet. Mar der binne ek nijsgirrige ferskillen oan te wizen.

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## **Abe de Vries (Friesch Dagblad)**

### **Social identity construction in 19th-century Frisian literature. The early writings of Waling Dykstra (1840-1860)**

Most, if not all, research on identity construction in Frisian literature has focused on the construction of 'Frisian', i.e. national identity. Frisian literature itself is being viewed and valued foremost as an artistic expression of national awakening, and, on the other hand, frustration. This still lively, modernist and nationalist tradition tends to neglect the character of most of mid-19th-century Frisian literature as a communicative practice of subaltern social groups. Using as example the early writings of arguably the most popular Frisian writer of his day, the realist Waling Dykstra (1821-1914), it can be shown that in his partly secondary-oral 'folk literature', national identity is submerged in a wide field of social construction which critically addresses a broad range of themes, including economic, religious and moral ones. Through these texts, 'groupness' (Brubaker, 2004) is activated in different ways, on different levels and with different goals. Building on Gencarella (2009), I present them as political acts, creating a Frisian folk counterculture by way of voicing subaltern groups of society, aiming to create not only a national character, but first and foremost a better life.

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## Christoph Winter (Kiel University)

### Die altföhringer Ballade – ein Legendenlied?

Bei der altföhringer Ballade, die heutzutage überwiegend *A bai, a reder* genannt wird, handelt es sich um den von der frisistich geprägten Forschung am häufigsten beachteten und insgesamt am breitesten rezipierten Text in nordfriesischer Sprache. Sie stellt nämlich eine der wenigen nordfriesischen Quellen dar, deren Ursprung sich im 14./15. Jahrhundert verorten lässt. Inhaltlich kreist das Lied um das Schicksal einer jungen Frau, die von ihrer Schwägerin verleumdet wird, die Jungfräulichkeit nicht gewahrt zu haben. Das Los, sie hinzurichten und damit die Ehre der Familie wieder herzustellen, fällt dem jüngsten ihrer drei Brüder zu. Dieser enthauptet schließlich seine vermeintlich unzüchtige Schwester und endet in der Hölle, während die Ermordete in den Himmel geführt wird.

Die Forschungsliteratur hat bisher in der Regel nur einzelne Motive aufgegriffen und keine klare Zuordnung des Liedes zu einem bestimmten Balladentypus vorgenommen. Unter Bezugnahme auf skandinavistische Kategorisierungsprinzipien wird der Vortrag deshalb einige, in der altföhringer Ballade konservierte Elemente christlicher Glaubensvorstellungen fokussieren und diskutieren, inwiefern eine Klassifizierung als Legendenballade gerechtfertigt ist. Von besonderem Interesse sind dabei u. a. der Aspekt der Jungfräulichkeit, die Form der Exekution, die ornithomorphen Psychopompoi, die Erwähnung von Wachslöchtern sowie das Aktantengefüge und die Struktur der Ballade generell.

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## Conference programme

*Medieval Frisia*

## Frisian Freedom as a Focus on Medieval Europe

**Monday 23 April** (All sessions take place in Van der Eems 1 & 2)

09:30	<b>Introduction</b>
	<b>Session I. Law, 800-1500</b>
09:45	<b>Invited Speaker Helle Vogt (University of Copenhagen)</b> , 'The origin of medieval Danish law'
10:30	<b>Han Nijdam (Fryske Akademy)</b> , 'Bridging the Gap between the <i>Lex Frisionum</i> (8th century) and the Oldest Old Frisian Legal Text: <i>The Seventeen Statutes</i> (11th century)'
11:00	Coffee Break
11:30	<b>Jan Hallebeek (Vrije Universiteit Amsterdam)</b> , 'The Gloss to <i>The Seventeen Statutes</i> in the Incunable <i>Freeska Landriucht</i> (c. 1485)'
12:00	<b>Rita van de Poel (Universiteit Leiden)</b> , 'Nedmonda and skekmek': between True Love and Sexual Violence in Medieval Frisia
12:30	Lunch
	<b>Session II. Church, bishop and aristocracy, 10<sup>th</sup> and 11<sup>th</sup> centuries</b>
13:30	<b>Invited Speaker Dries Tys (Vrije Universiteit Brussel)</b> , 'From Sheep Farmer to Knight? Social Mobility and Feudality in the Coastal Area of Flanders, 7 <sup>th</sup> -11 <sup>th</sup> centuries'
14:15	<b>Gilles de Langen (Fryske Akademy / RUG / Prov. Fryslân)</b> , 'Church Foundations as a Dialogue between the Bishop of Utrecht and Frisian Aristocracy'
14:45	Coffee break
15:15	<b>Paul Noomen</b> , 'Manor and Church'
15:45	<b>Jelle Visser (Utrecht University)</b> , 'Bishop Balderik, his saints, and the 'second foundation' of the bishopric of Utrecht 917-975'
	<b>Conference Dinner</b>

**Tuesday 24 April** (All sessions take place in Van der Eems 1 & 2)

	<b>Session III. Nobility, freeholders and power, 1200-1550</b>
09:45	<b>André Köller</b> , 'Frisian Nobility: both Real and Invented?' (Language: German)
10:30	<b>Oebele Vries (Fryske Akademy)</b> , 'Attempts at legitimising medieval Frisian Freedom'
11:00	<b>Hans Cools (Leuven University)</b> , 'The intergration of Frisia into the Habsburg commonwealth and the changing nature of its nobility. 1490s-1550s'
11:30	Coffee Break
12:00	<b>Hans Mol (Fryske Akademy / Universiteit Leiden)</b> , 'Frisian Noblemen as Farmers: the Case of Rienk Hemmema'
12:30	<b>Jonathan Bos (Fryske Akademy)</b> , 'Reconstructing the property of Noblemen and Freeholders in Medieval Frisia'
13:00	Lunch
	<b>Session IV. Governance and legitimization, 1400-1700</b>
14:00	<b>Round Table Discussion: New Perspectives on Medieval Frisia. Chair: Arie van Steensel (Rijksuniversiteit Groningen)</b>
15:15	<b>Coffee, End of programme</b>

## Conference programme

### *Multilingualism*

**Wednesday 25 April** (All plenary sessions will take place in Accent Zaal / “Kleine Zaal”. Parallel sessions will take place in Accent Zaal, Van der Eems 1 and Van der Eems 2.)

08:45	<b>Opening words: Cor van der Meer</b> (Mercator / Fryske Akademy), <b>Willem Smink</b> (Fryske Akademy), <b>Alex de Jager</b> (Afûk)		
09:00	<b>Jim Cummins</b> (University of Toronto) <i>Pedagogical Landscapes in Bilingual and Immersion Programs: A Dialogue between Instructional Practice and Emerging Theory</i> – Chair: Durk Gorter		
10:00	<b>Mirjam Günther-van der Meij</b> (Mercator / NHL Stenden), <b>Joana Duarte</b> (Mercator / RUG / NHL Stenden), <b>Alex Riemersma</b> (NHL Stenden / Provincie), <b>Albert Walsweer</b> (NHL Stenden), <b>Nynke Anna Varkevisser</b> (NHL Stenden / ECNO), <b>Bernadet de Jager</b> (Cedin), <b>Gelske Bosch</b> (Afûk) <i>Multilingual Education 2.0 – from Frisian only to Multilingual Education</i> – Chair: Durk Gorter		
11:00	Coffee break		
	<b>Education (1)</b> <b>Accent Zaal / Chair: Joana Duarte</b>	<b>Multilingualism in practice (1)</b> <b>Van der Eems 1 / Chair: Bernadet de Jager</b>	<b>Language promotion (1)</b> <b>Van der Eems 2 / Chair: Alex Riemersma</b>
11:30	Julia Barnes (Mondragon University) <i>Multilingual education from the trainee teacher’s perspective</i>	Ingeborg Birnie (University of Aberdeen/University of Strathclyde) <i>‘Gàidhlig ga bruidhinn an seo?’ – Code choice and language management initiatives in a bilingual Gaelic / English community</i>	Guillem Belmar Viernes & Sara Pinho (University of Groningen) <i>Nativeness and identity: motivation and attitudes of nije sprekkers fan it Frysk</i>
12:00	Eibhlín MhicAoidh (St Mary’s University College Belfast) <i>Educational Outcomes of Irish-medium Pre-school Education in the North of Ireland</i>	Karin van der Worp (University of the Basque Country) <i>Where minority, majority and foreign languages meet: multilingualism at the San Martin market in San Sebastian (Basque Country)</i>	William Cisilino (Regional Agency for Friulian Language) <i>The “Growing up with more than one language” Project</i>
12:30	Folkert de Jong (NHL Stenden University of Applied Sciences) <i>International students’ language use registered through a tailor-made app</i>	Jan Berenst (University of Applied Sciences NHL Stenden) <i>Language use in multilingual Ljouwert: a domain analysis</i>	Tjeerd de Graaf (Fryske Akademy) <i>Endangered languages and traditional knowledge in Siberia and the Russian Far East</i>
13:00	Lunch		
14:00	<b>Durk Gorter</b> (University of the Basque Country) <i>Training teachers to translanguange: Changing teacher’s beliefs on multilingualism</i> – Chair: Cor van der Meer		From 13.30 onwards, the Afûk event will take place in AEGON Zaal. The language of this event is Frisian!  13:30: Welcome/register in the foyer of De Harmonie 14:00: Welcome by Chairman of Afûk Mr. Eric ter Keurs 14:10: Presentation by director of Afûk Mr. Alex de Jager 14:30: Presentation on new insights into education by Joana Duarte, post-doc researcher at Fryske Akademy 14:50: Musical performance by Elske de Wall 15:00: Break 15:30: 90 years of Afûk - Presentation by Mr. Bert Looper, director of Tresoar library 15:50: Handing over of the anniversary book 90 years of Afûk 16:00: Musical performance Elske de Wall 16:10: Speech by Com. of the King Mr. Arno Brok 16:30: Speech by retiring director of Afûk, Mr. Koen Eekma 16:40: Musical performance Elske de Wall 16:50 End of programme  Joint reception and drinks
14:45	<b>Itesh Sachdev</b> (SOAS University of London) <i>Vitality of Urban Multilingualism: Towards a social psychological model</i> – Chair: Cor van der Meer		
15:30	Coffee break + presentation of posters		
	<b>Education (2)</b> <b>Accent Zaal / Chair: Albert Walsweer</b>	<b>Multilingualism in practice (2)</b> <b>Van der Eems 1 / Chair: Itesh Sachdev</b>	
16:00	Felix Etxebarria (University of the Basque Country) <i>The bright and dark sides of multilingual education in the Basque Country</i>	Asier Basurto (Soziolinguistika Klusterra) <i>Measuring the use of languages in the streets of the Basque Country</i>	
16:30	Atanasia Stoianova (Central Asia Education Programme, OSCE HCNM) <i>Multilingual education as a tool of integration: the cases of Kazakhstan and Kyrgyzstan</i>	Evelyn Bosma (Leiden University) <i>Code-switching from Dutch to Frisian requires more cognitive control than vice versa</i>	
17:00	Mirjam Günther-van der Meij & Edwin Klinkenberg (Fryske Akademy) <i>Improving L3 English speaking performance of early Frisian-Dutch and later Dutch-Frisian bilinguals through trilingual Frisian-Dutch-English education</i>	Rudi Janssens (Centre for Information, Documentation and Research on Brussels (BRIO)) <i>The evolution of linguistic diversity and the challenges of social cohesion in Brussels: a bottom-up approach</i>	
17:30	End of programme		

**Thursday 26 April** (All plenary sessions will take place in Accent Zaal / “Kleine Zaal”. Parallel sessions will take place in Accent Zaal, Van der Eems 1 and Van der Eems 2.)

9:00	<b>Jasone Cenoz</b> (University of the Basque Country) <i>New directions for minority languages in times of multilingualism and globalization</i> – Chair: Lysbeth Jongbloed-Faber		
9:45	<b>Daniel Cunliffe</b> (University of South Wales) <i>Can social media provide breathing spaces for minority languages?</i> – Chair: Lysbeth Jongbloed-Faber		
10:30	Coffee break		
	<b>Education (3)</b> <b>Accent Zaal / Chair: Jasone Cenoz</b>	<b>Social media</b> <b>Van der Eems 1 / Chair: Daniel Cunliffe</b>	<b>Language activation, language influence and language assessment</b> <b>Van der Eems 2 / Chair: Mirjam Günther-van der Meij</b>
11:00	Yonatan Malament (Hebrew University) <i>Promotion and Revitalization of the Occitan language through immersion schooling – Parents’ perspective: Ideological, social and neurodevelopmental factors</i>	Guillem Belmar Viernes (University of Groningen) <i>Minority Languages on Social Media: Multilingual Practices and Digital Presence</i>	Imanol Larrea-Mendizabal (Soziolinguistika Klusterra) <i>Language activation in society for the promotion of Basque language at a local level</i>
11:30	Karijn Helsloot & Fleur Daemen (Studio Taalwetenschap & University of Amsterdam) <i>Translanguaging in the classroom: just do it!</i>	Lysbeth Jongbloed-Faber (Fryske Akademy) <i>Friezen om utens and their use of Frisian in online and offline contexts</i>	Amber Nota (University of Groningen) <i>Pitch peak delay in and out of focus: is Frisian conquering Dutch?</i>
12:00		Lieke Verheijen & Roeland van Hout (Radboud University & Tilburg University) <i>Multilingual Social Media Messages: Dutch-English Code-Mixing in Dutch Youths’ Computer-Mediated Communication</i>	Reitze Jonkman (NHL Stenden University of Applied Sciences) <i>The construction of an adaptive Frisia test; a tool for measurement and standardization of Frisian</i>
12:30	Lunch		
	<b>Language promotion (2)</b> <b>Accent Zaal / Chair: John Edwards</b>	<b>Multilingualism in practice (3)</b> <b>Van der Eems 1 / Chair: Yaron Matras</b>	
13:30	Pier Bergsma (Council of the Frisian Movement) <i>“It is mei sizzen net te dwaan”.</i>	Asier Basurto (Soziolinguistika Klusterra) <i>“Jendaurrean erabili”:</i> action-research focused on the public communication through a minority language (Basque)	
14:00	Nanna Hilton (University of Groningen) <i>A Citizen Science Approach to Sampling Multilingualism: Stimmen fan Fryslân</i>	Liefke Reitsma (University of Groningen) <i>Bilingualism and contact-induced language change: exploring variation in the Frisian verbal complex</i>	
14:30	Imanol Larrea-Mendizabal (Soziolinguistika Klusterra) <i>The Aldahitz project and the “Eusle” methodology: changing language use from Spanish to Basque in the work environment</i>	Alastair Walker (University of Kiel) <i>What do gravestones tell us about the history and sociolinguistics of North Frisian?</i>	
15:00	Coffee break		
15:30	<b>John Edwards</b> (St Francis Xavier University/Dalhousie University) <i>Language claims and language rights</i> – Chair: Cor van der Meer		
16:15	<b>Yaron Matras</b> (University of Manchester) <i>Multilingual Manchester</i> – Chair: Cor van der Meer		
17:00	<b>Closing words</b>		

## Poster session

Posters will be presented during the afternoon coffee break on Wednesday (25 April). They will remain until Thursday afternoon.

- 1. Femmy Admiraal, Temmo Bosse, Nils Langer and Lena Terhart (University of Flensburg)**  
*Measuring Effectiveness – A Study on Changes in Minority Language Use and Perception due to Revitalisation Efforts, with Evidence from North Frisian*
- 2. Eva J. Daussà, Yeshan Qian and Lotte Aikema (University of Groningen)**  
*Use of Internet Forums by Multilingual Families*
- 3. Bianca Dijkstra (University of Groningen)**  
*Communication Strategies in the European Road Haulage Sector: The Sociolinguistic Mobility of Polish International Truckers*
- 4. Mirjam Günther-van der Meij, Kees de Bot, Edwin Klinkenberg and Wander Lowie (Fryske Akademy/University of Groningen)**  
*Degree of Bilingualism and Other Factors Influencing L3 Development*
- 5. Jurand Haveman (University of Groningen)**  
*Written and Spoken Practices of the Speakers of Gronings*
- 6. Renee Pera, Eva J. Daussà and Tilman Lanz (University of Groningen)**  
*Two-way Integration of Heritage and Minoritized Speakers: Voices from Catalonia*
- 7. Emmanuelle le Pichon (University of Toronto), Sergio Baauw (Universiteit Utrecht) & Suzanne Dekker (NHL Stenden/Rijks Universiteit Groningen)**  
*How do we go from knowledge on multilingualism to applied strategies in the classroom?*
- 8. Sara Gomes de Oliveira Pinho (University of Groningen)**  
*Language Attitudes in Portugal: Migrant, Minority and Sign Languages in the Educational System*
- 9. Poursan Seifi (University of Groningen)**  
*Eye Movements and Linguistic Landscape*

## Invited speakers

1. **Jasone Cenoz (University of the Basque Country, UPV/EHU)**  
*New directions for minority languages in times of multilingualism and globalization*
2. **Jim Cummins (University of Toronto)**  
*Pedagogical Landscapes in Bilingual and Immersion Programs: A Dialogue between Instructional Practice and Emerging Theory*
3. **Daniel Cunliffe (University of South Wales)**  
*Can social media provide breathing spaces for minority languages?*
4. **John Edwards (St Francis Xavier University/Dalhousie University)**  
*Language Claims and Language Rights*
5. **Durk Gorter (University of the Basque Country – IKERBASQUE)**  
*Training teachers to translanguange: Changing teacher's beliefs on multilingualism*
6. **Yaron Matras (University of Manchester)**  
*Multilingual Manchester*
7. **Itesh Sachdev (SOAS, University of London)**  
*Vitality of Urban Multilingualism: Towards a social psychological model*

## Special session on new developments in Frisian multilingual education

1. **Mirjam Günther-van der Meij (Mercator / NHL Stenden), Joana Duarte (Mercator / Rug / NHL Stenden), Alex Riemersma (NHL Stenden / Provincie), Albert Walsweer (NHL Stenden), Nynke Anna Varkevisser (NHL Stenden / ECNO), Bernadet de Jager (Cedin), Gelske Bosch (Afûk)**  
*Multilingual Education 2.0 – from Frisian only to Multilingual Education*

## Alphabetical list of speakers

1. **Julia Barnes (Mondragon University) & Margareta Almgren (University of the Basque Country)**  
*Multilingual education from the trainee teacher's perspective*
2. **Asier Basurto (Soziolinguistika Klusterra)**  
*"Jendaurrean erabili": action-research focused on the public communication through a minority language (Basque)*
3. **Asier Basurto (Soziolinguistika Klusterra)**  
*Measuring the use of languages in the streets of the Basque Country*
4. **Guillem Belmar, Nienke Eikens, Daniël de Jong, Willemijn Miedema & Sara Pinho (University of Groningen)**

*Nativeness and identity: motivation and attitudes of nije sprekkers fan it Frysk*

**5. Guillem Belmar Viernes (University of Groningen)**

*Minority Languages on Social Media: Multilingual Practices and Digital Presence*

**6. Jan Berenst, Maaïke Pulles, Janke Singelsma (University of Applied Sciences NHL Stenden, Research Group *Discourse & Learning*)**

*Language use in multilingual Ljouwert: a domain analysis*

**7. Pier Bergsma (Council of the Frisian Movement)**

*“It is mei sizzen net te dwaan”.*

**8. Ingeborg Birnie (University of Aberdeen/University of Strathclyde)**

*‘Gàidhlig ga bruidhinn an seo?’ – Code choice and language management initiatives in a bilingual Gaelic / English community*

**9. Evelyn Bosma (Leiden University)**

*Code-switching from Dutch to Frisian requires more cognitive control than vice versa*

**10. William Cisilino (Regional Agency for Friulian language, Italy)**

*The “Growing up with more than one language” Project*

**11. Felix Etxeberria (University of the Basque Country)**

*The Bright and Dark Sides of Multilingual Education in the Basque Country*

**12. Tjeerd de Graaf (Fryske Akademy)**

*Endangered Languages and Traditional Knowledge in Siberia and the Russian Far East*

**13. Mirjam Günther-van der Meij & Edwin Klinkenberg (Fryske Akademy)**

*Improving L3 English speaking performance of early Frisian-Dutch and later Dutch-Frisian bilinguals through trilingual Frisian-Dutch-English education*

**14. Karijn Helsloot & Fleur Daemen (Studio Taalwetenschap & Universiteit van Amsterdam)**

*Translanguaging in the classroom: just do it!*

**15. Nanna Hilton (University of Groningen)**

*A Citizen Science Approach to Sampling Multilingualism: Stimmen fan Fryslân*

**16. Rudi Janssens (BRIO)**

*The evolution of linguistic diversity and the challenges of social cohesion in Brussels: a bottom-up approach*

**17. Folkert de Jong (NHL Stenden University of Applied Sciences)**

*International students’ language use registered through a tailor-made app*

**18. Lysbeth Jongbloed-Faber (Fryske Akademy)**

*Friezen om utens and their use of Frisian in online and offline contexts*

**19. Reitze Jonkman (NHL Stenden University of Applied Sciences)**

*The construction of an adaptive Frisia test; a tool for measurement and standardization of Frisian*

**20. Imanol Larrea-Mendizabal (Soziolinguistika Klusterra)**

*Language activation in society for the promotion of Basque language at a local level*

**21. Imanol Larrea-Mendizabal (Soziolinguistika Klusterra)**

*The Aldahitz project and the “Eusle” methodology: changing language use from Spanish to Basque in the work environment*

**22. Yonatan Malament (Hebrew University)**

*Promotion and Revitalization of the Occitan language through immersion schooling – Parents' perspective: Ideological, social and neurodevelopmental factors*

**23. Eibhlín Mhic Aoidh (St Mary's University College Belfast)**

*Educational Outcomes of Irish-medium Pre-school Education in the north of Ireland*

**24. Amber Nota (University of Groningen)**

*Pitch peak delay in and out of focus: Is Frisian ‘conquering’ Dutch?*

**25. Liefke Reitsma (University of Groningen)**

*Bilingualism and contact-induced language change: exploring variation in the Frisian verbal complex*

**26. Atanasia Stoianova (Central Asia Education Programme, OSCE HCNM)**

*Multilingual education as a tool of integration: the cases of Kazakhstan and Kyrgyzstan*

**27. Lieke Verheijen (Radboud University & Tilburg University) & Roeland van Hout (Radboud University)**

*Multilingual Social Media Messages: Dutch-English Code-Mixing in Dutch Youths' Computer-Mediated Communication*

**28. Alastair Walker (Kiel University)**

*What do gravestones tell us about the history and sociolinguistics of North Frisian?*

**29. Karin van der Worp (University of the Basque Country)**

*Where minority, majority and foreign languages meet: multilingualism at the market in San Sebastian in the Basque Country*



## **Invited Speakers**

**Jasone Cenoz (University of the Basque Country, UPV/EHU)**

## **New directions for minority languages in times of multilingualism and globalization**

This presentation focuses on the challenges minority languages face in a multilingual globalized world. First, I will look at the survival of minority languages in the past in contexts that were quite isolated and different from the current contexts characterized by mobility and global interaction. In this presentation I will also look at the efforts made for the revitalization of minority languages with particular attention to the case of Basque since the 1980's. In the Basque Country, educational language policy has aimed at the protection and promotion of the minority language and nowadays Basque is the main language of instruction. This policy has had an important impact on the number of people who has become proficient in Basque in the last years but its impact on language use is more limited. In this presentation I explore new directions to promote the use of Basque and other languages in times of multilingualism and globalization. I will discuss the role of translanguaging and new policies that differ from previous strategies based on isolation and focus on multilingual speakers and their whole linguistic repertoire.

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**Jim Cummins (University of Toronto)**

## Pedagogical Landscapes in Bilingual and Immersion Programs: A Dialogue between Instructional Practice and Emerging Theory

Despite the emergence at a theoretical level in recent years of constructs such as ‘translanguaging’, monolingual instructional assumptions continue to dominate pedagogy in bilingual and immersion programs. Evidence-free monolingual instructional assumptions also characterize the education of multilingual students from immigrant backgrounds in many countries. Wallace Lambert articulated the rationale for this monolingual instructional principle, which has been foundational to pedagogy in Canadian French immersion programs: “No bilingual skills are required of the teacher, who plays the role of a monolingual in the target language ... and who never switches languages, reviews materials in the other language, or otherwise uses the child’s native language in teacher-pupil interactions. In immersion programs, therefore, bilingualism is developed through two separate monolingual instructional routes” (1984, p. 13).

In recent years the theoretical pendulum has swung to the opposite pole with researchers proposing not only a ‘multilingual turn’ but going to the extreme of claiming that languages don’t exist and therefore it is meaningless to talk about cross-lingual transfer between languages. García and Li Wei (2014), for example, argue that “translanguaging validates the fact that bilingual students’ language practices are not separated into an L1 and an L2, or into home language and school language, instead transcending both” (p. 69).

The presentation will highlight the problematic implications of both of these extreme positions for pedagogical practices in bilingual and immersion programs. Drawing on concrete instructional examples generated by teachers, a pedagogical framework will be proposed that promotes (a) critical language awareness and productive contact between languages, (b) strong literacy engagement including reading, writing, and other forms of cultural production (e.g., video creation). Within this framework, the overall instructional goal is to enable bilingual and multilingual students to use their languages for powerful (i.e., identity-affirming) purposes.

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**Daniel Cunliffe (University of South Wales)**

Can social media provide breathing spaces for minority languages?

Joshua Fishman stressed the need for minority language communities to provide breathing spaces where their language can be predominant and unharassed. Social media appear to be a permissive environment that offers minority language communities the opportunity to establish virtual breathing spaces. In practice, however, there are many challenges to the creation and maintenance of such breathing spaces.

From a starting point of digital vitality and digital ascent, we will consider the nature of permissibility and its relationship to capacity, opportunity and desire. We will explore the role of language policy, speakers' expectations and speakers' inhibitions in shaping permissibility. Finally, we will consider whether interventions in the form of network building, content aggregation, or linguistically exclusive platforms might be effective in creating breathing spaces for minority languages on social media.

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**John Edwards (St Francis Xavier University/Dalhousie University)**

## Language Claims and Language Rights

Discussions of multilingualism within and across settings – particularly where minority groups are involved – generally touch upon issues of ethics, justice and rights in the most cursory way (if, indeed, at all). More frequent is a rather glib invocation of ‘rights’, accompanied perhaps by a mention of some linguistics declaration or other. Arguments then proceed, apparently on the basis that the existence of, and the consequent force behind, language rights can be assumed as real. There is no doubt that language rights are important, as are the principles from which they emerge, but matters of such centrality, matters that underpin multilingual perceptions and procedures, cannot simply rest upon the view that their existence is obvious and therefore need not be investigated. To be more specific: a right that is *claimed* but is not enforceable is not a strong pillar for either social or linguistic action. So, this talk is built around the clarification of a simple point: claims are not the same thing as rights.

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**Durk Gorter (University of the Basque Country – IKERBASQUE)**

## Training teachers to translanguage: Changing teacher's beliefs on multilingualism

In recent years new ideas about multilingualism and translanguageing have been widely debated in applied linguistics and sociolinguistics. A growing number of studies have investigated translanguageing practices of students, only few studies have focused on teachers' beliefs, attitudes and ideologies.

In this presentation the key role of teachers in educational change related to multilingualism is discussed. A few years ago we found monolingual assumptions to be strong among teachers in the Basque Country and in Friesland. During a course of continuing professional development almost 200 teachers received training on multilingual approaches. Before, during and after the course data were collected on their beliefs about multilingualism and translanguageing. The outcomes reveal some changes in the teachers' beliefs. The complex relationship between professional development and teacher change is placed in a broader context of multilingual approaches to teaching.

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## **Yaron Matras (University of Manchester)**

### **Multilingual Manchester**

Drawing on a recent publication (Matras & Robertson 2017), I discuss the Multilingual Manchester research unit as an example of the way in which a university project can help raise awareness of language diversity and thereby help to facilitate access to services, raise confidence among disadvantaged groups, sensitise young people to the challenges of diversity, and remove barriers. The setting (Manchester, UK) is one in which globalisation and increased mobility have created a diverse civic community; where austerity measures in the wake of the financial crisis a decade ago continue to put pressure on public services affecting the most vulnerable population sectors; and where higher education shows growing emphasis on the economisation of research, commodification of teaching, and a need to demonstrate a 'return on investment' to clients and sponsors. Unexpectedly, perhaps, this environment creates favourable conditions for a model of participatory research that involves co-production with students and local stakeholders and seeks to shape public discourses around language diversity as a way of promoting values and strategies of inclusion.

### **Reference**

Matras, Y. & Robertson, A. 2017. Urban multilingualism and the civic university. A dynamic, non-linear model of participatory research. *Social Inclusion* 5:4, 5-13.

### **Background**

Yaron Matras is Professor of Linguistics at the School of Arts, Languages and Cultures at the University of Manchester. His areas of research specialisation are contact linguistics, minority languages, languages of the Middle East, and language documentation. He is the founder of the Multilingual Manchester research unit at the University of Manchester.

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**Itesh Sachdev (SOAS, University of London)**

## Vitality of Urban Multilingualism: Towards a social psychological model

*“Persons belonging to national or ethnic, religious and linguistic minorities...have the right to enjoy their own culture, to profess and practice their own religion, and to use their own language in private and in public, freely and without interference or any form of discrimination”*

Article 2:1, United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, 1992

Recent exponential increases in mobility, especially to urban centres, has helped focus attention on urban multilingualism. The *Vitality of Urban Multilingualism* (VUM), defined as the degree to which societal multilingualism and individual plurilingualism are able to thrive and flourish in an urban conglomeration, is introduced here and discussed under three main headings: demography, status and institutional support. Data on multilingualism in reports from the LUCIDE project ([www.urbanlanguages.eu](http://www.urbanlanguages.eu)) are overviewed with this framework. Interestingly, these data suggest that a more explicit intergroup analysis may be warranted given the “us” vs “them” perceptions concerning VUM obtained in some of the contexts.

### **Background**

Itesh Sachdev, born and raised in Kenya as a multilingual vegetarian, received his formal education in Kenya, UK & Canada. Following his doctorate in social psychology, his professional academic career has been at the University of London (UK) - at Birkbeck in Applied Linguistics and as Director of the SOAS-UCL Centre for Excellence in 'Languages of the Wider World'. He has also held the Fritz Karsen Chair at Humboldt University, Berlin (Germany), served as president of the International Association for Language and Social Psychology, and president of the British Association for Canadian Studies. He has conducted research in the social psychology of language and intergroup relations with members of various ethnolinguistic groups including those in/from Bolivia, Canada, France, Hong Kong, India, Japan, Taiwan, Thailand, Tunisia and the UK. His current research focuses on issues of urban multilingualism and multiculturalism.

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## **Special session on new developments in Frisian multilingual education**

**Mirjam Günther-van der Meij (Mercator / NHL Stenden), Joana Duarte (Mercator / Rug / NHL Stenden), Alex Riemersma (NHL Stenden / Provincie), Albert Walsweer (NHL Stenden), Nynke Anna Varkevisser (NHL Stenden / ECNO), Bernadet de Jager (Cedin), Gelske Bosch (Afûk)**

### **Multilingual Education 2.0 – from Frisian only to Multilingual Education**

The session will present the recent developments around multilingual education in the Province of Fryslân. It is set within the current context of regional minority languages, such as Frisian, growingly encountering migrant-induced language diversity. The typical insistence on the national languages as main languages of schooling (Kroon & Spotti, 2011) is based on the idea that immersion in each of the target languages triggers the best outcomes, thus leading to language separation pedagogies. A few decades ago, the Frisian trilingual schools also embraced the concept of immersion, in which the three languages (Dutch, Frisian and English) were separately used in instruction (Arocena & Gorter, 2013; Riemersma & de Vries, 2011). However, recent research has repeatedly shown the importance of connecting different languages to all kinds of subjects or projects within the school using all language resources, including the languages of the pupils (Cummins, 2008; Cenoz & Gorter, 2011; Wei, 2014; Bereiter, 2002a; Meier, 2016). Against this background, recent developments for multilingual education within the Province of Fryslân focusses on achieving:

- a) motivating teachers to develop multilingual practices with Frisian, Dutch, English and migrant languages;
- b) creating bridges between foreign languages in secondary education (German and French);
- c) valorising and including migrant languages in mainstream education;
- d) digitalisation of multilingual materials.

Multilingual education approaches are focused on instruction within mainstream education where groups of learners have a range of different language proficiencies, from monolingual to bilingual or multilingual (Tait & Gleeson, 2016). They come from a variety of educational and linguistic backgrounds and, for some of these learners, the language of instruction differs from their home language(s). The imperative to understand and accommodate the educational needs of these learners has impelled a stream of research on linguistically

inclusive pedagogy (Roth et al., 2012), most of which is aimed at raising proficiency in the language(s) of instruction. Less is however known about the concrete role minority and migrant languages can assume for the acquisition of knowledge in mainstream school contexts (Duarte, 2016). Current initiatives for multilingual education in Fryslân aims at addressing this gap. They are based on a model for multilingual education that places pedagogical practices along a continuum, oscillating between the acknowledgement of languages and their full use in education. Whereas in some of the initiatives, a translanguaging (García, 2009; García and Wei, 2014) approach is used to achieve less separation between the languages of instruction, in others language awareness (Young & Hélot, 2003) was implemented to acknowledge and explore migrant languages in relation to the languages of schooling.

In addition, there are initiatives in which teachers are motivated to develop multilingual practices. All recent developments in language education in Fryslân take digitalization into account. Wishes and experiences of teachers have played a major role in the development of Frisian digital education provision for primary and secondary education. Using adaptive games, students learn Frisian vocabulary, grammar and spelling words at their own level. The latest focus is on expanding these developments to other languages. An online learning platform for the natural sciences is currently being developed for 6 languages (Frisian, English, Dutch, Turkish, Arabic and Polish). All initiatives use the approach of Design Research (McKenney & Reeves, 2012; Bereiter, 2002b) achieve sustainable development in multilingual education in the schools.

In practical terms, in the first 40 minutes the current Frisian initiatives will be presented in a pecha-kucha format. These will then be commented by three international experts in the field of multilingualism in education: Jim Cummins, Jasone Cenoz and Durk Gorter.

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## **Speakers' abstracts**

**Julia Barnes (Mondragon University) & Margareta Almgren (University of the Basque Country)**

## Multilingual education from the trainee teacher's perspective

This paper focuses on how future teachers are made aware of the linguistic complexity they will encounter in classrooms in the Basque Autonomous Community (BAC) in Spain.

Currently, Spanish is the home language for the majority of children, whereas Basque can be considered L1 for around 22%. A reduced number of children are exposed to both languages from birth. However, independently of the home language, the overwhelming majority of parents choose Basque as language of instruction at pre-school and primary level (Eusko Jaurlaritza, 2017). Consequently trainee teachers from any specialism, Basque-Spanish bilinguals themselves, will need enhanced awareness of psycholinguistic and sociolinguistic requirements for educating Basque L1 children alongside Spanish L1 children in Basque immersion.

Additionally, English as a third language is introduced to an increasing number of children at school during infant education (0-6 years) and some children are also exposed to other languages in the home (Barnes, 2006). As a result, multilingual education is becoming the norm in the BAC (Cenoz, 2009).

In undergraduate training in education at Mondragon Unibertsitatea in the BAC, trainee teachers of infant education are involved in a multilingual small-scale data collection project to measure the linguistic development of children. To this effect, they are made familiar with tools for the measurement of language acquisition at early ages, such as the MacArthur-Bates CDI III (Ezeizabarrena et al., 2014), the Peabody Vocabulary test and narrative elicitation tools. Small teams of trainees visit the home of a 3 to 4-year old child in their locality, in order to measure each child's linguistic development, and then present their data and findings through the medium of English, their third language.

We show that trainee infant teachers can both draw on their own background and experience as multilinguals and apply the theoretical knowledge acquired throughout the module to interpret their findings on each child's development in relation to home and sociolinguistic background. Furthermore, trainees are encouraged to reflect on the variety of children's linguistic profiles across the area where Basque is present in education and relate this to their future professional and parental roles.

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## **Asier Basurto (Soziolinguistika Klusterra)**

“Jendaurrean erabili”: action-research focused on the public communication through a minority language (Basque)

Soziolinguistika Klusterra (the Basque Sociolinguistics Cluster) has been working on this project, in collaboration with researchers from the UPV-EHU (University of the Basque Country) since 2015, under the direction of Eduardo Apodaka (Professor of Sociology, UPV-EHU).

The project broadly follows the paradigm of action-research (Participatory Action-Research, Fals Borda and Brandao, 1986) and has focused its central activity on public communication in Basque in the workplace (companies, public institutions and associations). Through this project, we have begun to articulate a practice community whose central theme is the knowledge (theory) and practice around and for public communication in Basque. The aim is that the exchange of knowledge within said community helps these bodies to overcome the difficulties and challenges posed by public communication in a socially minority language such as Basque.

The objective of this paper is to summarise the main results produced by the project between 2015 and 2017. Over this time the first two phases of the project have been set in motion; on the one hand, the creation of the nucleus group in the practice community (9 organisations), and on the other, the first phase of expansion within said community.

The work carried out in the organisations in order to articulate this nucleus group has involved both training (for action) and the elaboration of a diagnostic test to reflect the reality of public communication in Basque. This diagnostic test has been developed through sessions of group training and reflection, and also through Narrative Productions (Balasch and Montenegro, 2003), drawn up with the help of strategically placed reporting agents within the organizations taking part in the project. Once the diagnosis of this first group was complete and consolidated, the expansion phase of the practice community was rolled out. In this phase, the main focus of our research centres on the (possible) elements which add value to the organizations functioning within the community, including the articulation and development of the same.

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## **Asier Basurto (Soziolinguistika Klusterra)**

### **Measuring the use of languages in the streets of the Basque Country**

Measurement of the Street Use of Languages is an extensive, long-term research project which was begun in 1989, and since 2001 has been carried out by the Sociolinguistics Cluster. The research project quantifies the presence of languages based on observation of informal conversations overheard in the street or public spaces. The 7th edition took place in 2016. The methodology used has been created in the Basque Country, and the experience gleaned over the seven editions has made it possible to consolidate and improve on the methods employed. Currently, the research constitutes a vital reference point for evaluating the social vitality of the Basque language.

The 7th edition of the Measurement project took samples in 144 municipalities, gathering information on 187,635 conversations and with the participation of 515,260 interlocutors. The measurement has been carried out in all the territories where Basque is spoken, including Spanish and French territories.

Results of the Measurement represent the evolution of the use of languages in the streets of the Basque Country. There is great variation in language use between the districts. The main languages in the streets of the Basque Country are Spanish and French. There is a slight general decrease in the mean use of the Basque language from 13.2 percent in 2011 to 12.6 percent in 2016. This decrease has taken place especially in areas with a higher concentration of Basque speakers, except in the North Basque Country situated in French territory. Nevertheless, in the regions with less concentration of speakers the use of Basque has remained stable or has even increased. The youngest age groups are the ones with a higher use of Basque, which is a highly positive feature for the future of the language. It has been confirmed that, in general, the percentage of women using Basque is higher than the percentage of men. Another trend that has been observed is that the presence of children is an extremely influential variable to the street-use of the Basque language. The use of languages other than Basque, French and Spanish has fallen over the last five years, giving the same levels as ten years ago.

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**Guillem Belmar, Nienke Eikens, Daniël de Jong, Willemijn Miedema & Sara Pinho  
(University of Groningen)**

Nativeness and identity: motivation and attitudes of *nije sprekkers fan it Frysk*

The field of new speakers has become quite a common area of research, especially concerning minority or lesser-used languages. The survival of these languages very often depends on non-speakers learning the language and adopting it as their own, or at least being able to understand it.

Much of this research has been done on Celtic languages (e.g. Hornsby 2015 on Breton; Nance et al 2016 on Scottish Gaelic; Ó hÍfearnáin 2015 on Manx; O'Rourke & Walsh 2015 on Irish; Robert 2009 on Welsh), Basque (e.g. Ortega et al 2015), Catalan (e.g. Pujolar & Puigdevall 2015), Galician (e.g. O'Rourke & Ramallo 2015) and Occitan (e.g. Costa 2015). However, little research has been done on new speakers of other languages, particularly of Frisian. Therefore, this research aims to fill this gap in the literature by studying the notion of nativeness and its interface with identity, motivation and attitudes in the Frisian context.

The definition of nativeness in a minority context is often controversial, and it may differ greatly depending on the language and the community researched. As seen in the case of Corsican (Jaffe 2015), for instance, there is not always a clear set of social uses of the language that can be labelled as authentic or native, even when most teaching methods measure success with reference to authentic native speakers. In such contexts, then, how can nativeness be essential for the sense of belonging to the community?

Both motivation and attitude have been found key for the existence of new speakers of minority languages. Negative attitudes towards the minority language often translate to a smaller number of new speakers/learners and a greater amount of difficulty to learn the language. Moreover, views on language interaction differ strongly between new speakers and native speakers, and the former tend to promote the language more actively than native speakers do in conversations among them (Wilson & O'Rourke 2015, p. 260-285).

As for motivation, we will analyze it as a two-part model based on the work developed by Lambert and Gardner in the late 1950s, as phrased by Robert (2009, p. 113): «Motivation is instrumental if the learning of a language is seen as a means of achieving personal gain such as increased opportunities for employment. Motivation is integrative if it follows from a wish to learn about the language group's culture, or to integrate within the group».

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## **Guillem Belmar Viernes (University of Groningen)**

### **Minority Languages on Social Media: Multilingual Practices and Digital Presence**

According to a 2013 survey (LTInnovate 2013), in 2012 digital content had doubled in only one year. The number of users of social networks is ever increasing, and in 2013 there were an estimate 174.2 million people using social networks in Western Europe. These numbers are probably much higher nowadays, and hint at how much of our everyday interaction takes place online. Social Networks like Twitter or Facebook are common tools of communication, especially among the youth, whose communication exchanges consist largely of Computer Mediated Communication (or CMC). The analysis of the language of CMC has become an important field of study in linguistics and sociolinguistics, and it is especially interesting the research of the use of minority languages for CMC. Some of the focus of recent studies in this field are language use and identity construction (Díaz 2011), bilingual practices (Reershemius 2017), language education (Reinhardt 2017), language socialization (Reinhardt & Thorne 2017), discourse analysis (Tagg & Seargeant 2015) and communication and language use (Tölke 2015).

As for digital presence, it is important to highlight its importance in contexts of language revitalization or language maintenance. It is also tightly linked to the digital readiness of a language and, on a more linguistic point of view, the neologisms needed to cope with an ever-evolving technology (Díaz 2011, p. 70). Digital presence is essential for many varied reasons, among which:

- It helps raise awareness of linguistic diversity among the wider public;
- It creates a positive image of the minority language, by associating it with modern life (Soria 2016, p. 15);
- It encourages people to use the language in different contexts (Tölke 2015);
- It narrows the digital language divide (Soria 2016, p. 16);
- It strengthens the connection between speakers and their language as well as their identity, which in turn helps boost confidence to use the language elsewhere.

Using online questionnaires (N=259) I surveyed the frequency with which the participants used their minority languages, the saliency of these languages in their virtual linguistic landscape, the reasons why some participants choose not to use their minority language and some general attitudes towards the use of minority languages on Social Media.

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**Jan Berenst, Maaike Pulles, Janke Singelsma (University of Applied Sciences NHL Stenden, Research Group *Discourse & Learning*)**

## Language use in multilingual Ljouwert: a domain analysis

In the Frisian capital Ljouwert, the use of the Frisian language is quite restricted, like in many cities in Fryslân. But in a few neighborhoods in this city, we find a lot of other languages, spoken by immigrants and refugees. To understand the details of the language use of multilingual children in school, we had to do some work first on the intersection of micro- and macro-sociolinguistics, because it turned out that there is very little knowledge which languages are spoken at home in these areas, let alone how heterogeneous the different speech communities are and what kind of variation is at stake.

In these multicultural and multilingual areas of Ljouwert we worked together with eight primary schools to bring the different home languages of the children into view, in a project called *Taal in Beeld* (Language put on the Screen). At first, the children together with their parents, collected beautiful aphorisms, proverbs or known poem lines from their home languages, which were well designed presented on posters. About 40 of these posters are selected to be presented on billboards in the neighborhoods in 2018. From these activities we know that there are among 30 languages spoken in all these multicultural areas in Ljouwert. The next step was to study the use of all the different languages by adults and by children. We developed a basic questionnaire for the children -based on earlier sociolinguistic research (e.g. Fishman 1972, Coulmas 2013) - that could be used in an inquiry project in the schools to get insight in the use of different languages in relevant domains. Children in the participating schools (from grade 3, 4, 5 and/or 6, that was up to the school) interviewed therefore their own family members and the individuals from two neighbor families. Each school got its own results that were analyzed and presented in class, and we sampled all the results to get a complete picture of the use of all the languages and the differences between the separate speech communities in the city.

So, in this paper we will present answers on the research questions a. What characterizes the domains that are prevalent for the use of the home language and in what kind of domains is Dutch used in multicultural areas in Ljouwert? b. What is the role of Frisian in these multicultural areas in relationship to Dutch? c. What are the differences in language use in terms of domains between the separate speech communities? d. What are the differences in language use between children and adults? Although not all the data are processed at this time, based on interview data with 120 children and 80 adults in 5 multicultural areas in Ljouwert we already find -among other things- a very complex language situation in these areas of the city, especially for the immigrant children who are using Dutch as their school language, have much loyalty to their home languages, but seem to orient themselves linguistically much more on big languages in the world than the children with Dutch or Frisian as their mother tongue. (At the time of the conference, we will have processed all our data and will present a more detailed analysis.)

We will discuss the implications of our finding for the policy in education, referring to recent discussions on the 'multilingual turn' in education (Meier 2017) and the concept of 'superdiversity' (Rampton, Blommaert, Arnaut & Spott 2015) in the frame of globalization as an irreversible process (Globalin & Duarte 2013; Ndhlovu 2017).

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## **Pier Bergsma (Council of the Frisian Movement)**

“It is mei sizzen net te dwaan”.

This Frisian proverb means: “Fine words butter no parsnips” or “Actions speak louder than words”. Minority languages will only survive with economic value and visibility in daily life. How can we strengthen a regional language like Frisian.

Frisian is the mother tongue of more than 300.000 inhabitants of Fryslân. It is the second official language of the Netherlands. Despite this position, Frisian is in difficulty. Linguists do not agree about the degree of deterioration, but anyone who listens to schoolchildren at primary school playgrounds is worried. Dutch is increasingly replacing Frysk.

Since 1980 Frysk is a compulsory subject in education. The provincial government spends a lot of money on education in the Frisian language for example on the about 100 *Trilingual Elementary Schools* (Dutch, Frisian and English). The financial investments are not really effective. Why would you like to read and write Frysk when you do not see the need to use it in your daily life? Frisian has a low status and hardly any economic value.

Hence, the *Ried fan de Fryske Beweging* tries to promote the use of the Frisian language and widen the support. The Ried is a non-profit organization and works mainly with volunteers. The Ried does that, among other things with a free digital newspaper *It Nijs* and offers a digital weekly to more than 7000 subscribers. Because the current magazine *Swingel* draws few readers, we are planning to start during the course of 2018 with a new Frisian two-monthly public magazine.

In his lecture, Pier Bergsma will argue and show that, in promoting regional languages, the speakers themselves must be involved as much as possible. We have some citizen initiatives in Fryslân such as *Sis Tsiis* (about Frisian Education) and *BMD-F* (Brede Maatskiplike Diskusje Frysk - social debate around the Frisian). Minority language promotion cannot exist without governmental and professional organizations, but also needs support of well-organized volunteers.

Bergsma was chair of *it Pedagogysk Wurkferbân fan de Fryske Akademy* and has been involved in language and language promotion for many years (including visiting schools and conferences in Austria, Italy, France, Switzerland, England, Northern Ireland and Canada ). He was invited to speak about good practice in language teaching in Scuol (Graubünden Switzerland ) two years ago and will also speak about the strengthening of regional languages in a multilingual environment on the LIEMC18 Conference in Dublin, Ireland (1-3 February 2018).

In 2018, Ljouwert, Leeuwarden, is Cultural Capital of Europe. One of the largest projects is *Lân fan Taal*: “Sure, Frysk is wonderful, but how unique are we as a bilingual province?” The Ried fan de Fryske Beweging is member of the FUEN (Federal Union of European Nationalities). This organisation started the *Minority Safe Pack initiative* “Minorities make Europe richer”. To those two issues will also be paid attention.

*Drs. Pier Bergsma studied Dutch language and Literature (RUG) with the minors English literature and sociolinguistics (especially concerning the Frisian language). He worked in education for many years in a bilingual situation. Since 2010 he is member of the board of the Council of the Frisian Movement. He publishes about language and is active in the promotion of Frisian.*

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## **Ingeborg Birnie (University of Aberdeen/University of Strathclyde)**

### **‘Gàidhlig ga bruidhinn an seo?’ – Code choice and language management initiatives in a bilingual Gaelic / English community**

The 2011 National Census recorded a total of 57,375 Gaelic speakers in Scotland, 1.1% of the overall population (National Record of Scotland, 2013). The information collected in the census estimates the number of individuals able to speak Gaelic but does not provide an indication of how frequently Gaelic is used, and in which sociolinguistic domains.

Low speaker densities would suggest that Gaelic has all but disappeared as a community language in Scotland, the exception being the Western Isles, the only local authority where a majority of the population, 52.2% (National Record of Scotland, 2013), can speak the language. Previous studies assessing the linguistic practices in the Western Isles (NicAoidh, 2006; Munro *et al*, 2011) have shown that language shift is continuing and that intergenerational transmission has all but ceased in the Western Isles. This has shifted the focus to sustain and support the language as a tool for communication to the institutionalised public domains, which have not been traditionally associated with the language.

This presentation discusses the findings of a multimodal study that explored the interplay of these language support initiatives and the linguistic practices of Gaelic speakers in Stornoway, the largest settlement in the Western Isles.

Data was collected *in situ* and in real time through linguistic soundscape surveys in ten public spaces, both with and without statutory language management initiatives, to assess how, when, by whom and for what purpose Gaelic was used and how these practices were influenced by organisational Gaelic language plans. This data was supplemented by language use diaries of bilingual Gaelic / English speakers living in Stornoway to evaluate individual linguistic practices and how these varied across the domains of communication.

The findings of this study indicate that although Gaelic was not used as extensively as might statistically be expected, the language is included in the linguistic soundscape in this community, especially in interactions involving participants over the age of 60 and in private domain interactions. Bilingual Gaelic / English speakers use Gaelic in circumstances where they do not actively have to (re-)negotiate the language as an unmarked code choice. This was especially the case in social networks and in closed domains such as places of work or education. Gaelic was used to a lesser extent in public domain interactions and only where members of staff had actively included Gaelic in the linguistic soundscape. This has important implications for the way language support management initiatives are implemented.

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## **Evelyn Bosma (Leiden University)**

### **Code-switching from Dutch to Frisian requires more cognitive control than vice versa**

For bilingual adults who use their two languages frequently, it is argued that higher degrees of language separation require higher degrees of cognitive control (Green & Abutalebi, 2013; Treffers-Daller, 2009). In this study, we investigated if the same holds true for Frisian-Dutch bilingual children. The Frisian-Dutch bilingual context is interesting because mixing of Dutch (the majority language) into Frisian (the minority language) is common, but mixing of Frisian into Dutch is not (Breuker, 2001). Therefore, Frisian-Dutch bilingual children need to maintain a higher degree of language separation when they speak Dutch than when they speak Frisian, predicting that switching from Dutch to Frisian is more strongly related to cognitive control than switching from Frisian to Dutch.

To test this hypothesis, we analyzed data from 120 5- and 6-year-old Frisian-Dutch bilingual children. Cognitive control was measured with a Flanker task and information about children's code-switching behavior was obtained through a parental questionnaire. Age, non-verbal IQ, SES, Frisian and Dutch language scores were included as control variables.

Multiple regression analyses showed that frequency of code-switching from Dutch to Frisian significantly predicted performance on the Flanker task,  $\beta = -.24$ ,  $p = .03$ , but that frequency of code-switching from Frisian to Dutch did not,  $\beta = .08$ ,  $p = .45$ . This suggests that code-switching in bilingual children involves similar control mechanisms as code-switching in bilingual adults and that switching from a majority to a minority language is more strongly related to cognitive control than switching from a minority to a majority language.

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## **William Cisilino (Regional Agency for Friulian language, Italy)**

### The “Growing up with more than one language” Project

"Cressi cun plui lenghis" ("Growing up with more than one language") is a language policy initiative promoted by ARLeF (The Regional agency for the Friulian language) along with the Hospitals of Friuli.

It is a work focusing on informing and raising awareness, fostering multilingualism and the use of Friulian and all the languages present in Friuli since the first months of life. It involves new parents with the help of various departments of the hospitals located in the territory. The project has involved various experts and resulted in the development of new information and promotional materials.

The main objective of the project is to fight the prejudice that speaking Friulian or other languages (for instance the languages of immigration) in addition to Italian to a child, would result in disadvantages in the study of Italian or other languages.

The "Cressi cun plui lenghis" project assists parents in the most important moment of their life, the birth of a child, to inform them that the added value of a multilingual education has a great impact on the cultural and cognitive growth of their children.

The initiative involves the Gynecology, Pediatrics and Prevention wards of several Hospitals of the Region. A training course was created for all the operators of the wards with leading experts at the European level on multilingualism, in order to transfer to the operators – who are in contact with parents and children on a daily basis – the most modern knowledge about language education in a diverse context.

Materials produced for the project:

- a briefcase with materials and gadgets designed to raise awareness among parents to undertake a process of bi- and multilingual education.
- a practical guide for parents, relatives, teachers and educators that delves into the issues related to bilingualism in children.
- a leaflet that tells the new parents in few lines the benefits of multilingualism by offering insights and reflections on the opportunities and the rules to follow in multilingual education. Also a competition is available, dedicated to children to receive a free copy of the Omenuts DVD, the "Little People" cartoon in Friulian.
- Bib: a nice gift for the newcomer. A gift for the "budding" bilingual. Car sticker: "Frut daûr", a cute sticker to be applied on the glass of the car to report "baby on board".
- A booklet illustrated by Altan with songs, tongue twisters, rhymes and tiritere, complete with a music CD.

- Pimpa par furlan, from the popular comic strip created by Altan, a Dvd with thirteen episodes of the animated adventures of the nice white red-dotted dog, her friend Armando and many other characters in this series.
- Omenuts, the popular cartoon known worldwide under the name of "Little People" (Mattel\_Fisher) translated into the Friulian language.
- A website was created for the project where, in addition to downloading the information on the "Crescere con più lingue" book, 30 mini-interviews were put on line with simple questions and short answers to understand the benefits of multilingualism.

### **Short curriculum vitae**

William Cisilino (Udine/Udin, 1974)

Graduated in Law at the University of Trieste, is the Director of the Regional Agency for the Friulian language. Cisilino is author of several scientific articles and monographs on the protection of minority languages and the language and culture of Friuli.

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## **Felix Etxeberria (University of the Basque Country)**

### **The Bright and Dark Sides of Multilingual Education in the Basque Country**

In order to respond to various sociocultural factors in the 80s, -family motivations, sociolinguistic zones, teacher training, as well as educational, political and other reasons -, bilingual education in the Basque Country was organised into three levels or models (A, B, D), going from a minimum use of the Basque language (A), to an instrumental use of it in learning through Basque (D). In model B, both Spanish and Basque are used as a vehicle of learning, about 50% in each.

In this text we show that, 35 years after this three-tier system was introduced, today we can state that the system has obtained important achievements with some negative aspects arising.

On the positive side, we can highlight: 1) the facilitating of the massive and conflictfree incorporation of families into the most intensive models (D+B now make up 95% of the overall intake); 2) The enabling of the progressive qualification in proficiency in the Basque language of the teaching staff; 3) The facilitating of the recovery of Basque for new generations of students; 4) The results of internal and external evaluations (PISA 2003-2012) showing that, besides learning the Basque language, the academic performance of pupils studying in Basque was a successful one, until PISA 2012.

As regards the negative aspects it is necessary to emphasise: 1) the progressive deterioration in the students' linguistic skills in Basque in the last few years, according to the 2013 and 2015 evaluations; 2) The decline in maths, reading and science students' performance in recent years, according to the last internal and external evaluations; 3) The stagnation of the school and socially use of Basque over the past 20 years; 4) A critical analysis of trilingual teaching (Basque-Spanish-English) in the Basque Country.

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**Tjeerd de Graaf (Fryske Akademy)**

## Endangered Languages and Traditional Knowledge in Siberia and the Russian Far East

During a stay in the Sakha Republic (Siberia), local linguists in Yakutsk told us about the history of the Yakut language. They mentioned the fact that the first written information on this language could be found in the book *Noord en Oost Tartarye* by the Dutch author Nicolaas Witsen, which first appeared in 1692. In this book Witsen gives many details on the peoples of Siberia, their languages and cultures, and he provides the first maps of this part of the world. For many of the Siberian languages, for example for Yakut, word lists are provided. The book is written in seventeenth century Dutch and it was difficult for colleagues in Russia to get access to the interesting material it contains. With a group of Russian and Dutch scholars we have prepared a Russian edition of this work, which has been published in 2010. The historical data of 26 minority languages and cultures mentioned in the book are now available. Soon a new book will be published on these languages and on their historical and present situation, such as for the Uralic languages Hanty, Mansi, Nenets and Enets.

In other joint Russian-Dutch research projects we reconstructed the material on historical sound carriers. From 2006 until 2013 we received grants from the Endangered Archives Programme of the British Library, which made it possible to re-record material from mainly private collections on historic sound carriers according to up-to date technology and to store them in safe places together with the related metadata. The results demonstrate the traditional knowledge of some Siberian peoples and their language. In our presentation we consider some examples of data in these archives, such as the historical sound recordings which in 1935 Wolfgang Steinitz made of the Hanty language and folklore.

The Foundation for Siberian Cultures, which was founded in 2010, has the aim to preserve the indigenous languages of the Russian Federation and the ecological knowledge expressed in them. During fieldwork expeditions to Sakhalin, Kamchatka, Northern Yakutia and Central Siberia processes of language shift and language death have been studied for some minority peoples of Russia, in particular for the Nivkh of Sakhalin, the Itelmen and Koryak of Kamchatka, the Yukagir of Sakha and the Siberian Mennonites. The results of modern field work and the reconstructed data from sound archives will provide important information for the preparation of language descriptions, grammars, dictionaries and edited collections of oral and written literature. These can also be used to develop teaching methods, in particular for the younger members of certain ethnic groups who do not have sufficient knowledge of their native language. Some of the results will be illustrated during the conference.

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**Mirjam Günther-van der Meij & Edwin Klinkenberg (Fryske Akademy)**

## Improving L3 English speaking performance of early Frisian-Dutch and later Dutch-Frisian bilinguals through trilingual Frisian-Dutch-English education

In this study, early Frisian-Dutch bilingual and later Dutch-Frisian bilingual pupils from regular Frisian-Dutch and trilingual Frisian-Dutch-English primary schools were compared on their L3 English speaking performance. In total 42 pupils were tested twice in a follow-up study: in 5<sup>th</sup> and 6<sup>th</sup> grade. They were administered a picture story task and a questionnaire concerning background information. Two hypotheses were formulated. Firstly it was hypothesised that pupils from trilingual schools would outperform pupils from regular schools. Secondly, it was hypothesised that early bilingual pupils would outperform later bilingual pupils on English speaking performance. The results confirmed the first hypothesis: the 5<sup>th</sup> grade trilingual pupils outperformed the 6<sup>th</sup> grade pupils from regular schools on all measurements. However, the second hypothesis was not confirmed. On the contrary: early bilingual pupils obtained lower scores on the English speaking tasks than their later bilingual peers. Interestingly, results showed that 5<sup>th</sup> grade trilingual pupils outperformed 6<sup>th</sup> grade pupils from regular schools on all measurements. Nevertheless, a clear trend showed that early bilingual pupils from regular schools have a higher growth perspective: they start at a lower level but seem to progress faster compared to later bilinguals. Still, the later bilingual pupils of trilingual schools seem to profit the most, because they have the highest scores and have the highest growth perspectives. The results clearly indicate that it is advantageous to attend trilingual schools because these schools lift up the English speaking performance of both early and later bilinguals.

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## Translanguaging in the classroom: just do it!

Multilingual learning and multilingual teaching positively affect the increase of *language-specific* performance, as well as of *language-independent* cognitive and socioemotional strength. These views are more and more accepted nowadays thanks to research results, but also thanks to room for sheer common sense: since the Latin schools in the medieval era, education involves multiple language learning, and since early 20th century, pedagogical theories place *the child's interests* at the heart of the schooling process, and not the teacher's interests, nor the educational boards' or the ministries of education's interests.

In the past decades, up to this date, government-led centralised standards doubtlessly have resulted in raising quality and quantity of education. The focus on the acquisition of the national language, added by a few pre-established foreign languages, have made solid constructs of the school curricula. The standards have been elaborately and rigidly formulated into a small number of levels, from basic to excellent.

In this top-down educational system, however, there is no room for personal choices, there is no room for one's own languages, there is hardly any room for differentiation. Internet, economic globalisation and human migrations, like in all branches of society, are now pulling at the school gates to get full access. Indeed, keeping home languages or whatever other language out of the classroom has to stop, it must become a policy of the past: multilingual teaching is *social justice*, and what is more, multilingual learners are the dynamics of the present and future world. Let's face it, let's do it, NOW!

As linguists and educationalists we have to support the teachers in dealing with this job. Mostly all teachers' reactions can be summarized by: we are not against it, but HOW can we do this? HOW can we manage all these unknown languages in the classroom, and at the same time fulfil our tasks to teach them the curricula subjects? Three conditions underlie using translanguaging:

1. Structure your lessons according to principles of *inquiry-based learning* or *cyclic explorative didactics*: ask, identify, search, collect, compare, analyse, conclude and present; and then again, ask and identify, and so on. Translanguaging begins with the curiosity of the learner and of the teacher!
2. Share your role as teacher with multiple actors and sources: pupils, parents, friends or neighbours, pupils in other classes, colleagues in the school, the internet, books and materials in other languages. Translanguaging begins with eliminating your traditional course book!
3. Do linguistics, develop your linguistic knowledge: read books, follow courses, search the internet, share cases with your colleagues in order to be aware of phonology, morphology, syntax, semantics and pragmatics. Translanguaging begins with knowing at least a tiny bit of the LEGO blocks of language!

On the basis of field work in regular Dutch classrooms on the one hand, and in special classes for migrant children and newly arrived ones on the other, we will unfold these conditions, and offer you a large number of examples. With the audience we'll translanguage.

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**Nanna Hilton (University of Groningen)**

## A Citizen Science Approach to Sampling Multilingualism: Stimmen fan Fryslân

A great deal of linguistic theory has been tested out on communities that are monolingual. It is often argued that further theory development, especially in sociolinguistics, depends on insights from other contexts, including lesser-used, contested, varieties in multilingual settings (Meyerhoff & Nagy 2008). However, the lack of usable recordings of speech data presents scholars wanting to do research on lesser-used varieties with obvious challenges. One way to tackle the problem of missing speech data is to engage the community in conducting research, i.e. through a citizen science project. Citizen science is used as an umbrella term for projects in which the public takes part as data collectors, data processors, analysts, educators or, even, formulators of research questions and hypotheses (cf. Bonney, Phillips, Ballard & Enck 2016). This paper presents a tool for citizen science in multilingual communities: “Stimmen”, and shows results from the first three months of the project.

A number of language documentation efforts using smartphone technology have come on the market in recent years (e.g. Bird et al. 2014), relying on the public as collectors of speech recordings and translations, yet these have not gained widespread popularity. At the same time, ventures employing language games and dialect quizzes in smartphone applications have been widely successful for widely spoken languages such as German and English (Leemann et al. 2016).

This talk presents the citizen science project ‘Stimmen fan Fryslân’ (Voices of Fryslân) that was launched in September 2017. The project combines the approaches of documentation and game apps for languages in a smart phone application, particularly directed at multilingual users of minority languages in the Netherlands. The users can do their own data collection, but also post their questions and concerns about language to their own community in an open-to-all language map.

The experiences from the “Stimmen” project show that citizen science in a multilingual language community can do much more than increase our knowledge of the language systems as such. The active participation of the general public gives us an

increased understanding of the role that language plays for regional and national identity formation, and allows for formulation of new research questions in direct communication with the contested speakers themselves. This paper discusses the overall project findings of the Stimmen project, as well as showing some telling examples of the importance of engaging the public in documentation and research efforts of minority languages.

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## **Rudi Janssens (BRIO)**

### **The evolution of linguistic diversity and the challenges of social cohesion in Brussels: a bottom-up approach**

Brussels is a city characterized by a long history of language conflict between the French and Dutch speaking community. The political system is the result of the pacification of the traditional language conflict situation and is based on the institutionalization of the language cleavage and the equal status of both official languages, regardless of the number of speakers. This policy enables the implementation of a language policy without national minorities and resulted in a particular model of bilingualism where the citizens are supposed to be a member of one of these two communities. The Brussels translation of identity politics offers both communities segmental autonomy and the responsibility over their own educational system, cultural policy and all issues related to their own (imagined) community.

This political model reflects the linguistic situation before 1960 where the attachment to one of the traditional language groups seemed obvious. Since then, Brussels became a city of migration. Nowadays, more than half the population has an immigrant background. The changing composition of the population clearly has an impact on the linguistic situation that shifted from the dominant use of French to a growing multilingualism including the use of English as a third unofficial national language. This 'new' language conflict situation also has an impact on the language policy that is based on the inclusion of newcomers into one of the traditional language communities. Since there is no mandatory integration policy, Brussels offers an ideal laboratory situation to study the effects of language use in a changing urban environment and the way politics deals with different aspects of a changing social and political context.

Where most research on Brussels is focusing on language policy, this paper deals with the bottom-up effects of multilingualism. Based on a series of language surveys, it describes the evolution of multilingualism and its effect on the communication in daily life, it looks at the changing 'story' behind the most prominent languages and its speakers, and analyses the impact of multilingualism on both traditional language communities and the services they offer, mainly in the context of education and language learning. Finally the link between multilingualism and the integration policy discourse is highlighted.

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## Folkert de Jong (NHL Stenden University of Applied Sciences)

### International students' language use registered through a tailor-made app

In non-English speaking countries in North-Western Europe approximately 10 per cent of the bachelor programmes is taught through the medium of English, which is for nearly the entire student population not their native language. However, little research has been carried out on the effects of English as a Medium of Instruction (EMI) on students' academic performance or on language proficiency.

Traditional techniques for recording use of language in multilingual settings are keeping diaries or filling out questionnaires. These have in common that respondents report their language behaviour in retrospect. These delayed responses inflict accuracy and make the reports less reliable. In order to overcome this deficit, an app called LAURA (Language Use Registrations App) was developed.

Students' exposure to and use of English in academic and non-academic contexts was measured with LAURA which enabled participants to register language use real-time on their smart phone. 22 students in the Netherlands and 18 students in Qatar reacted during a period of four weeks 40 times to questions about exposure to and use of English in real time. The three questions were: Have you been using English last 30 minutes? Who did you have contact with last 30 minutes? What was your location last 30 minutes? Each question had four answer options which could easily be ticked on the students' phone.

Using the app LAURA gave interesting results in the sense of a high response rate and quality of the data. The data show a correlation between moment of measurement and actual use of language. Moreover, a comparison of the data between Leeuwarden and Qatar show similarities and differences in the use of English inside and outside the class room.

The results give an adequate picture of students' exposure to and use of English in academic and non-academic contexts.

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## **Lysbeth Jongbloed-Faber (Fryske Akademy)**

### *Friezen om utens* and their use of Frisian in online and offline contexts

Social media have drastically changed our communication habits and enable people to communicate with each other, irrespective of place and time. Social media can have both a positive and negative effect on the use of minority/immigrant languages: while power asymmetry (of languages) might force people to communicate in a majority language, social media also offer infinite opportunities to migrants to stay connected with their homeland and communicate in their first language.

Dutch migrants are known to rapidly assimilate to their new culture, which often results in high levels of language shift (Clyne & Pauwels, 2013). In Australia, first and second generation Dutch migrants even show the highest degree of language shift (Extra, 2011). Among Frisian migrants (i.e. Dutch migrants from the Fryslân province) the same patterns have been observed (Gorter, 2002).

Research in the Fryslân province has shown that through social media, the minority language Frisian has experienced a staggering growth in writing (Jongbloed-Faber et al., 2016). The question is whether or not social media have also triggered a more frequent use of Frisian by *Friezen om utens*, Frisians living outside the language territory (i.e. the rest of the Netherlands and abroad), and if so, if social media have the power to slow down the rapid language shift found in earlier research.

To answer the research questions, a survey has been set out among Frisians living outside Fryslân, semi-structured interviews have been held, and actual language practices on social media have been analysed. The outcomes of the research in 2017 will be compared to studies by Jansma & Jelsma (1996) and Gorter (2002).

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## **Reitze Jonkman (NHL Stenden University of Applied Sciences)**

### **The construction of an adaptive Frisia test; a tool for measurement and standardization of Frisian**

The construction of the Frisiatest is an explorative study into the development of a valid and reliable tool for a quick measurement of linguistic knowledge of Frisian. It is connected to the question of the measurability of outcomes related to education in the Frisian language in primary and secondary schools. The first part of this instrument (Jonkman 2012-2013), which was administered to pupils from different grades and school levels between 9 and 15 years old, resulting in a test with 60 multiple choice questions appropriately forming a strong statistical scale (Alpha = 0,9). The items which relate to the language skills of pupils in Frisian, such as vocabulary, grammar (morphology/syntax) and idiom, are linked to levels of the Common European Framework of Reference (CEFR, Council of Europe 2011) A1 up to B1. The second part of the instrument (Jonkman 2015-2016) was administered to students with Frisian as an exam subject from the higher secondary school levels between 16 and 18 years old and language teachers up to professionals of the Frisian language institutes like the Fryske Akademy resulting in a test with 32 multiple choice questions appropriately forming a strong statistical scale (Alpha = 0,8). The items are linked to levels of the Common European Framework of Reference (Council of Europe 2011) B2 up to C2. The linguistic items of both parts are the main output for an adaptive version of the final Frisia test.

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## **Imanol Larrea-Mendizabal (Soziolinguistika Klusterra)**

### **Language activation in society for the promotion of Basque language at a local level**

It is very important to increase the use of the Basque language in the process of reversing the language shift in the Basque Country. In fact, the main objective of the language policies applied by the public administration and the activities carried out by social agents, is to strengthen the social presence of Basque in everyday life. Most of these activities happen at a local level, alongside the citizens. For this reason, towns and villages are crucial in the promotion of the Basque language as the collaboration between social movements and the public administration activates the population in favour of the minoritized language.

This project has two objectives. Firstly, the aim is to detect the factors that catalyze the population in the promotion and usage of the lesser-used language. Secondly, our goal is to find a way to work on those factors at a local level, with the collaboration of the public administration and social agents.

In the first phase of the project we have systematized five successful experiences and identified the main common factors that have led to this success, based on interviews with the principal agents in each case. Some of the cases are related to promoting the language; however, there were also experiences related to the cultural promotion, the promotion of gender equality and local development. Accordingly, in the second phase of the project some field interventions have been implemented, working directly in two towns with the language activists and the local and regional governors in order to find a way to work on the factors detected.

Most of the detected factors are related to the quality of the process, since they have a good theoretical grounding, with a very active and cohesive catalyst team, and they have created open, horizontal structures in a participatory framework. There are also factors related to the quality of the human relations between participants through the use of humour and caring for personal relationships. The close collaboration between the social agents and the public administration was crucial in all the analyzed cases.

Through direct interventions at local level, we have enabled the analysis of the factors by social agents. As a consequence, some important enhancements have been achieved in the processes of language activation in society.

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## **Imanol Larrea-Mendizabal (Soziolinguistika Klusterra)**

### **The Aldahitz project and the “Eusle” methodology: changing language use from Spanish to Basque in the work environment**

The Aldahitz project aims to analyze the processes of changing linguistic habits, from Spanish into Basque. The project started in 2009 and we have developed it since then at Sociolinguistics Cluster under the direction of Professor Pello Jauregi (UPV-EHU).

The first step was the research done in the family domain (2009). There, we analyzed cases of couples that had changed the language they used in their everyday life from Spanish to Basque. The second step of this short research-line was carried out in the workplace (2011). Cases of workers that had changed their every-day language while communicating with their colleagues were analyzed in a qualitative way, trying to identify the common features or the keys of these processes of change.

Based on the conclusions of the 2011 study (available here only in Basque), we have developed a methodology called “Eusle” within Aldahitz project. The aim of this methodology is to facilitate or incite this kind of changing processes in a work environment. The methodology was applied in thirteen different organizations between 2013 and 2016, and there was an increase in the use of Basque among groups of workmates in every case.

In this paper we will show the principal features of the “Eusle” methodology as well as the results of this investigation. We have published the results in two volumes, in 2015 ([click here](#)) and 2017 ([click here](#)), which are currently available only in Basque.

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## **Yonatan Malament (Hebrew University)**

### **Promotion and Revitalization of the Occitan language through immersion schooling – Parents' perspective: Ideological, social and neurodevelopmental factors**

The Occitan language is Romance language spoken mostly in the south of France. Unlike other minority languages, it had a prolific history as written language, but since the 18<sup>th</sup> century it has been in precipitous decline, and today has lost almost completely all intergenerational transmission. Beginning in the 70s, promoters of the language had established an Occitan only immersion schooling system called "Calandreta". These schools do not teach the language as a subject, rather they use Occitan as the medium of communication. Calandreta schools are becoming more popular in recent years, attracting also many parents without any traditional Occitan background.

My research looks at the parents' motivations to send their children to the Calandreta schools and not to the default French speaking schools. I differentiate between categories of motivations, and try to evaluate which are more important in making this choice.

The research method is quantitative analysis. I am sending around 80 questionnaires, with the help of the main governing body of Calandretas, to randomly selected parents at 3 different schools.

The questionnaire establishes to what extent each parent/household has a cultural/linguistic background with Occitan. Then I try to establish the degree of importance of each category of motivation for the choice of the Occitan immersion school for their child.

The categories are analyzed from brochures and promotion materials that the schools send to parents.

The six categories are:

1. Ideological - motivation to preserve and promote the Occitan language and culture.
2. Pedagogical - belief in the unique teaching methods in Calandreta.
3. Social - how desirable are the Calandretas with the parents' social environment.
4. Practical - reasons such as price/distance of the school from home.
5. Language-benefit - believing the knowing Occitan will help the child in the future in workplace/community.
6. Neurodevelopmental - the belief raising a child bilingual makes him smarter in IQ and in general language acquisition than non-bilinguals.

Because the Occitan ideological movement is quite small, it is my hypothesis that the ideological reasons will be generally low as a motivation in contrast to other categories such as Neurodevelopmental, Pedagogical and Social.

I also predict that parents with strong personal background in Occitan culture will have stronger ideological motivations than parents without such background.

My research does not go into details of differentiating the parents and schools by specific dialect of Occitan, socioeconomic background, type of community (rural/urban).

This research can help explain the growth of the Calandreta in recent years, especially with parents without Occitan background. Its implications might be relevant to other minority language immersion schools (such as Breton, Welsh, etc.)

These implications can help those who wish to promote and revitalization the language to make a better policy to recruit parents to their schools, especially those with weak cultural background.

### **About myself**

I have BA in history from the Tel-Aviv University, MA in European Studies from the Hebrew University in Jerusalem (with an exchange period at the University of Vienna). I am now in the process of application for a PhD program in sociolinguistics at the Tel-Aviv University, under prof. Elana Shohamy, the chair of the language education program.

This research is my MA thesis research, written under the supervision of Prof. Aldina Quintana Rodríguez of the Hebrew University.

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## **Eibhlín Mhic Aoidh (St Mary's University College Belfast)**

### **Educational Outcomes of Irish-medium Pre-school Education in the north of Ireland**

Irish-medium immersion education in the north of Ireland is a small but growing sector which has extended to all levels from early years pre-nursery to further and higher education for those over eighteen years old. The Irish-medium (IM) pre-school sector is considered the foundation stone on which further sectoral developments at primary and post-primary level are initiated (Mhic Mhathúna, 2011). This paper reports on research commissioned by the Department of Education in Northern Ireland in 2015 on the educational outcomes of IM Pre-school settings. The research was undertaken by RSM Mc ClureWatters (Consulting) (McClureWatters *et al.*, *in press*) and the author of this paper was project manager and lead author. The research explored which core components lead to optimum readiness for transition to IM primary school and the extent to which these components are present in IM pre-schools in the statutory and voluntary sector in the north of Ireland. This included an examination of the learning outcomes, set or expected, for IM pre-schools, the criteria used to establish outcomes and how they were assessed. The research methods were qualitative including a desk based legislative and policy analysis, a literature review and semi-structured interviews with school staff and strategic stakeholders. Findings indicate that IM pre-school practice is different from monolingual English-medium practice in a number of significant ways including the immersion pedagogies employed to develop pupils' understanding and expression. The findings indicate that curricular guidance, assessment practices, transition arrangements and frameworks for evaluating quality in IM settings should all reflect the nature of immersion pre-school IM education experienced by pupils.

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**Amber Nota (University of Groningen)**

### Pitch peak delay in and out of focus: Is Frisian 'conquering' Dutch?

Hardly any research has been conducted on prosody in multilingual settings, and we have but little research on intonation in Frisian and Dutch. This contribution aims to remedy this by comparing intonational pitch variations and pitch peak alignment in declarative and imperative sentences, as part of a larger study of the Frisian-Dutch contact situation. Previous research on Dutch suggests pitch peak alignment is not delayed in Dutch, but might be delayed in Frisian (Peters, Hansen & Gussenhoven, 2014). Forty bilingual Frisian-Dutch native speakers performed a sentence reading task in Frisian and Dutch, an additional 20 local monolingual Dutch speakers performed it in Dutch. They were distributed equally across gender, age (16-25 and 40-50), and dialect (Wâld- and Klaiifrysk) groups. Pitch measurements were conducted according to the Melodic Analysis of Speech method (Font-Rotchés & Cantero, 2009) and adapted MAS+ method (Nota, Haug Hilton & Coler, 2016), allowing for fine-grained phonetic analysis. Results show clear delays in pitch peak realisations, both in and outside focus productions, in both sentence constructions. The discovery of delayed peaks in Dutch spoken in Fryslân points towards an influence of the minority language on the majority language. This study contributes to the underdeveloped field of prosodic research in multilingualism, and specifically in the Frisian-Dutch contact situation. It further provides insight into the development of these two closely interacting, related, languages.

## **Liefke Reitsma (University of Groningen)**

### **Bilingualism and contact-induced language change: exploring variation in the Frisian verbal complex**

The developments in the Frisian verbal complex over the last decades have received a substantial amount of attention in linguistic studies, e.g. De Haan (1992, 1996), Ytsma (1995), Koeneman & Postma (2006), Versloot & Hoekstra (2016). Being a grammatical (syntactic) phenomenon, the verbal complex is a pre-eminent candidate to study structural language change in a situation of language contact (bilingualism). Most of the studies mentioned above, however, investigate linguistic variation in the Frisian verbal complex without considering social variables. Also, many of them are directed exclusively towards clusters of two verbs or towards one type of three-verb cluster (either participial or infinitival verb clusters).

In this study clusters consisting of two verbs as well as clusters consisting of three verbs have been investigated, and also different types of clusters. These linguistic data were gathered by means of an acceptability judgment task and a verb cluster elicitation task. In addition, a sociolinguistic questionnaire was administered in order to obtain data on the use and proficiency in Frisian, as well as some social characteristics of the subjects (age, sex, and level of education inter alia).

The linguistic variation encountered was considerable. By means of the `clmm` function (for cumulative link models) in the R-package `ordinal` (Christensen 2015, R Core Team 2015) the effects of social as well as linguistic variables on the variation in the Frisian verbal complex were analyzed, both in apparent time (comparing three different age groups) as well as real time (comparing a group of 12-14 year-olds in 2004 to a similar group in 2016). Only two factors gave significant results across all cluster types and lengths. Another interesting result concerns the direction of the developments: it seems that the Frisian verbal complex becomes more similar to the verbal complex in surrounding dialects, rather than that of Standard Dutch.

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**Atanasia Stoianova (Central Asia Education Programme, OSCE HCNM)**

**Multilingual education as a tool of integration: the cases of Kazakhstan and Kyrgyzstan**

The issue of language is a key issue in education in almost all societies. While it is of outmost importance to promote the development of state language capacities among the entire population of a country for a better integration of linguistically diverse society, it's nevertheless equally important to preserve the mother tongue among the national minority communities to preserve their identity and to safeguard their linguistic rights.

The HCNM has been promoting mother tongue based multi-lingual education in Central Asia and other OSCE States during the last twenty years. Being involved in the HCNM education programmes and initiatives in Central Asian countries, particularly in Kazakhstan and Kyrgyzstan, for the last ten years, A. Stoianova will bring up two cases of mother tongue-based multilingual education and reveal the impact of the HCNM involvement. A number of conclusions will be formulated based on the countries' best practices and existing challenges.

In both Kazakhstan and Kyrgyzstan there is an articulated demand at the local level, as well as a clear trend at policy level to promote MLE. The provisions and objectives for formation of a multilingual citizen, regardless of ethnic or linguistic affiliation are a part of the country strategies and educational legal framework.

Along with reviewing the content of education, the ongoing education reforms in Kazakhstan and Kyrgyzstan provide for the transition to MLE in schools with instruction in the state and Russian languages, as well as schools where instruction is provided in the languages of national minorities.

Mother-tongue based bilingual and multilingual programmes, applied in minority pilot schools in Kazakhstan and Kyrgyzstan, have been supported by community representatives, parents and teachers, who are an active part in this process. They questioned the models of "full" or "absolute immersion", believing that they are just a transition to teaching in another language and do not consider mother tongue and minority culture.

Additive (enriching) bilingual and multilingual language education programmes, in which the state and native languages are used as languages of instruction, have proved to be the most preferable since they:

- allow the acquisition of the state language at the level necessary for the socialization of the individual within the given country;
- retain teaching their native language as well as using it as the language of instruction throughout the course of schooling, which contributes to preservation of the cultural identity of minority students;

- create opportunities for mastering foreign languages, thus increasing the access to information, opportunities for professional development and self-realization of minority schools' graduates.

This approach, on the one hand, allows satisfying the basic rights of citizens to preserve their identity, on the other hand, creates the opportunity for the formation of a multiple identity of the individual. The better acquisition of the state language and access to regional and world languages in the programmes of MLE contributes to the expansion of the boundaries of personal identification, social mobility, reduction of risks of discrimination and integration of society.

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**Lieke Verheijen (Radboud University & Tilburg University) & Roeland van Hout (Radboud University)**

## Multilingual Social Media Messages: Dutch-English Code-Mixing in Dutch Youths' Computer-Mediated Communication

English loanwords are quite common in Dutch, especially in advertising, commercials, and business communication, but also in everyday speech (Zenner, Speelman, & Geeraerts 2015), showing the increasing status and impact of English and reflecting the rapidly increasing number of Dutch speakers who have English as their second language. In this particular bilingual setting, English elements have become a salient aspect of communicative practices in Dutch youth language. Linguistic borrowing is often preceded by code-mixing (or code-switching), i.e. alternating between two or more languages within a single conversation or context. The present study aimed to explore Dutch youths' code-mixing in their written computer-mediated communication (CMC), specifically to what extent and how they code-mix with English in their online messages. We quantitatively and qualitatively analysed a large-scale corpus of Dutch written CMC. The corpus consisted of messages by youths of different genders (male, female) and age groups (adolescents, young adults), and composed via different social media (SMS text messaging, Twitter, MSN chat, WhatsApp). It contained 8619 switches to English. Previous research (e.g. De Decker & Vandekerckhove 2012, Verheijen 2016) inspired us to examine the switches for various language-internal factors, namely their length, number, lexical category, integration, semantic field, intentionality, and frequency, as well as for the language-external factors of gender, age, and CMC mode. Though the youths revealed a certain level of creativity in their code-mixing via memes, puns, and graphemic and morphological integration, the English elements they used were mostly conversational words and fixed phrases such as greetings, affective language, swear words, and expressions. The results imply that Dutch youths mainly use English as part of their 'teenage talk': to boost their expressivity and distinguish themselves from older speakers. Zenner et al. (2015) qualified the relationship between Dutch and English as a weak contact situation, but recent developments in the Netherlands with respect to bilingual primary and secondary education ask for a redefinition of the relationship between Dutch and English in the near future. We will argue that our data lead to a better understanding of recent multilingual practices in the Netherlands.

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**Alastair Walker (Kiel University)**

What do gravestones tell us about the history and sociolinguistics of North Frisian?

Although multilingualism is a distinctive feature of North Frisia, this is only partly reflected in gravestones found there. In general there was a form of diglossia with gravestones in Latin, Low German and later principally in High German but not in Frisian. This changed with the advent of the “Renaissance of European regional and minority languages” in the 1970's and since then a number of gravestones have been engraved in Frisian. There were, however, exceptions in the period before this with for example a gravestone on Langeness dating back to the end of the 19th century, or a trilingual gravestone (High German and two Frisian dialects) on Amrum from the early 20th century. The questions arising here is why there were such gravestones at such an early date, contradicting the principle of diglossia noted earlier, when it is thought that the first church service in Frisian did not take place until 1924. The second question refers to the orthography used as orthographical norms had not yet been generally established. A third aspect is the changing linguistic landscape as a result of the aforementioned “Renaissance”. Latter-day gravestones can be bilingual, i.e. the core in High German but with a Frisian phrase added, or monolingual Frisian whereby place names may still be written in German.

As gravestones have not yet been investigated in North Frisia with respect to the history or sociolinguistics of North Frisian, I shall attempt an inventory and provisional classification of Frisian gravestones, discussing points of interest.

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## **Karin van der Worp (University of the Basque Country)**

### **Where minority, majority and foreign languages meet: multilingualism at the market in San Sebastian in the Basque Country**

In the Basque Autonomous Community (BAC), located in the north of Spain, two official languages coexist: the majority language Spanish and the minority language Basque. Over the last decades a strong policy has been developed to support and strengthen the use of Basque at all levels of society: in education, public administration, and also in public and private companies (Basque Government, 1999). Apart from the use of Basque and Spanish, due to internationalization, immigration and tourism, recently also foreign languages have gained a more important role in society (Van der Worp et al., 2017).

The present research aims to shed light on the encounter between minority, majority and foreign languages. The research is located in San Sebastian, the capital of Gipuzkoa, one of the three provinces of the BAC. It investigates the multilingual situation of one of the best known markets in this city: the San Martin market, a market that attracts both local and foreign visitors. By means of this research we want to find out more about this new linguistic environment that is no longer bilingual but has turned multilingual.

For gathering the data, a mixed methodology is used. Observations are done, to determine the extent to which the different languages are used at the market. Interviews with clients and staff are carried out to find out more about their beliefs and habits regarding language use at the market. Also the linguistic landscape of the market is measured by taking pictures of all the visible linguistic signs. In total, the data consist of over 1000 observed conversations, 200 street-interviews with clients, 40 interviews with the staff and 1000 pictures.

Altogether, the data provide an in-depth view of the complex reality of the global multilingual situation at this market.

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