



Proceedings of the LEARNMe Closing Conference

**EVERYDAY MULTILINGUALISM, SUSTAINABLE
LINGUISTIC DIVERSITY AND MULTI-N-ENGAGEMENT**



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A product of the LEARNMe project

(Language and Education Addressed through Research and Networking by Mercator)

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Introduction

The closing conference of the Mercator LEARNMe project on Everyday Multilingualism, Sustainable Linguistic Diversity and MultiN-engagement: Minority Language Research, Educational Practice and Policy. Revisiting Methodology, Learning and Established Concepts took place on 18-19 September, 2015 in Budapest, Hungary.

The EU funded Mercator European Network, which has been actively connecting multilingual communities, experts and research centres across Europe since 1987 – considers it its primary responsibility to draw public attention to the social, economic and cultural significance of minority, regional and lesser used languages by enhancing the dialogue between communities using these languages and EU policy-makers and stakeholders.

The main goal of the EU-funded Mercator project, LEARNMe (2012-2015) and of the conference was to revisit European language diversity – which is in the process of radical transformation – with a completely unique, bottom-up approach: by profoundly engaging the affected communities themselves in this process, in order to that policies and decisions can be made in response to the real and actual needs of these communities.

The organising partner of the closing conference was the Research Centre for Multilingualism (RCM) of the Research Institute for Linguistics of the Hungarian Academy of Sciences, alongside four other international partners, played a major role in the above-mentioned project: thanks to its presence, the social issues specific to the Central-Eastern European region – particularly, discourses affecting highly disadvantaged groups, such as the Roma and the Deaf community came to the focus of the widest possible audience of experts and policy-makers.

According to the goals of the organizers both in its content and its methodological approaches, the conference aimed to create a multidisciplinary platform for researchers, policy-makers, educators as well as media practitioners and experts which deals with the issues concerning the present and the future of minority communities and their languages in a framework with efficient permeability between the above-mentioned disciplines and from a completely new perspective: the representatives of the individual disciplines came to think together with the affected communities by being “tuned” to their position, interests and knowledge, in mutual engagement while learning with and from each other. In this framework it seemed indispensable to rethink the concepts, theories and practices of multilingualism as well as approaches to linguistic diversity in Europe and to evaluate the progress and future needs in the area of protection and promotion of smaller or lesser used spoken and signed languages, the role of mother tongues and the development of new multilingual skills at local and regional levels.

Hence, the two-day conference provided an excellent opportunity for real-life dialogues between researchers, civil sector representatives and politicians at national, regional and EU level and the members of minority communities from Hungary, Central-Eastern Europe and the EU to meet and enter into a dialogue while focussing on the legal, language policy and media aspects of linguistic diversity along the lines of education, learning and access to knowledge in the broadest possible sense. By all this, the event aimed to convey the message that the linguistic diversity of Europe can only be sustained for long term, if new perspectives and forms of knowledge and competence exchange are involved, and if in addition to political, legal, academic and educational experts, also the new roles of the affected communities as well as the best practices of grassroots movements are drawn into it.

Besides the plenary and section presentations, roundtable discussions, workshops and other interactive programmes, the event was also host of numerous video demonstrations. The Research Centre for Multilingualism, the main organizer of the conference, as active stakeholder of the process of multimodality, created virtual web

platforms where participants could get acquainted with best practices and also could upload new practices. Besides the organizer partner provided a conference pendrive for each participant with the various best practices, a collection linguistic landscapes and other conference materials. The participants could get actively involved in interactivity and mutual engagement with the help of the Get Engaged video interviews produced during the conference and the poster exhibition displayed on the interactive video wall. These multi-engagement activities provided multidimensional feature for the conference making it possible for all target groups of the conference to get engaged. More details are provided in the following chapters of the Conference Proceedings.

Dr. habil. Csilla Bartha, Ph.D.

President of the Scientific and Organizing Committee

*Head of the Research Centre for Multilingualism of the Research Institute for Linguistics of
the Hungarian Academy of Sciences*

Structure of the Conference Proceedings

These Proceedings include the discussions, presentations and workshops of the closing conference. It includes the opening speeches of the conference (Ch.1), the written version of the round table discussion of the LEARNMe White Paper (Ch. 2), the summary of selected lectures of the conference (Ch. 3), the short description of the workshops (Ch. 4), a brief added value of the conference from our LEARNMe partners (Ch. 5), the programme of the conference (App. 1.), and an overview on the contents of the conference pendrive distributed to participants (App. 2.)



Chapter 1. Opening Speeches

István Kenesei - Director of the Research Institute for Linguistics of the Hungarian Academy of Sciences

Commissioner Navracsics, President Lovász, Ladies and Gentlemen, it is a great pleasure to begin and open this conference, this closing conference, this conference on minority language research, educational practice and policy. These introductory words are in two languages so that you could set your headset to your language of preference since the language of the opening session will be Hungarian.

We linguists believe that language makes us human. Language is omnipresent, but language is individual. And it is language that has made us capable of achieving all the results of the past thousands of years. Yet it must be everybody's own language that he acquires, that he learns at school, through which he acquires knowledge, and this puts minority languages in a special light. This is why this conference is so important to us and to this society.

With these words I'd like to request Commissioner Navracsics to address the conference, but before that, let me say some words on his career path. Mr Navracsics earned his PhD in Political Sciences. He taught first at the University of Economics, then at Eötvös Lóránd University as a lecturer, later as associate professor. He has numerous PhD graduates. In 1998, he received a government position. From 2006, he was a whip of the Hungarian Civic Alliance, Fidesz in the Hungarian Parliament. Between 2010 and 2014, he served as Minister of Administration and Justice in the newly elected government. For a short period, in 2014, he served as Minister of Foreign Affairs and Trade. Since November 2014, he has been European Commissioner for Education, Culture, Youth and Sport. Mr Navracsics, please, welcome the conference!

Tibor Navracsics - European Commissioner for Education, Culture, Youth and Sport

Thank you, Mr President, Ladies and Gentlemen! Although, it might be an expectation of a Commissioner to speak in English or French to mark his independence from the member state mandating him, I would now like to take advantage of the generosity of the organisers and use my mother tongue, Hungarian, here, as we are now opening a conference on multilingualism. Moreover, unity in diversity is one of the fundamental principles of the European Union, which is expressed most beautifully by multilingualism.

I am indeed the Commissioner for Education, Culture, Youth and Sport, and I must add - sadly - that the term „multilingualism” has disappeared from my title. Multilingualism used to be an independent portfolio in the Commission, but unfortunately, from cycle to cycle, it has received less and less weight, at least at an organisational level. It represents a severe problem for us, and in recent weeks and months, we have often talked about the intolerable situation that in my Department there is a unit with only two and a half people in charge of multilingualism. Two and a half people to work with one of the most important values, most important issues- and considering the future- one of the most important challenges of the European Union.

Multilingualism is one of the most important values, because unity in diversity involves multilingualism. Also the ambition of European integration that we can form a real union, a real community, and this is only possible, if no-one, no community feels discriminated against in any way, not in even their language use. However, this raises several problems. In the discussion before the conference, we briefly talked about the differences between the official languages of the European Union. Within this, there is an informal difference regarding working languages, but also strong efforts are made in the European Parliament, in the Committee of Regions and also in other institutions to involve the minority and regional languages in the official linguistic blood circulation of the EU. The most ambitious advocates wish that these languages should become official languages, while their more modest

counterparts would be content if these languages could play a part on the so-called grand stage of the EU through special programmes. And we have not yet talked about the most recent developments, which thanks to Mr Ádám Kósa, is becoming a research area here in Hungary as well as the means of communication guaranteed by the Constitution, which is sign language that represents a new direction even within multilingualism in an unconventional, novel linguistic framework.

And regarding the challenges of the future, it does not need any special reasoning now, if I remind of all of you of the current refugee crisis in Europe and its possible future implications and its impact on social sciences, social scientific research, intercultural research and multilingualism research. Multilingualism is therefore an area that can fundamentally define the further development of European integration not only within my Department, within my portfolio but at a European level, in European politics in the era to come, as multilingualism does not only open us up but also makes us fit to live in peace with our neighbouring communities, and perhaps that is the most important virtue that we now need in Europe.

This is why it was an honour for the European Commission to support the LEARNMe project of the Mercator Network with 325 thousand Euros and now to participate in the closing event of this research project. A closing event, however, if hopefully no „funeral” but only a closure of a phase and the opening of a new phase, meaning that these research efforts must be carried on. They must continue not only in the member states of the European Union in general, but as a Hungarian, let me add, research and education in the field of multilingualism must continue here in Hungary in a more concentrated and more institutional manner. And I honestly hope, that multilingualism will appear in PhD programmes sooner or later also in Hungary in the form of a doctoral school focussing on multilingualism.

I received the guidelines concerning the future in the form of the White Paper right before the opening the conference. I would like to thank the authors for it. I only had time to scan the recommendations listed in the back, and I thought the least I could

do was to respond to these briefly: the Committee of Ministers is open to discuss these recommendations and as much as possible, to support them too.

You are also aware of the fact that multilingualism is not only a linguistic issue, but also an issue of culture, cultural heritage and a very sensitive political issue too. Thus, whenever we talk about multilingualism, we, policy makers, must also take the political context into account. And if a policy-maker works at a European level, as I do, the internal affairs of all member states must be taken into consideration.

Hence, when I offer cooperation and express my confidence in future ventures, then I also am asking you to consider that our possibilities differ from country to country. There are countries which show an excellent example regarding the ideal and implementation of multilingualism, while others must greatly improve in this regard. And it seems, it is not the question of economic power.

I am now opening this conference, this closing conference, by wishing you all the best with your work and by ensuring you that the Commission will definitely make steps forward in the field of multilingualism, which - one could say - is not too difficult. Not only the staff must be made stronger and more numerous, but also our partnership must be strengthened and made more frequent. Thank you for your attention!

István Kenesei (introducing László Lovász)

Thank you very much, Mr Navracsics, for your encouraging words. And now I would like invite President Lovász to give his opening address. Even in his teenage years, László Lovász received gold medals at three successive International Mathematical Olympiads, then graduated in Mathematics from Eötvös Lóránd University in Budapest. But if I read the dates correctly, even before his graduation, he received his PhD. At the age of 30, he was already a professor, and after a short period in Szeged, he returned to Budapest. He was a guest professor at Vanderbilt University, then a regular professor at Yale and Princeton. Mr Lovász was also a

collaborative member of the Microsoft Research Center until 2006. He has been awarded the prestigious Wolf Prize but was a member of the Royal Swedish Academy of Sciences (2007). If I am informed correctly, he took his present position as the President of the Hungarian Academy of Sciences upon the repeated request of its members and was elected President in 2014. He is still active in teaching, and even today, after this opening ceremony, he will give his lectures at the university. President Lovász, please, give your opening address.

László Lovász -President of the Hungarian Academy of Sciences

"I have never been angry with your people – they have given us our most lovely words, words without which I'd be unhappy. I am a poet, a lover of words, crazy about them. You gave us words like gyöngy (pearl), tükör (mirror) and koporsó (coffin)."

Dear conference participants, dear fellow researchers, dear guests, I quoted the above-mentioned thoughts from Dezső Kosztolányi, one of the most distinguished figures of the 20th century Hungarian literature. The hero of his novel, Kornél Esti, addresses a Turkish girl on the train, who speaks English, German, French and Italian to thank her for the 330 Turkish words in Hungarian, or as he put it „loan of words”.

Dezső Kosztolányi experienced that the possible fate of foreign terms was to become integrated in our mother tongue and become part of our culture; instead of a Tower of Babel, they were to enhance poetic harmony. Words are however rarely used by others than poets to create poetic harmony. Most of us simply express our thought with them. We strive to understand each other as well as possible. And I believe, we all feel that we are far from being able to express ourselves well with the residents of other countries, immigrants or people of other native languages who have lived in Hungary for a longer period of time.

Being able to express ourselves is already quite a lot, but language means far more than this. Language acquired at an early age fundamentally defines our identity but can also influence our idea of those who live next to us but speak another native language. The world around us cannot be described by the „one language – one nation” principle. The fates of national minorities, for instance, clearly demonstrate how much a centralised monolingual policy can embitter the lives of small bilingual communities. Minority languages are also endangered in other ways, however. Today’s universal lingua franca, the „Latin” of the 21st century is English that cannot be ignored and must be learned. English is the language of science, diplomacy, the press, economy, technology, tourism and many other fields.

Education, science and technology play a major role in helping the speakers of smaller languages not to be threatened by the imminent shadow of widely spoken languages but to perceive them as tools to understand the world better. And I believe that they have to play an even more important part in this process.

Dear attendees! What can be the duty of science in a Europe that declares multilingualism a value? Experts say that the assessment of the situation of the various languages of the continent is the first and foremost task. The communities using minority languages should be involved in this work as partners. The research findings should then be published and alongside recommendations, ought to be submitted to the policy-makers who determine the legal frameworks, language and education policies.

If this process is implemented, we have already done a lot for minority languages to prevent their decline and the oppression by widely spoken languages. Science in itself is a significant force but is not able to solve all problems. Education and science must therefore walk hand in hand to protect multilingualism that ensures cultural wealth and diversity and to scientifically dispel misconceptions concerning harmful implications of bi- and multilingualism.

Science can provide education with the appropriate tools. This is the reason why the Hungarian Academy of Sciences announced a call last year, which was dedicated to the scientific foundation and reform of the pedagogical methodology of formal education supporting interdisciplinary research projects that were based on novel or Hungarian methodological traditions. Within the framework of this call, besides 14 other research groups, also the Research Centre for Multilingualism of the Research Institute of Linguistics was awarded a funding for 12 month to devise a methodological proposal with a novel pedagogical attitude. As this call served to prepare a larger-scale tender, I really hope that we will also receive a very high standard proposal from the Research Institute for Linguistics in the near future.

In their venture, the theoretical and methodological foundation of the high standard teaching of the first and second languages will be drawn up by the researchers, teachers and users of Hungarian and other languages. This way, the research of linguistic diversity becomes the tool of equal opportunities.

The economic, social and cultural significance of linguistic diversity is vast. The present conference contributes to the implementation of the Barcelona targets - having a command of the mother tongue plus two other languages - so that it becomes a reality that strengthens the competitiveness and enriches the culture of Europe. Thank you for your kind attention! I wish you fruitful and useful discussions!

Cor van der Meer - Coordinating manager of the LEARNMe project

Thanks a lot, Mr. István Kenesei. As István said, I'm Cor van der Meer, I'm the project coordinator of the LEARNMe project in the Mercator Network. The Mercator Network has been in existence for more than 25 years. It was founded on the initiative of the European Commission in 1987. Starting with 3 institutes: CIEMEN in Barcelona, Catalonia, Mercator Media in Aberystwyth, Wales, Mercator Education Center in Leeuwerden, Friesland. In 2008, two new members were welcome, the University of Stockholm and the Research Institute for Linguistics here in Budapest.

The Network aims to do research, exchange information, experiences and new practices in the field of multilingualism and linguistic diversity. The starting point lies in the area of regional and minority languages in Europe. Yet immigrant languages, small state languages and sign languages are also topic of studies. As an academic Network, it complements and works together with all the networks for multilingualism and small languages, such as the NPLD and FUEN. Through the years Mercator has done many projects and good cooperation with the European Commission and later on with the Agency with good results.

Today we are at the final conference of the LEARNme project. This project aims to study, to contribute and to increase the understanding of linguistic diversity. Three position papers have already been published, and the final version of the White Paper will be discussed in the next session. Your presentations and comments will also have an impact on this White Paper. So I would like to encourage you to give your input and to share your thoughts with us. Last but not least, I would like to thank our partners at the Research Institute for Linguistics here in Budapest for the organisation of this conference. We all know, it's not an easy job. I wish you a very fruitful conference. Thank you.

Ádám Kósa - Member of the European Parliament

Thank you for the opportunity! I am going to use Hungarian Sign Language. Although, the organisers of this closing conference have asked me to give an opening speech, I will also take advantage of the opportunity to present the importance of Hungarian or other sign languages to the Deaf people and the Deaf community within the framework of bi- or multilingualism . By using sign language, the members of the Deaf community can use their primary language and can function in their daily lives that way.

First, I would like to be polite and thank you for the invitation. Commissioner Navracsics referred to me as the single person to have helped to regulate and settle the legal status of Hungarian Sign Language, but of course, this is not true: the help

of a lot of different people was necessary for it in the language policy, legal and political arenas. It is therefore the result of the joint efforts of many people, but the Deaf community was also needed. Before I move on to the actual essence of this speech, let me introduce the Hungarian Deaf community and add that the features I will list are also characteristic of the Deaf communities of other countries: they have the same problems and the same starting position. I would like to point out to the international researchers present that the Deaf communities in their countries may be struggling with the same issues.

The point is that the Deaf community is heterogeneous, contains many different people. The family members of the Deaf are also affected, as the way to communicate with their Deaf relatives is Hungarian Sign Language. In other countries, it is the sign language of the country of residence. The question is whether using this language is permitted or not. It took 20 years of ardent struggle to have sign language officially recognised. In Hungary, this struggle was successful, as Hungarian Sign Language became recognised in 2009. This is when the Parliament adopted the Act on Sign Language and Sign Language Use, which also includes education. And this is when multilingualism comes into play. The future, the right path for the Deaf is to become bilingual. The integration into society has bilingualism in its core, so the language of the mainstream society must be appropriately acquired, which means the official language of the country of residence. In the past fifty years, the Deaf were not allowed to use sign language in education, practically in any country. Educators insisted on teaching them to speak. Consequently, the Deaf were could not become socially integrated, as the necessary knowledge and skills could not be acquired by them. This is why we fought for the project that could prepare for bilingual education in Hungary. Besides this, another crucial measure was taken: the international UN Convention on Rights of People with Disabilities was issued. The title of this convention includes the term “disabled”, which evokes an ambiguous feeling in us, Deaf. First, it refers to reduced hearing skills, an impairment, as we do not have the capability to hear, which is a physical fact, but our first language is not the majority language, but a minority one. We therefore consider ourselves disabled

and a linguistic minority at the same time. Disability is a topic that is rejected by many Deaf people, although it is a fact – this is why we use sign language. But what makes us really disabled? It is not our factual condition, society makes us disabled. Because if society ensures multilingualism, an unrestricted access to my own primary language, I will stop being disabled. To back this up, I will now mention some data, stressing that there are similar data all over the world. In Hungary, the proportion of the Deaf in higher education is 4.7%, which is almost the same as the data for the mentally disabled. The employment rate is also very low, which is rooted in education and the wrong language policy. This is what we are trying to change now. We are trying to fill the legal framework with content. The UN Convention, which I mentioned earlier, refers to sign language in several instances: within the field of communication but also under equal accessibility and education. It points out every time that sign language use must be ensured for the members of the Deaf community. The 2009 Act on Hungarian Sign Language is based on this Convention. One of its most important sections refers to access to sign language interpretation – as you can now also see: there are many interpreters present today as well – as they provide Deaf individual with barrier-free communication. Another crucial section of this Act refers to education: from 2017, bilingual Deaf education will be implemented, which will mean that Deaf children will have access to Hungarian Sign Language, as their primary language and through that, they will acquire the majority language of Hungary, Hungarian spoken language. There are excellent models in the world. As far as I know, the Swedish model will be presented during this conference. In Sweden, bilingual education has been practiced for a long time, and they have proven that it can bring about very positive changes within the Deaf community.

I would also like to add that there have been errors due to inappropriate cooperation. One of these is the heterogeneous and unclear use of certain terminology. In Hungary, there is still no clear understanding of what bilingual education really means. There is no accurate mapping of the drawbacks, benefits and exact stage of development of Hungarian Sign Language. This is what is happening now. Csilla Bartha, some other experts and I had been lobbying for this for a long time. By now,

at last, the foundation for the mapping of the situation of Hungarian Sign Language has been completed.



Chapter 2. White Paper Round Table Discussion

Participants were the manager-level staff members of the LEARNMe project, and two of the project's three 'fixed experts', Eithne O'Connell and Jeroen Darquennes.

Jarmo Lainio – University of Stockholm

Lainio presented an overview of the *LEARNMe White Paper on Linguistic Diversity*. This version was still a draft. After the closing conference some new considerations and the added value of the final conference will be included as well. The finalised version will be presented in December. The main goal of the White Paper is simple, but challenging: to find out what Linguistic Diversity is. The WP summarizes the topics of the 3 LEARNMe Workshops: 'Media and research', 'Education', and 'Language policy and legislation'. The WP will be available on the LEARNMe website like all the Position Papers of the earlier workshops.

Lainio explained that unfortunately, EU policy is more focused on state languages and foreign languages and not minority languages. There is a gap between them. The interests in research results from the side of politics is decreasing in different countries, and on the EU level as well. Despite this, the political context is still crucial for the future of multilingualism.

Cor van der Meer – Mercator Research Centre / Fryske Akademy

Van der Meer claimed that the drafted WP is a good document, but it will be even better when finalised. It should be disseminated to the right places (such as national, regional decision-makers). He mentioned that the outcomes of the report are not only relevant to the field of regional and minority languages but also to the extended fields of state languages, immigrant and sign languages. It can thus be used in a much wider area.

Lainio replied that the daily work of the Mercator Network has wider perspectives than one would think. For example: migrant education includes the same challenges as education in regional and minority languages.

F. Xavier Vila – CUSC, Universitat de Barcelona

Vila emphasized that social needs should be addressed when we are discussing Linguistic Diversity. The White Paper deals with many aspects of LD: media, education and policy. When we address LD, our research must be multidisciplinary, we should not adhere to a specific paradigm and we should use complementary approaches towards LD. He also suggested that we must define clearly the terms we are dealing with. We do not want to use LD as a synonym of ‘multilingualism’, and don’t want to apply it only to national/state languages. On the other hand, LD is not equal to Linguistic variation either. It should be a term concerning regional, minority and lesser used languages. He also claimed that we will never be able to produce language policies or laws if we consider all the accents and varieties within languages.

Vila also claimed that concerning education, an individualistic approach would be to recognize the right of all children to have education through their first language. The education system should then have the obligation to teach them through and about their language. There are plenty of consequences of such an individualistic approach, as it erases the collective dimensions of linguistic diversity. He added that we all know that speakers of majority languages tend to be reluctant to learn other languages, because they are very happy with their monolingualism and the only way to make majority speakers learn a minority language is to give the minority language a significant place in their schooling.

Lainio expanded on the challenge to test if our terminology is working or not. This happened, for example, to the concept of ‘diglossia’. It was developed through a dialogue between researchers and others. Another challenge is that there are concepts and terms which are used differently by researchers and other people. So

these notions have different meanings, depending on the context in which they are used. He added that it may sound idealistic to provide all children with mother tongue education, but it is included in the European Charter for Regional and Minority Languages, and in the global view on the rights of the child. It is clear that in practice it is very difficult. Every context is different, but we have to support that the education system should consult with parents about mother tongue education. He admits that considerations and recommendations like these may be protested against by politicians (or others) from an economic or political perspective.

Elin H. G. Jones – *Mercator Media / University of Aberystwyth*

Elin Haf Jones mentioned that in the original LEARNMe project proposal one of the main challenges was to explore the meanings of Linguistic Diversity: to explore the context in which it was developed, and in which it operates. Obviously, terminology is a fundamental part of this work. The project is not intended to make a clear-cut definition that solves this terminological problem. The goal is to make steps towards a working tool, towards a multilingual and multicontextual analysis of the concept.

She added that while we are using English, we tend to forget that terminology and concepts always exist in a specific context. For example, using a term which is acceptable in English could become problematic when using it in other (sometimes source) languages. This is the case with *normalization* which was used as a working concept in the Catalan context, and was appropriate for the Basque Country and for Galicia. However if other languages loan this term via English, and not directly from its source language and context it becomes highly problematic. She noted that it is important that in order to develop a notion or concept it is necessary to identify where it is applied (i.e. its context). This relates closely to the way the LEARNMe project operated. All project partners are living in places where Linguistic Diversity is a reality of our lives everywhere, but sometimes people choose not to see it. But the Mercator partners choose to see, and to work with it. We believe in engaged research projects, that work with with participants, citizens, communities. It is contextualized research and it is fundamental for the bottom-up approach we adhere to.

The Network is not a closed group of people sitting around this table and the White Paper is not a finished document that simply needs to be presented to the audience, with the participants, stakeholders. They need to create it with us. The term 'bottom-up' also needs to be refined. To what extent can a method be considered 'top-down' or 'bottom-up', especially when they are combined? In short, the project's findings are very much work that will be developed further and not just in term of its content but in terms of its trajectory as well: the question where the *White Paper* will go is as important as its contents.

Csilla Bartha – *Research Institute for Linguistics / HAS*

Bartha added that the Budapest partners' general comment could be symbolized by the conference, the parallel sessions and the themes themselves on the issue of linguistic diversity. All covered topics were very important to be involved in the agenda. The Hungarian team wrote a sixteen-page commentary on the previous version of the *White Paper*. They have learned from earlier partnerships and research that the focus should be on multilingual, cultural, social repertoire as a starting point, the empirically proved demands of stakeholders. It is crucial to analyze the role of the elements of this repertoire, in terms of analytical concepts like: global-local; bottom-up-top-down; methodology; mutual-joint participatory research, peripheral-central concerning its scope. These are the main keywords. These are false dichotomies but they are realities. To rethink these conflicted terms: multilingualism and linguistic diversity; we have to do so in a frame that they are social-political constructions embedded ideologically, historically, politically. The main message of the White Paper should be how to go back, how to shift the focus to the everyday, actual, real multilingualism and diversity.

Another important term according to Bartha should be *modality*. There are different modalities in this conference: spoken and sign modalities. Not only the Deaf communities are to be interested in this aspect but the Roma and other non-standard languages including Charter languages too (which have protection under the ECRML but are not standardized – so they do have the legal framework available).

They may use the same language as the state languages, but the *genres*, the *discourse* modes, the *modalities* are completely different compared to what is provided by the school, by the Charter, by the language policy.. She thinks we should constantly reflect on these levels, scopes, and our methodologies, and focusing always on the users' realities.

Lainio noted that we come to know more and more about what is happening on-site. The LEARNMe project's challenge is how to combine the top level with the aspects and experience of the field. This problem has not yet been solved.

Eithne O'Connell – *Dublin City University*

O'Connell in her contribution noted that in some ways the constantly changing nature of LD and multilingualism may be explained by the metaphor of tectonic plates and earthquakes. They appear to be very calm, but are in constant movement. In fact they are shifting all the time and sometimes with seismic consequences. In one way the latter aspect could be a metaphor of the refugee crisis. It requires flexibility and creativity to deal with these issues. It is never stable but it looks stable for a while. The research we do has to be flexible and insightful in the same time to adjust to the movement of the tectonic plates. It is contradictory that we have to constantly define our terms, but our definitions have to be complex and flexible enough to adjust to individual cases and new insights.

She addressed the importance of translation on Linguistic Diversity. She said that we sometimes come obsessed with language as a pure, individual object, but the contact between languages is somehow under controlled. We have to consider dialects when we are talking about languages, especially minority languages and the tension they have with the standard form. Different types of users have to be considered, like speakers as opposed to writers, readers.

She added that the *White Paper* establishes a real link between minority and minoritized languages. In a European context even major languages (German,

French) are minoritized because of English. Major language users can learn a lot from what the cases of minority languages. So it is clear that minority languages are more relevant in this obvious way than in the past. Furthermore, translation policy and planning should be included in language planning and policy. Audiovisual translation (dubbing, subtitling, etc.) is more important than the traditional translation (books, newspaper, etc.). Different language pairs have different problems (minority-minority; minority-majority, minority-English, majority-English). We have to be aware of the threats of the translation as well as the benefits.

Jones added an example to what O'Connell said: it could be highly beneficial if minorities work together to develop new insight for example on literacy problems. What happens in the deaf community – with technology in a much more advanced stage of using non-literacy-based modalities – could perhaps benefit a lot of other types of minority languages by providing deeper insights into the practices that are taking place now in technology.

Jeroen Darquennes – University of Namur

Darquenne started by going back to 2004. It was the year of a major extension of the EU, so Linguistic Diversity and multilingualism were high on the political agenda. The European Commission even had a commissioner who dealt with these issues in around 2007-2008. State, minority and other languages and even translation were hot topics in in these days. These days the European agenda has been changed. Linguistic diversity and multilingualism is less prominently present in the political discourse. The same goes to minority and other languages as well. So all non-state languages are not in focus. Linguistic diversity is still discussed at the level of the Commission and at the Council of Europe of course. In CoE they more focus on plurilingualism while in the EU they prefer multilingualism. There are many definition on multilingualism and linguistic diversity. Most of these concepts are open-ended semantically. The actual content depends on changing from context to context, from the types of language users and the medium you use.

Darquenne agreed with Vila on the idea that researchers have the task to reduce the complexity of these concepts. It seems that the focus on the most individual level of language use has come to be very prominent in recent years. When you focus on the lowest level of language use – the individual level – you find an immense amount of diversity and language variation. There are some questions rising then: should this type of variation and the way it functions can really be translated into policy? Or is it more a sort of diversity that regulates itself? In other words: does it not need to be regulated from above, as it is there and functions? Should we focus on the collective dimension of multilingualism and perhaps incorporate the diversity that we encounter in the individual level in the sort of awareness raising activities?

He also reflected on the issue certain concepts are context-dependent. We know from the 1970s that there is something called ecology of language, which means that when you approach a community or when you approach a concept then you should try to describe them within their certain context. You should contextualize: take the history and the geographical and political factors into account because they have an influence on how languages are used in certain settings. The EU, from a policy point of view, is characterized by multi-governance. The question is however what kind of direct influence does the EU have to a daily life of a minority because everything is filtered through their respective states? This is the famous concept of subsidiarity. We have to find a way of getting a general idea that is present at the European level to having it accepted at the lowest level as well. We also have to face with pragmatic problems in multilingualism and plurilingualism: for example, who is going to pay for it? If you want to have linguistic diversity in the City of Brussels recognized and to take into account languages used by the peoples than you will end up with perhaps 100-120 languages that are present in the primary school. Then you will need people to teach and use these languages with the pupils. That is why the collective dimension is also important. If you want to take into account every individual in this globalized world where the borders are more flexible than they used to be, than you should not forget that there is a level in between the macro and the micro level as well. We should note the term *strategic essentialism*, which means a

researcher should use a language and notions that can be understood in a political level, for politicians and decision makers.

Peter Zalán Romanek (from the audience, not part of the Round Table)

“I would like to add something to this topic and try to be very short. I have noted down a lot of things. I try to be brief. I would like to draw the attention to the fact that while the EU recognizes the notion of multilingualism, it usually includes major state languages only in practice. There could be several examples mentioned but the point is most minority, sign, or lesser-used languages are neglected and multilingual services are rarely provided in between minority languages. For example in Germany there are 3 thousand Turkish Deaf and their social integration is provided via German Sign Language based education. Another example could be that I wanted to start Finnish sign language and there is no material for foreign deaf learners for this purpose. All these examples show that if we are rethinking or reframing the notion of multilingualism then we should include the relation between minority language to another minority language and not just only between minority-majority languages pairs. Thank you.”

Chapter 3. Summary of selected lectures

Josu Amezaga – Public sphere building against minority language normalisation? Some thoughts in light of Basque and other European language televisions.

Television broadcasters in minority languages are frequently the only television channels specifically targeting the whole population of the territory in which that language survives. This means that they can be seen not only as tools for linguistic normalisation, but also as means to build a public sphere integrating the whole population. In cases where the language community is a minority within the whole population, the problem of how to deal with the problems that are caused by a public sphere in a language that is understood by only a part of the population. An analysis of some cases in Western Europe shows us that different approaches are used in order to turn the minority language channel into TV for the general public. However, some of these approaches have been questioned, since they might push the original reason for the foundation of these channels in the background; criticism about the introduction of the mainstream tongue (through audio or subtitles) is an example. In the Basque case, the approach has been a dual model (two channels, two languages), according to which broadcasting in the minority language is used to fulfill the linguistic goals, and broadcasting in the mainstream language is used to build up the public sphere. Eventually the model seems to be damaging for the minority language, since it is condemned to a status of diglossia. The consideration about this contradiction leads us to several issues related to linguistic policy: is it possible to build up a public sphere in different languages? Are we dealing with a matter of linguistic rights of minorities or with a matter of effective recovery of the language? Can television - and media in general - help to overcome the contradiction between public sphere building and language normalisation?

Csilla Bartha, Péter Zalán Romanek & Anna Nagyné Kiss- *Short insight in the SIGNificant Chance Project*

Starting point

Based on the data of the 2011 Census, there are 8 571 Deaf and 63 014 Hard-of-Hearing people in Hungary, but according to other estimates, the Hungarian Deaf community has about 30 000 - 60 000 members and is, therefore, the third largest linguistic and cultural minority in Hungary. Presently, most Deaf children cannot take part in sign language-based education but almost exclusively attend schools that use the auditory-oral method. The efficiency of this method is defied by the high drop-out rates of Deaf students, as the above-mentioned method does not ensure the sufficient level of literacy to acquire the subject content conveyed in the majority language. Consequently, these undereducated Deaf individuals have practically no labour market opportunities. Act CXXV of 2009 on Hungarian Sign Language recognises Hungarian Sign Language as an independent natural language and ensures that from 2017 onwards, the bilingual educational model is an alternative choice for Deaf children. The implementation of the Deaf bilingual education is not only a duty prescribed by law but also the long-term desire and demand of the Deaf community.

The aim of the project

For this purpose, however, the standardisation of Hungarian Sign language is inevitable. It was the goal of the SIGNificant Chance project, conducted between 2013 and 2015 by the Research Institute of Linguistics - Hungarian Academy of Sciences, in cooperation with SINOSZ (Hungarian Association of the Deaf and Hard-of-Hearing), to conduct a niche-filling research project that creates the foundation for Deaf bilingual education. For this, a comprehensive, nation-wide sociolinguistic research was needed. The project works exclusively in the spirit of the principle "Nothing about us without us" and accordingly, the members of the Deaf community were profoundly engaged in the process.

The stages of the project implementation

The entire research project was based on well-planned sociolinguistic fieldwork designed by Deaf experts and professional linguists, which emphasised the “bottom-up” principle. Within the framework of the field work, Deaf fieldworkers conducted more than 200 interviews nation-wide. The recordings yielded a very large sign language corpus (more than 1800 hours) which serves as the starting point and the object of the sociological, theoretical and descriptive linguistic analysis and the development of the digital sign language dictionary, but it is also an important imprint of the linguistic and cultural identity of the Deaf community. In addition to corpus building, a number of surveys, framework of the project, numerous sub-projects have been conducted in the fields of sociolinguistics, grammar, lexicography, corpus analysis, education, methodology and psycholinguistics, etc., which have led to important results.

Social benefits of the project

Based on the sign language corpus of different varieties, the first comprehensive Hungarian Sign Language Grammar has been produced, and thanks to the targeted analyses and surveys, a new standardised, extendible digital sign language dictionary of 1400 items has been devised, which takes the internal, primarily regional variability of Hungarian Sign Language and its educational applicability into consideration. As a supplement for the dictionary, a specialised vocabulary related to education and school subjects has also been selected (Sign Inventory). Based on the research, further recommendations, methodological materials and educational assistance materials have been produced, which form the foundation of Deaf bilingual education. All these factors play a decisive part in improving the labour market chances of the Deaf community and in real social integration. As the project investigated Hungarian Sign Language in absolute consideration of its social embeddedness and with the engagement of many members of the Deaf community in the various work stages, today it has an obvious role in the growing linguistic and

social awareness of the community, in shaping attitudes, in the empowerment of the Deaf identity and in the self-organisation of the community as well.

Rita Babutsán – Sign language use, bilingual education: pioneering experiences at an integrated school

In her lecture, Babutsán spoke about sign language use and bilingual education. She is a teacher at Eötvös Loránd Vocational School of the Budapest Machinery Education Centre, which is in a very special situation, as it is a regular school, still one third of the students are hard-of-hearing or Deaf, most of whom come from the eight special schools for the Deaf. She reported that teachers faced many challenges until students could pass their secondary final exam, which is absolutely essential for them, as that is the prerequisite for better job possibilities. The methods are multifaceted. Rita Babutsán personally uses the bilingual instruction when teaching Hungarian literature and language, which she developed throughout the years.

Boglárka Bilász – „Birds of a feather...“. S(z)lomarát: Slovakian-Hungarian Citizen's Friendship Association

In her lecture, Bilász spoke about the S(z)lomarát Slovakian-Hungarian Citizen's Friendship Association. It was founded by a young Hungarian lady in Slovakia, a Slovakian lady who was just curious to learn Hungarian, and another Slovakian lady, who did not speak Hungarian, but was interested and open-minded. They were the first „slomarats“ (Slovakian-Hungarian friends). Since the foundation, they organised Slovakian-Hungarian bilingual city games for primary school pupils, interactive grammar lessons on bilingualism for secondary school students and public discussions for adult audiences. In this lecture she discussed their purpose and the above-mentioned activities in depth.

Anna Borbély – Home languages and school languages: longitudinal studies in the Kétegyháza community of the Romanian minority in Hungary

In her lecture, Borbély discussed the connection of home and school languages in a minority community in Hungary. The introduced data was part of a comprehensive

longitudinal research project, which was conducted in Kétegyháza, a village inhabited by the Romanian minority – where – to investigate the Romanian-Hungarian language shift process – fieldwork was carried out in 1990, in 2000 and in 2010. As part of the longitudinal trend research, data was collected from higher grade students in the local primary school. The method of data collection was an interview on language use and a vocabulary test. During this test, the informants had to name 100 simple things depicted in drawings and images. Two principles prevailed while selecting the items. First, the list should contain words that are so simple that even 5-year-old children could know them (animals, vegetables, fruit, furniture, body parts, etc.). The other criterion was that the selected object or thing had to have a standard Romanian and a local dialectal form in addition to a Hungarian corresponding term (e.g. fereastră – fereastă – ablak ‘window’; copil – prunc – gyerek – ‘child’). According to the instructions, the informant had to find the Romanian term for the things they saw. Their answers reflected their Romanian language skills (Kétegyháza variety, standard Romanian vs. Hungarian) and also showed prestige changes (Kétegyháza variety of Romanian vs. standard Romanian). In her lecture, she attempted to answer the following two questions: a) What languages do students use at home and at school? b) How can the language shift process be captured with the vocabulary test results?

István Cserniczkó – The language policy as one of pretexts for the armed conflict in Ukraine; The trajectory of the Ukrainian language policy from the Law ‘On the principles of the state language policy’ until the military conflicts (2012–2015)

In his lecture, Cserniczkó spoke about Ukraine - which gained its independence in 1991, and is undergoing the worst crisis of its brief history. In late autumn 2013, protests and unrest broke out in Kyiv, claiming several people’s lives; in March 2014 Russia annexed the Crimean peninsula; and the war officially called an “anti-terrorist operation” has been going on in the eastern part of the country since April 2014. The linguistic division of the country and the Ukrainian–Russian linguistic rivalry also contributed to causing the political, military and economic crisis which threatens the security of the entire European continent and set back the economy of the region. In

this lecture, Csernicskó presented how the Ukraine political elite wished to settle the language issue by adopting the new language law in 2012 regulating the use of these two languages (Ukrainian and Russian). By comparing and analysing the language situation and 3 language acts, it was made clear what priorities the elite in power had when adopting said legal acts.

The legal acts that were analysed were Ukraine's laws:

- On Languages in the Ukrainian Soviet Socialist Republic (1989–2012).
- On the principles of the state language policy (2012–).
- On the Development and Use of Languages in Ukraine (draft – 2014).

The analysis made the trajectory of the Ukrainian language policy transparent from the Law 'On the principles of the state language policy' until the military conflicts and today. By having explored this, it was possible to draw conclusions regarding the future directions of Ukrainian language policy. The Ukrainian crisis jeopardising Europe's safety and the growth of the world economy cannot be settled without settling the status issues of the languages used in the country.

Jeroen Darquennes - (R)evolutionising minority language research: LEARNMe's White Paper under the microscope

In his lecture, Jeroen Darquennes – inspired by the contents of LEARNMe's *White Paper* – addressed a number of pressing challenges with which minority language and language minority research in contemporary Europe is confronted. The lecture did not present ready-made answers on how to approach these challenges. Taking the rich history of research on minority languages into account it rather sought to contribute to current reflections on how a number of core concepts in minority language research (such as 'minority language' and 'language minority') could be rethought. It also wanted to contribute in a constructive critical way to the debate on the kind of (research) questions that should prevail in order to advance minority language research and/or provide policy makers with scientific input that could assist them in finding adequate solutions for the language 'problems' that surround us.

Alberto António Araújo Fernandes - The Mirandese language in the present: Why, for whom and what future awaits?

In his lecture, Araújo Fernandes spoke about the future of the Mirandese language. The Mirandese language is nowadays considered the most important asset of Mirandese cultural heritage. It is present in the vast majority of cultural manifestations in the Miranda region and is a link between all other assets. It's an attribute of singularity and uniqueness but also of folklore. Although, currently, the language is taught from primary school onwards to high school, Araújo Fernandes said that the use of Mirandese as the means of everyday communication was not a reality at all. The reduced number of speakers results in a reduced number of content production. At an academic level, especially linguistic, Mirandese is enviably vital and not only folklore as treasure as many believe. Mirandese music is the best tool to transmit Mirandese cultural heritage to the younger generations. The survival of the Mirandese language deeply linked to its use by the Mirandese community. It is urgent to discuss, define and implement policies that lead to greater community engagement to encourage the use of the language. Araújo Fernandes highlighted the importance of the training of professionals capable of producing content for multiple platforms; creating a minority language channel, even just regionally, and making the different stakeholders (economic, touristic, political) aware of the value of the language. These are measures that could contribute to the necessary and urgent revitalisation of the Mirandese language.

Jelena Filipović - Minority Languages in Applied Linguistics: between participatory action research and autoethnography

In her presentation, Filipović spoke about participatory action research understood as a collaborative social and educational process, in which research participants create a number of communicative and social contexts aimed at reshaping dominant social relations and practices. It was as an extremely consequential activity carried out with real people and for real people in order to address real problems and seek practical solutions which would improve the living conditions (in the most general sense) of the community in question (Filipović 2015). Filipović highlighted that in

case of minority languages, especially highly stigmatised ones, such as Romani, the concept of a socially engaged, transdisciplinary approach to research methodology and research outcomes became of crucial importance. She outlined autoethnography as a constructive, critical qualitative methodological technique in context of an international applied linguistics project QUALIROM - Quality Education in Romani for Europe. It can be used as an additional research tool in order to emphasise the fact that mere theoretical knowledge and expertise are important but not sufficient for a successful implementation and sustainability of minority languages-related projects in the 21st century.

David Forniès - From Barcelona to Donostia: an effort to further linguistic rights through a worldwide declaration

In his lecture, Forniès spoke about an effort to further linguistic rights through a worldwide declaration. Almost 20 years have now passed since the Universal Declaration on Linguistic Rights (UDLR) was approved in Barcelona by a group of regional and international civil society groups and prominent experts worldwide. Among them was CIEMEN, a four-decade-old Catalan organisation devoted to the collective rights of peoples, of course including linguistic and cultural rights. The initial aim of the UDLR promoters was to have the text passed at some point by major international organisations within the United Nations system. Efforts have not been spared over two decades to achieve that goal, including at the UNESCO and UN Human Rights Council levels; nevertheless, they have been unsuccessful so far. Still, the UDLR has had the virtue of informing the debate over the need of an overarching text on linguistic rights. It has also raised awareness on the issue of linguistic rights among citizens and groups previously unaware of them, if not reluctant. The UDLR path continues to be open. The text, and the experience that CIEMEN has been gathering in this effort, are some of the bases on which the ongoing 2015-2016 Summit on European Language Diversity, held in Donostia/San Sebastián (Basque Country), is building on it in order to draft a new Protocol on Linguistic Rights, which is set to propose a number of essential steps to guarantee the linguistic rights of all groups and communities.

Balázs Fűzfa - Life without literature is possible but not worthwhile living - The programme The 12 most beautiful Hungarian poems beyond our borders

In his lecture, Fűzfa described the programme “The 12 most beautiful Hungarian poems” that was carried out in the Carpathian Basin between 2007 and 2013. The project was launched and organised in Szombathely by the programme ‘Teaching and learning literature with pleasure’. According to Fűzfa, the purpose of both the project and the book series was to make an attempt to revisit and re-interpret 12 masterpieces of the canonised Hungarian literature. In the six years of the project, 12 volumes were published, more than 400 lectures were held, and about 12 000 students and adults recited poems together. Occupations and generations met with the help of an immortal poem on every occasion. The poem was not only the reason and the excuse of the gathering but also became the creative starting point of something which can be simply referred to as the intention and will to mutually understand each other.

Vesna Crnić-Grotić – Minority Languages in Administration under the European Charter for Regional or Minority Languages

In her lecture, Crnić-Grotić discussed minority languages in administration. The European Charter for Regional or Minority Languages provides for the use of regional and minority languages at different levels of public administration – at the state, regional or local level, should the state party so choose under Article 10 of Part III of the Charter. The use is limited or concentrated to the territory where the relevant language is traditionally spoken. Although the Charter protects territorial and the so-called non-territorial languages these undertakings have a clear territorial base. However, some states opted for the protection of Romani under this article despite the usual concept that Romani is a non-territorial language. The Charter does not set percentages or absolute numbers of the speakers necessary to enjoy particular rights, but it usually makes reference to "the situation of each language" or it

demands that their number justifies these particular measures. The measures may range from the possibility to submit a request in the relevant language to the full and complete use of the language by administration. In practice, the problem was sometimes that the protected language is not “standardized” or developed enough to respond to the requested use. Again, this was the case with Romani in some states parties. These were challenges for the Committee of Experts of the Charter when it was examining state reports.

János Gordon Győri - Who is a Hungarian student? The linguistic and educational integration of immigrant students

In his lecture, Gordon Győri talked about the linguistic and educational integration of immigration students. As part of the project ‘The intercultural views of teachers and the effects of these on classroom work (OTKA K-79143)’, Gordon Győri and his colleagues were seeking to answer the question how the Hungarian language competences of students with an immigrant background and with Hungarian as a second language correspond to their acceptance by their teachers. They collected data by a questionnaire taken with 350 teachers in Budapest. They asked them to what extent they were influenced by the imperfect Hungarian language competences and foreign accents of their (immigrant) students. The answers implied that the diverse Hungarian language skills and accents of the immigrant students evoked various responses, but most teachers agreed that they did not consider a student Hungarian unless they spoke Hungarian “perfectly”, and as soon as they did, they were regarded as Hungarian students. From the teachers’ perspective, this meant that the instruction of students who acquired native Hungarian skills did not require special attention or methodology anymore and neglected other multicultural aspects of teaching their students with an immigrant background. According to our study, this ethnocentric educational attitude – a kind of cultural blindness – which precedes a multicultural teaching perspective, ignores the slighter cultural differences of students with native Hungarian skills, and as a result, has no methodological strategies or methods for them. In his lecture, Gordon Győri also talked about the difficulties teachers face who have no multicultural teaching experience or training

when they try to handle the non-native Hungarian language skills of their immigrant students in the complex context of a school class. By analysing the video excerpts recorded in these classrooms, he and the audience attempted to find out what sensitive social situations were generated when some of the students did not have native Hungarian competences, and due to spontaneously generated situations, the teachers were forced to respond to this explicitly.

Evelin Gabriella Hargitai - A learners' community in the service of language revitalisation Mirandese

In her lecture, Hargitai talked about the revitalisation of Mirandese. Mirandese is a minority language used in North Portugal with a speakers' community of about 5000-10000. This severely endangered language has been recognised by the law, which, however, has mainly a symbolic meaning. Portugal's monolingual, nation-state-oriented language policy is no favourable environment for the maintenance of minority languages, such as Portuguese Sign Language, Barranquenho, the languages of immigrant communities or creoles. Only few national or regional (top-down) policies enhance the use and instruction of endangered languages. According to Hargitai, the standardisation and revitalisation activities starting in the 1990s were mainly performed by joint –primarily voluntary – initiatives of the local intellectuals, Portuguese linguists, engaging the speakers themselves, often even relocated/emigrant ones. Speakers of Mirandese –even if they live far from each other – keep in touch and cooperate via the community media. Hargitai highlighted a case-in-point for such cooperation: the annually issued anthology edited at the school of the province capital, which provide chance for linguists, historians, educators, secondary and primary school students as well as for Mirandese writers, etc. to publish their works. The families of the students also contribute to the high quality ethnographical micro-research. As there are no text books available for teaching Mirandese, collections of writings are published instead. For instance, tales and anecdotes from the families of the students are also processed this way, and as such, the volume also serves a reader. All in all, the Mirandese community turns its disadvantages into a virtue, making use of the ideas of committed and prestigious

individuals. In her presentation, Hargitai showed the best practices of bottom-up initiatives that also engage the actual community members by using examples from the fields of standardisation, corpus planning, culture organisation, education and economy and the linguistic landscape of Miranda do Douro county.

Åsa Helmersson - The Accessible School for the Deaf

In her lecture, Helmersson spoke about the accessible school for the deaf in Sweden. Sweden has taught deaf students bilingually since 1981. Today it is well-known that bilingualism is the key to deaf persons' inclusion in society. Bilingualism for the deaf is the country's sign language - the genuine language deaf people use - and the country's written language. For some deaf the written language is a quiet language used only in its written form, whereas for others it is used both spoken and written. However in both cases, it is bilingualism. Bilingualism for the deaf though is never speaking and signing simultaneously. Helmersson discussed what the teacher needs in order to teach the deaf students reading and writing. It should not be difficult seeing the deaf child has the same ability to learn language as a hearing child as well as the same possibilities and needs as a hearing child has. According to Åsa Helmersson, the language situation is very complex to the small deaf child and that is what one needs to work on. A good language environment has to be provided for optimum abilities to learn and Helmersson talked in her presentation about how it could be done. Finally, Helmersson suggested how to organise a bilingual education where profoundly deaf students and deaf students benefit from hearing aids in such a way that they use spoken language in an inclusive setting where they can learn from each other.

Borbála Pachné Heltai - Linguistic diversity in the process of transformation in a multilingual Hungarian settlement. About the field experiences of a sociolinguistic research study

In her lecture, Pachné Heltai described her sociolinguistic research study. The population of Geresdlak in the south of Hungary form a multilingual community whose language use and cultural life are determined by the historical-political

occurrences, the properties of the current economy of the Central-Eastern European region and globalisation and migration tendencies that are transforming linguistic diversity in the whole of Europe. The majority of the population of Geresdlak belong to the German minority in Hungary - who use their own variety of German in fewer and fewer domains due to the long-term consequences of the anti-German politics following the Second World War. At the same time, after the political changes 25 years ago, an increasing number of German and - since the beginning of the 2000s - Finnish citizens have been buying properties and spending time in Geresdlak with a seasonal regularity. Pachné Heltai has been doing sociolinguistic research in the village since 2009 with the purpose to map the changes concerning language use practices and the changes that accompany the community-related and cultural transformation rooted in the diversification of the population. The active community life organised by the locals themselves and the increasing number of tourism-oriented activities create new language use contexts and prompt new, informal ways of language learning. Consequently, the language varieties used in the community appear in new roles and functions. In her lecture, following the most important results of her research, Pachné Heltai talked about the advantages and difficulties of the used methods. In her research activity, she seeks to explore the above-mentioned new processes turning the members of the community into researchers, and by this, make them aware of the values of the linguistic and cultural diversity surrounding them. According to Pachné Heltai, as the result of this mutual learning process, the future objective of her research activities is to make recommendations which may contribute to the maintenance and reinforcement of the linguistic diversity of the village and can serve as a good practice for other communities.

Ágnes Hitesy - Multilingualism: is it a challenge or opportunity?

In her lecture, Ágnes Hitesy discussed multilingualism. In the more and more globalized world language is more than a tool used for communication - it is the fundamental and determining factor of competitiveness. In Europe, internal migration of the population (especially of younger workforce) has been rapidly speeding up in the past years. This migration shows mainly east-west direction,

leaving Central and Eastern Europe in a critical situation, prognosticating long-time effects on the region. As a logical consequence, citizens will have to live their lives in a multilingual way: beside their mother tongue, they will have to be able to speak the language of their new home country, where they work and live. Inhabitants have to be prepared to be multilingual, as more and more people will decide to live their lives in a different country than their birthplace. This is an important issue, which calls for attention and action. On the other hand, those countries where multilingualism is customary, and is supported by national and local level measures, benefit from a better competitiveness position compared to those where multilingualism is not embraced. Multilingual countries attract more foreign capital, as these countries are prepared to accommodate mobile workforce and “speak the language of the foreign capital”. According to Hitesy, multilingualism is an issue of utmost importance for the promotion of competitiveness, and needs to be addressed on national and local level. It demands bottom-up preparation as a result of common thinking and coordinated actions involving stakeholders in triple or quadruple helix cooperation forms. The triple helix cooperation form includes (1) municipalities as the main responsible entities for overall development of settlements, (2) knowledge institutions (secondary and higher level, research institutions), and (3) economic actors (larger enterprises, SMEs, economic representatives, such as chambers of commerce, clusters). The more developed and more commonly used approach is quadruple helix, which, on top of the triple helix form, involves civil organization too. Multilingualism is largely supported by different priorities of the EU2020 – directly by those related to education and human resource development. However, multilingualism, as an overarching matter, may be considered in other priority areas, too: those related to competitiveness, economic development, etc. All in all, the EU supports tackling multilingualism questions through a wide range of available funds and programmes – it is important to address this issue on national and local level, too.

Csilla Horváth - Digital tools and Mansi heritage language education

In her lecture, Horváth discussed digital tools and Mansi heritage language education. The aim of her lecture was to analyse and discuss the role of digital technologies and tools in the process of teaching the Mansi language. Mansi is a severely endangered Uralic language, spoken in Western-Siberia. Although the prestige of Mansi language and culture is rising, the number of Mansi speakers is still sharply decreasing. Mansi plays a minor role in its Russian-dominated, multi-ethnic and multilingual environment; it is heavily affected by the loss of the traditional ways of life and rapid urbanisation. The urban lifestyle, at the same time, offers new domains for language use. Horváth highlighted for example the World Wide Web which provides free and easily accessible media for creating new genres and a new language variety (an urban vernacular), organising a new type of speakers' community and contemporary Mansi culture. The attempts to revitalise the Mansi language and to maintain heritage language acquisition among urban Mansi children started in the late 1990s. The initiatives, using local support and governmental grants, aim to fill the gaps of intergenerational language transmission and governmental education by enrolling (pre)school aged children in Mansi language classes. Because of technical and financial problems, the teachers in alternative educational institutions prefer to use digital teaching materials during classes for their students and have started a video series in the local TV channel to reach other Mansi children as well. Regarding the effects of online language use over offline practices, these new initiatives are presumably the most effective attempts to stop or reverse the process of language shift among the Mansi.

Meirion Prys Jones - Endangered Languages and Linguistic Diversity in the European Union

In his lecture, Prys Jones spoke about the linguistic diversity in the European Union. He asked several questions, such as: in the context of troubled economic times, increasing levels of mobility and migration from within an outside Europe, where does the European Union stand on the issue of its indigenous endangered and less widely used languages? Has the tide turned against these languages? Despite the

rhetoric of support for languages, multilingualism and linguistic diversity within the main vision statements of the Union, are we heading further in the direction of the dominance of a limited range of state languages and the developing reality of English as a lingua franca and the one truly aspirational language on the European stage? What has been done at the European level to support our endangered languages and what could or should be done to support them in the future? Does the EU have an obligation of protection for these languages, some of whom receive no protection from their nation state? In his presentation, Prys Jones looked at the conflicting forces which are at work today in terms of languages at a European level. With only three percent of the world's languages being indigenous to Europe, and with the best language planners in the world working in Europe, Prys Jones said that we should be able to do something to save, promote, invigorate and respect all our languages!

Petteri Laihonon & Tamás Péter Szabó - What can the schoolscape offer for becoming multilingual? Affordances in the learning environment

In their lecture, Petteri Laihonon and Szabó talked about the affordances in the learning environment. With a 15 minutes film, they introduced the concept of schoolscape and applied it to multilingualism, participation, normativity and creativity in majority and minority schools. According to Van Lier (2004: 11), "classrooms and schools are contexts designed to afford opportunities for learning, and they may be more or less successful at doing this." Petteri Laihonon and Szabó demonstrated the significance of classroom design to the organisation of communication in schools as well as to opportunities for student participation. They focused on how the schoolscape manifests language ideologies, which are especially important for the symbolic and functional support and maintenance of minority languages and multilingualism in educational settings. They concluded that enhancing student participation would improve the well-being of students in language-related subjects and, in the case of minority speakers, promote a positive attitude towards the minority language. Involvement and student participation could promote positive self-identity and belonging as well.

Klára Csonkáné Lakatos - Hosszúpályi Kindergarten, mother tongue, better chances

In her lecture, Lakatos talked about the kindergarten in Hosszúpályi. Hosszúpályi is a village of about 5500 inhabitants at the eastern border of Hungary. About 20% of the village residents are of Gypsy¹ ethnicity. By the personal initiative of a kindergarten teacher, since 2008, a Romani language kindergarten has been at work in Hosszúpályi (in Hungary, there are only few similar institutions). Lakatos is a kindergarten teacher and romologist who is of Gypsy ethnicity herself. She has recognised the importance of the Romani language and culture also in kindergarten education. With the title *Luludyasly Bár*, she launched an officially approved education programme, which prompted children to sing and recite poems in Romani. Gypsy parents now had the option to choose the ethnicity/nationality-oriented education for their children as an alternative to integration. This familiar and cosy atmosphere provided the children with enough sense of security to develop a double identity and the development of their mental competences. Both the school and the village responded approvingly to this initiative. As a consequence, it now operates as an independent institution. Thanks to this initiative and personal discussions, an increasing number of Gypsy mothers let their children attend this kindergarten. As a result, more than 55% of the children are of Gypsy origin, who receive Romani kindergarten education. These children are prepared for school in all respects: linguistically (they speak both Hungarian and Romani) and psychologically (they have the necessary self-confidence). This initiative based on personal experience, personal engagement and face to face community participation has yielded an exemplary good practice.

Jarmo Lainio - Minority language radio and a twitter week – A good combination for the language maintenance of Sweden Finnish?

In his lecture, Lainio discussed three aspects of language revitalization efforts among Sweden-Finns, especially regarding young adults. Firstly, he described a project by the Finnish-language radio channel *Sisuradio* dealing with language assimilation

¹ She used the word Gypsy as a neutral and comprehensive term which refers to the oldest, inner naming of the groups.

effects, also trying to support speakers that have gone through such a process. It did so by arranging a Twitter week during the fall of 2013, which collected significant numbers of tweets and other types of contributions. Secondly, Lainio tried to connect this event (as an *événement*) to the language maintenance and shift processes (*durée*) of Sweden Finnish, and to concepts like historical body and vertical language planning efforts – or more precisely, top-down and/or bottom-up efforts. From the point of view of language planning and media's role in it, an attempt is furthermore made to broaden the idea of verticality of language planning and policies, to one that also involves horizontal language planning and multiple, as well as reflexive dimensions. Thirdly, he reflected speakers' ways to discuss their experiences of losing their language, and attempts to possibly recover from this. Finally, an open-ended discussion pointed out language policy problems for the radio broadcasters, which find themselves between language use, awareness and planning.

Noémi Nagy - *Sustainable Linguistic Diversity in the European Union: the Legal Framework*

In her lecture, Nagy talked about sustainable linguistic diversity in the European Union. As a result of the social processes associated with globalization, the functional decline and extinction of smaller or lesser used languages is now faster than at any time in history. Nagy sought to answer the question how to stop this undesirable development through the means of law. Looking at the national legislations in Europe, we find that despite the increasing international engagement regarding the protection of minority languages and the linguistic rights of minorities, language legislation and policies of the individual states are incredibly varied. Due to the efforts of the Council of Europe and to a lesser degree the EU, there has been some progress towards the standardization of diverse regulations. However, new forms and meanings of linguistic diversity have been constantly emerging. It seems like legislation simply cannot keep up with this infinite variety. Based on the examination of the language legislation of the EU and its Member States, Noémi Nagy claimed that states' attitudes towards linguistic diversity had three basic forms organized along the following concepts: power/interest, right, value. For centuries, language

used to be understood only as a tool of power. The first regulations with a view to explicitly and intentionally provide for language rights were born in the mid-19th century. The value-oriented approach of linguistic diversity appeared at the end of the 20th century. Today, the three approaches coexist even in the language policy of a single state. Noémi Nagy argued that linguistic diversity could only be sustained if states realize that it is neither a problem to be eliminated, nor an obstacle to the effective exercise of power; on the contrary, it is a value worth protecting. However, it is vital that states do not acknowledge linguistic diversity as a neutral phenomenon, detached from language users; instead they try to manage it by ensuring language rights.

Ned Thomas & Elin Jones – The Changing Roles of Organizations (transcript)

EL - This session is entitled The Changing Role of NGOs and Organizations. It will consist of several papers and an interview, and we shall start with the interview.

One of the organizations that has been a long-standing part of the minority-language landscape internationally is the Mercator Network and for that reason we thought that this conference - and this session in particular - would offer a timely opportunity to hear from some of those who have been involved in Mercator and in related European organizations over that period of time. Aureli Argemi, Durk Gorter and Ned Thomas were three of the founding members of Mercator whose contributions span over several decades. Aureli Argemi as many of you know, was for many years the Secretary General of the CIEMEN Foundation in Barcelona, an organization that has been extremely active at the European level and globally, ensuring that Minority Issues are understood in an international context. CIEMEN's full name is the Centre Internacional Escarré per les Minories i les Nacions. Aureli is currently writing about his experience in this context over the decades and we look forward to seeing his work published next year. Durk Gorter, former professor at Amsterdam University led Mercator at the Fryske Akademy for many years as well as playing a key role in other research projects on minority languages and multilingualism, including the development of the ICML - International Conference on Minority Languages. Since 2007 Durk has been Research Professor at Ikerbasque -

The Basque Foundation for Science – where he continues to research this field. Ned Thomas, as you can see, is here with us and I shall introduce him in a moment.

The Fryske Academy, the CIEMEN foundation in Barcelona and Aberystwyth University formed the initial core of the Mercator network in 1988. Mercator is a research network and has always operated what we nowadays call action research – or engaged research, working for the benefit of our linguistic communities. It has survived to this day and evolved adding new core centres, namely the University of Stockholm represented here by Professor Jarmo Lainio, the Research Centre for Multilingualism led by Professor Csilla Bartha, our host for this conference and our newest core centre, the CUSC at Barcelona University led by Professor Xavier Vila joined in January 2015. Myself, I have actually been involved with Mercator since 1989 so I've been here for quite some time too. Ned Thomas, of course, was not only a founder member of Mercator beginning but was also from the very beginning involved in the now defunct European Bureau for Lesser Used Languages and for many years the editor of the Bureau's Contact Bulletin. He also served in the company of Aureli Argemi on the drafting committee of the Universal Declaration of Linguistic Rights (the Barcelona Declaration), which will be discussed later in this session.

Ned – in your memoir *Bydoedd* (which won the Welsh Book of the Year Award in 2011) you say that one needs two lives – one life to have the experience and a second life to begin to understand that experience. In retrospect how do you see the early initiatives in favour of European minority languages and subsequent developments in the field?

NT - If you live long enough you not only acquire a different perspective but you learn new facts surrounding events you were involved with. The Director of NPLD, Meirion Prys Jones earlier today referred to the European budget-line for so-called “lesser-used languages” established in 1983 as a starting point. For years when relating this early history we always referred to the founding document which led to the establishment of that budget-line. This was the second Arfé Resolution in the European Parliament. But founding documents have their own pre-history and I only recently discovered the background to this resolution. Gaetano Arfé was an Italian

Socialist MEP who had no particular relationship to any minority-language area in Italy. He came from Naples. As a young man he was in the non-communist resistance to Mussolini, a member of the Partito d'Azione and a strong federalist at the Italian and later at the European level precisely because he had experienced the despotic power of a centralized nation-state and a world war launched by such states. Arfé belonged to the same current of opinion as the well-known Italian federalist Altiero Spinelli who has given his name to the main building of the European Parliament in Brussels. We can therefore see Arfé's initiative in favour of minority languages as a building block in the post-war European federalist project. In fact the first Arfé resolution of 1981 included a clause expressing the determination of the European Parliament "to bring about a closer union among the peoples of Europe and to preserve their living languages, drawing on their diversity in order to enrich and diversify their common cultural heritage." It is that phrase "ever-closer union" that the present UK Government would like to see removed from the European treaties.

As early as 1979 two motions were discussed in the European Parliament. The first spoke of "the demands for autonomy of ethnic and linguistic minorities" and was proposed by Arfé. The second, proposed by John Hume from Northern Ireland instead proposed a "Bill of Rights of the Regional Languages and Cultures of the Community". It was felt that the first motion had little chance of being adopted since it raised too many politicized questions of territories and boundaries. The second approach won the day and was reflected in the Arfé Resolutions of 1981 and 1983. The first of these led to the establishment of the Bureau, the second to the new budget-line.

EJ - How was the European Bureau for Lesser-used Languages itself set up? I think you were there at the very start of its UK Committee, and its European level?

NT - It was set up on a very ad hoc basis. A discreet telephone call from the office of the European Commission's representative in Cardiff invited me and one other Welsh-speaker known to have an interest in European minorities to a meeting in Edinburgh to which similar individuals from Scotland and Northern Ireland had also

been invited. When the European Commission was charged by the European Parliament with carrying out an initiative in support of minority languages it needed a European body with whom it could consult about what these minorities wanted; but to be credible that body had to be at some distance from the Commission itself. For the whole period of its existence the Bureau lived within this same tension. It was financed overwhelmingly by the European budget-line but at the same time one of its main functions was to lobby the European institutions on behalf of the linguistic minorities. It did this with some success at the time the Council of Europe's Charter of Regional and Minority Languages was being drafted and it also had an important networking function through its study visits programme. Another of its strengths was its representative structure. Each of the Member State Committees had its own structure. In our case, in the UK, we had separate committees in Wales, Scotland and Northern Ireland, as well as the UK Committee, but not all member state committees had language-specific committees or sub-state committees. The arrangements were different from state to state. Most members of these committees were also representative of grass roots movements, or in some cases official bodies, with a few other experts (like myself) nominated by such members. These arrangements too varied from state to state, and not all committees allowed official government representation. These factors were markers of the Bureau's motto 'Unity in Diversity', respecting and accepting the differences whilst working on a common goal of improving the future for all of the minority languages.

EJ - Then there was the Kuijpers Resolution in 1987. This, I remember, is what led to the Mercator Research Network.

NT - One of the first things the European Commission did after the Arfé Resolutions was to ask the Enciclopedia Italiana to carry out a general survey of European minority languages. This was a useful starting point but made everyone concerned aware how uneven and incomplete our knowledge was - in many places even basic statistics relating to these languages were lacking. Following the Kuijpers Resolution a call was put out inviting bids to establish a research centre on lesser-used languages. Some half dozen applications materialized, none of them from Wales, but

I was invited to a meeting, I thought as a consultant, to give an opinion. Academically and on paper I thought the University of Rome's proposal might be the strongest, though Rome seemed a rather imperial location! On the second day of our meeting, after everybody had made their presentations, Monsieur Lucien Jacoby representing the Commission (who came, significantly perhaps, from Luxemburg) announced that ideally there should not be one centre but three or four and that these should be distributed widely in minority-language areas. This was federalism in practice and it has to be said that many of the EU officials in those days were themselves convinced federalists and spoke of a developing European citizenship. How could European citizens be equal if some of them faced linguistic discrimination?

M. Jacoby proposed that the CIEMEN foundation in Catalunya should deal with language legislation and languages in administration because of its existing record in the field, and that the Fryske Academy in Friesland in the Netherlands should work on education in minority languages. Turning to me he asked whether I might not consider setting up a centre for the study of media in minority languages in Wales. I had been something of an activist in this field and a Welsh TV channel had recently been established. In suggesting these three thematic areas he was following a similar emphasis in the first Arfé resolution. Later on, this three-pronged approach also fed into the Council of Europe's Charter of Regional or Minority Languages - not surprisingly, since many of the same people were involved, and the Council of Europe wished to harmonise its practice with what was happening in the European Union.

The Council of Europe's Charter has been more influential and more controversial in many countries than it has been in the UK where few people are aware of its existence, but even in the UK there was some interesting interaction with the work of the Bureau and Mercator. When I was a member of the UK Committee of the Bureau we arranged some cloak and dagger meetings in airport lounges with civil servants from Northern Ireland who wanted to discuss what measures they should take to remove discrimination against the Irish language. They also wanted to know what was done in other countries to enable speakers of minority languages to participate

in education and the media. The meetings had to be held in secret because they would have been seen at the time as treachery by Unionist politicians in Northern Ireland. What I discovered only quite recently was that the civil servants concerned had been instructed by the British Government to take whatever steps were necessary to allow the UK to sign and ratify the Council of Europe Charter.

What really put pressure on governments to sign and ratify the Council of Europe Charter were the wars which led to the break-up of Yugoslavia on the very doorstep of the European Union. Governments in Western Europe initially thought of the Charter as something for Central and Eastern Europe, and countries such as Sweden and the UK which saw themselves as progressive social democracies were surprised to find that even they needed to get rid of discriminatory legislation and introduce reforms if they were to meet the minimum standards contained in the Charter.

EJ - I want to ask you finally about the changed context in which we now work. Today in our discussion we are using the term “minority” but we are also mindful that we are problematizing the term and questioning it. We used to be much more content using it in the early days – and we were concerned during that period about such issues as typologies of minorities – such as transfrontier languages, autochthonous, territorial etc. During this period, a lot of critical thinking in this field has come from Catalunya, for example, if one just thinks of terms such as “normalization” or “minoritization” which can be traced to an original Catalan discourse. The term ‘minoritised languages’ in English – *langues minorisées*, *lenguas minorizadas*, *llengües minoritzades* – has been introduced to the discourse, largely as a result of exploring and critiquing such concepts as minority. Also very relevant today is the idea of Catalan and other minority languages as ‘languages of social cohesion’ on a given territory and within a multilingual context. We know that we are entering into a new dimension with population change on a very large scale in Europe. And so this new canvas, if you like, demands that we revisit some of the core concepts that we've been working with and especially the dichotomy of minority-majority.

NT - Yes, I could not agree more. The term linguistic diversity both recognizes a new complexity and risks dissolving the necessary and useful distinctions on which coherent policies depend. As Meirion Prys Jones suggested earlier we should perhaps distinguish between multilingualism in the sense of the many languages of individuals, and use linguistic diversity in the sense you have just mentioned of languages of social cohesion on given territories. Today, what does this mean in the field of media which are becoming increasingly both internationalised and personalized? And privatization. We have seen this result in whole areas of life that were linguistically regulated now escaping public control. I foresee that the field of education, which has traditionally been organized or supervised by the nation-state or perhaps the region, will also feel the increasing effects of disruptive technologies as distance-learning in international languages becomes more common. At the same time the economic recession has in several countries put in question earlier linguistic settlements which we thought set in stone. We shall need to engage with all these factors and negotiate new accommodations if we are to survive. And in this time of migration that you mentioned, Elin, (and I feel this very strongly) if we don't engage with the question, and occupy the ground on which dialogue takes place, migrant groups are going to be used against us by politicians. I've spoken to Punjabi speakers, Yemeni Arab speakers and Somalis, all of whom are well-established in Wales and when you enter into dialogue with them about the Welsh language you often find a high degree of understanding, because they have their linguistic communities back home with their own problems. We need to engage and offer opportunities to become integrated with our communities, otherwise our linguistic difference will be used to divide us and play us off against each other, when linguistic diversity properly understood could be the ground of understanding.

EJ - Thank you, Ned! We shall now move to hear a series of papers which follow on very nicely from some of the questions you and I have raised in our conversation.

Janos Pach - Minorities: factors that influence governments?

In his lecture, Pach talked about minorities and the possible ways they influenced the government. Since the change of the political system several concepts would have assured parliamentary representation for the nationalities living in Hungary. However, the only small step forward in this issue has been taken after the last parliamentary elections, correcting the often disputed constitutional failure. Although the principle of personal autonomy and the municipality system of minorities are nearly a quarter century-old, the system of the parliamentary spokesmen – in other words the current form of minority representation – is still considered a non-standard solution. Despite the rich history of cultural diversity in Hungary, the parliamentary representation of minorities does not have a tradition at all, since it is not based on an institutional system of long-standing administrative, legislative and economic independence, but on a political will being represented on a legislative level. Pach raised several questions:

- is current legislation formed by the needs of political parties or of the minorities' interest groups?
- which of the existing representative systems of our neighbouring countries could be implemented in Hungary and which would reflect the needs of the minorities?
- can the concerns about the representation be fully erased from the model of full right representation?

Although the contemporary context of the minority representation system is still incomplete, the above mentioned aspects could offer further recommendations on emerging minority policy questions.

Daniel Pearmain - Community engagement: putting communities at the heart of their development

In his lecture, Pearmain focused on the range of methods that could be used to involve and inspire communities to both participate, and benefit from research and engagement processes. He particularly focused on what motivates people to engage

with development opportunities and the importance of integrating community members' own aspirations and goals into approaches to working with them. This included reflections based on a range of different community development research projects in the UK, drawing out what was learnt from our experiences. Daniel Pearmain emphasised the importance of the community development ethos in any approach attempting to access the true voices of a community and he discussed some innovative methods that have been successful, looked at the role of community researchers and action learning methodologies as a basis of accessing community voices. He also looked at different stages of community empowerment, moving from awareness, to engagement and involvement with initiatives, right through to ownership of the results of an intervention. The lecture explored the effects of different engagement approaches to help move through these phases of empowerment and discuss what supports this movement. This included a focus on the role of different forms of communication to reach diverse audiences within a community, the importance of maintaining a visible presence to develop relationships, and how providing tangible benefits for community members will inspire their participation.

Paulo Feytor Pinto - Minority language policies in Portugal. Mirandese, Portuguese Sign Language and Cape Verdean Creole

In his lecture, Feytor Pinto talked about minority language policies in Portugal. Portugal has long been considered one of the few monolingual countries in Europe and the world. Since the implementation of democracy, in 1974, the language situation has moved towards diversity. Since then, the number of resident foreigners has increased from around 0,4-0,5% to 4,2% in 2011. That year the estimated speakers of minority languages were 4,5%. But not all foreigners speak a foreign language – Brazilians speak Portuguese, and not all nationals have Portuguese as their mother tongue – many former emigrants speak French. Minority languages in Portugal comprehend an indigenous regional language, a nationwide sign language, ex-emigrants' and expatriates' Western European languages, and immigrant Eastern European and African languages. Feytor Pinto outlined the Portuguese policy for three minority languages, all with native speakers among Portuguese nationals, but

each one with a specific sociolinguistic profile. Mirandese (mirandés) is a Romance language spoken in a municipality of North-eastern Portugal since the foundation of the country nine centuries ago. The linguistic rights of the community have been assigned in 1999, but restricted to primary education and administration. The Portuguese Sign Language (LGP) was first developed the early-19th century but proscribed during most of the 20th century. Since 1997, the promotion of LGP is an official duty according to the Portuguese Constitution. Cape Verdean Creole (kabuverdianu) is a Portuguese-based African language spoken in Portugal since before democracy, in the early 1970's, when Cape Verde was a Portuguese colony. It currently is the most spread minority language, spoken by around 1% of the population, both Cape Verdean and Portuguese nationals. The only legal provision for this language community is the compulsory learning of Portuguese L2 during primary and/or secondary education. In spite of the demographic importance of kabuverdianu, covert Portuguese policy aims at assimilation and monolingualism in Portuguese. The colonial African origin of the language and the social status of its speakers seem to be decisive in this attitude. Furthermore, most kabuverdianu vocabulary comes from Portuguese. On the contrary, the two minority languages originated inside the country have been officially recognized although they're used by around 10.000 people each and most Portuguese still consider mirandés a Portuguese dialect and LGP a universal mime. For these languages, overt policies foster plurilingualism through revitalization and diffusion, respectively. As a matter of fact, this difference between migrant languages and regional / sign languages in Portuguese minority language policies seems to match the overall covert European policy.

Giovanni Poggeschi - The Italian approach on Language and Law

In his lecture, Giovanni Poggeschi discussed the Italian approach on language and law. Italy has a very complex language situation and also a strong juridical tradition. The relations of language and law can be first analysed through the lens of the juridical interpretation, which is the most important and evident link between the two phenomena. This regards the "intrinsic" part of the relation between Language

and Law. The “extrinsic” part is about the language policies which concern the national language and the languages of the minorities. Article 6 of the Italian Constitution states that “The Republic protects with proper norms the linguistic minorities”. This fundamental principle has been applied in a very unregular manner: quite well for the “restless” minorities with a kin-State, like the German, French and Slovene speaking minorities, and less firmly for the other “historical” minorities, now (more or less) protected by the Law n. 482/1999 and other norms of the State and of the Regions. Poggeschi focused on the question, whether the languages of the new minorities are worth protecting, and how? He looked at the creation of language laws, at the State and regional levels, to help the acquisition of the official language, to foster the knowledge of foreign languages, to improve the protection of the language of the historical (national) minorities (including the Romanés, which is not included in the Law n. 482/1999), to give Italian dialects the status of cultural heritage, and finally to allow a certain protection to the language of foreigners and their descendants.

Alena Podhorná-Polická - Reflections on a French-Czech exhibition about migration: how workshops with interactive games are viewed by Czech adolescents

In her lecture, Podhorná-Polická talked about a French-Czech exhibition about migration. In parallel with an exhibition about migration in Brittany and southern Moravia, which was held from April 10 to June 30 of this year, a series of workshops for secondary high schools from Brno and the Moravia region was organised, whose primary goal was to allow students „feel and touch“ what migrants are experiencing during the period when their asylum claims are being processed. Suitcases with interactive games were used to highlight some important issues facing migrants in the Czech Republic. Students then filled out a questionnaire and were interviewed to express how they viewed the migration issue and if this experience had changed their views in any way. This was the focus of Podhorná-Polická’s presentation.

Ildikó Schmidt - Everyday multilingualism or the complex language development of immigrant students in public education

In her lecture, Schmidt talked about immigrant students in public education. In recent decades, an increasing number of children with immigrant background have become participants of the Hungarian public education system. From small towns to big cities, like Budapest, practically all schools host children who speak Hungarian as a second language. The future of these children depends on how much they are able to join in the instruction process, which will make their social integration possible. Based on international and Hungarian research results, there seem to be two basic elements that determine school performance: first, students must acquire the language of their host country, second they have to be able to maintain and develop their first language competences. This way, they will have the chance to take in information and communicate both in writing and speaking. In her lecture, Schmidt tried to answer the question how it is possible – if at all – to develop both languages alongside each other in a constructive manner. She also presented some good practices; based on the characteristics of these, a general development path may be defined.

Minna Suni - Language education for young migrants: lessons learned in Finland

In her lecture, Suni gave an overview of the language education arrangements concerning young migrants in Finland and she discussed some research findings in relation to them. Special attention was paid to the school placements of asylum seekers; at the age of 7-16 years, they are entitled to attend comprehensive school, and the school environment has shown to provide them very positive and meaningful experiences of belonging and language learning (Lähteenmäki 2013). Some key elements of the national curricula in preschool, basic education and secondary education were introduced first, and also the legislation and language ideologies behind them were briefly discussed and reflected against the observations reported by teachers who attended a survey on multilingualism in Finnish schools (see e.g. Suni & Latomaa 2012). Criteria for providing e.g. mother tongue instruction, Finnish as a second language instruction and preparatory education for basic or

vocational education was introduced in connection with the contents and practices of such education. Some longitudinal or conceptual changes in integration policies and national curricula were touched upon to illustrate the dynamic and fluctuating nature of language education development. In the national curricula, the concept of functional bilingualism is getting replaced by the idea of multilingual competences, and it remains to be seen how such new concepts as multiliteracies and linguistically aware learning environments get put in practice in the schools, and how the idea of integration of whole families gets established in the Finnish society.

Susan Stewart - Supporting multilingualism from within the international schooling system

In her lecture, Stewart talked about international schooling. Maintaining a home language goes beyond cultural preservation in that it impacts subsequent education, successful global relocation and repatriations. Children growing up with a home language different from the language of their education, however, face many issues in pursuing literacy in both languages. Parents are frequently unsure of how to support their children in retaining their home language whilst learning their new one. Combining linguistic theory with practical guidelines based on research, educational practice and personal experience, Susan Stewart shared her expertise, experience and practical tools to help expat families support their children's multilingualism. In many schools or companies, expats are asked to 'park' that language at the doorstep, thus separating the work/school 'home' from the family 'home'. Language impacts emotional well-being, cultural identity and social development. It has academic implications, as all language learning is based on the foundation of the home language. By continuing home language literacy throughout education, subsequent language learning is strengthened and children can become balanced bilinguals. Helping families preserve the home language allows them to interact successfully in their global future.

Zsófia K. Takács - *Can technology increase beneficial effects of storybooks on young children's literacy? A meta-analysis*

In her lecture, Takács reported about a meta-analysis. With the emergence of technology in the homes and the (pre-) school settings, children can watch a narrative on television, on the computer using a CD-ROM or DVD, or on the Internet, and more recently, they can use a tablet or a mobile device for stories. Television only allows for multimedia features (like animated illustrations in addition to music and sound effects), while it is possible for stories on the computer or tablets to involve the child in the story through interactive features such as questions, dictionaries, games, and animations or sounds to be activated by clicking on or touching a spot in an illustration (often indicated as hotspots). Most technology-enhanced stories are loaded with interactive features such as games (e.g., puzzles, memory tasks, coloring) and hotspots (e.g., animations, dictionary function, word or picture labels appearing when activating the hotspot). From the perspective of information processing, this shift from listening to a story to playing during listening might require the child to continuously switch between listening and playing, which could have serious consequences for story comprehension and learning as a result of cognitive overload. Alternatively, multimedia additions may provide nonverbal information that might help story comprehension by visualizing story events congruent with the narration. When pictures include movements and zooming, each frame might illustrate the oral narration more closely in time than static pictures, resulting in a higher temporal contiguity between the verbal and visual information. The goal of Takács' meta-analysis was to compare the effects of technology-enhanced narrative stories to more traditional presentations of stories on young children's language and literacy development. To be included there had to be a comparison condition in which the same or a similar story was presented in a way that resembles the more traditional circumstances of children listening to stories, that is, listening to someone either tell a story or read one from a picture storybook. Since different outcome measures were included with different scales in the set of studies, the standardized mean difference, Hedges' g , was calculated for each contrast between the technology-enhanced and comparison conditions. In 43 studies including 2147

children, a small but significant positive additional effect of technology was found (Hedges' $g = 0.22$). The small mean effect size is of great relevance since it reflects the additional effect of technology on top of the benefits of more traditional story presentations. Multimedia stories had a significant positive effect as compared to more traditional presentations (Hedges' $g = 0.27$), while interactivity combined with multimedia and interactive-only stories did not significantly differ from the non-technological comparison conditions. Especially on story comprehension, multimedia had a significant effect (Hedges' $g = 0.39$). Thus, instead of causing cognitive overload, nonverbal information optimally attuned to the narration supports learning. Interactive features negatively affected story comprehension, probably because interactivity may interfere with the line of the story and children's processing of the narrative. Strikingly, even interactive features designed to develop story understanding and literacy skills do not seem to enhance the effects of listening to stories.

Loránt Vincze - The challenges of the European minority protection: from achieving language rights to gaining community rights

In his lecture, Vincze (FUEN) spoke about the challenges of the European minority protection. The main element of the national (regional) minority protection policies is to secure and protect their language rights. Minorities, however, do not only claim their rights in the realm of languages. Should the communities formulate other, individual and community demands, these will bring in new elements in their struggles for minority rights. In his lecture, Vincze gave a short historical background of the engagements for minority protection and a short review of regional specificities, the role and importance of European organisations and institutions working for the protection of minorities as well as of the reinforcement of rights in Central-Eastern Europe after the fall of the communism. He pointed out the double standards of the Copenhagen criteria and highlighted FUEN's role in Europe. Vincze shortly presented the Minority SafePack European Citizens' Initiative. The European level cooperation of NGOs, governments and political organisations is of utmost importance in achieving FUEN's goals. The linguistic, cultural and ethnic

identities have important influence on the environment to reinforce political rights, including the minority-majority relations. He elaborated on the prospects of minority protection at EU level. According to Vincze, it was important to point out the minority rights situation of the minority and language groups in Europe. Individual and community rights, including self-government and autonomy all are well present in the EU member states; some can be considered as role models. Cultural and linguistic coexistence is a European value, and should be based on mutual respect and acceptance. Education of the mother tongue is an important part of the language rights. He also talked about everyday practice and the challenges of the instruction of minority and majority language. Vincze focused on the numerous European minority protection instruments, and their efficiency, such as the European Charter of Regional and/or Minority Languages or the Framework Convention for the Protection of National Minorities.

Catherine Wallace - Bilingual Pupils in London Schools: how linguistic and cultural minority pupils make sense of schooling through the medium of a second language.

In her lecture, Wallace explored the literacy and language development of two groups of pupils in London schools, who speak a language other than English at home. The first group goes to a highly diverse London primary school; the second consists of new arrivals in a London secondary school, also typified by a highly diverse school population. As they navigate their way through the British educational system, the learners recount stories of success and setback, allowing us to draw a number of lessons from their experiences of school about pedagogy and curriculum for diverse societies. Wallace concluded with some recommendations for an approach to literacy and language teaching which acknowledges the cultural and linguistic resources and needs of pupils who experience schooling through a second language.

Anastassia Zabrodskaia - Post-Soviet identities in the Baltic countries: ethnic, national, linguistic, and imperial

In her lecture, Zabrodskaia - contributing to the research on interdependence between perceived ethnolinguistic vitality and identity construction patterns - took a close look at the identities of Russian-speakers living in the Baltic countries. Combining quantitative and qualitative research, the purpose was to analyse ethnic, national, linguistic and imperial identity construction by respondents with different ethnolinguistic vitality profiles. The results showed that linguistic environment and official language competence were very strong determinants of perceived ethnolinguistic vitality, which, in turn, affected identity construction. Zabrodskaia distinguished up to five vitality clusters within each Russian-speaking community in the Baltic countries. The Russian-speaking groups are quite diverse in respect to the beliefs and ideologies connected with the host and heritage countries, languages, cultures and ethnic self-categorisations. Language seems to be the only unifying characteristic, although soon this last connection between different clusters might drastically disappear because the younger generations of Russian-speakers tend to assimilate into the titular languages. This combined quantitative-qualitative comparative study clearly demonstrates that, on the one hand, there are clear subgroups with good titular language knowledge, who have good education and broader career opportunities, and who tend to assimilate linguistically, while sometimes valuing and maintaining their cultural roots. On the other hand, there are subgroups whose titular language skills do not allow them to receive higher education and because of this their career opportunities are quite limited. The clusters and their discourses show that there are several emerging identities being constructed, all of them aiming to provide a particular set of values, symbols, narratives and collective emotions that enable Russian-speakers to structure their everyday experiences and provide an explanation for their position in between the titular (Western) and Russian-national identities, which at present are constructed as existential Others.

Ulrike Zeshan - Sign multilingualism and sign language endangerment

In her lecture, Zeshan reported on a range of complex multilingual behaviours in sign language users in two interrelated studies. The 'cross-signing' study investigated ad-hoc improvised communication between signers without any shared language, while the 'sign-switching' study documented code-switching between two sign languages in bilingual interaction. The presentation presented an overview over these two strands of work. This research has extended known bi- and multilingual phenomena to the domain of sign languages but also includes settings not found among spoken language users in the same way (i.e. the cross-signing situation). Data involve German SL-Turkish SL as well as Indian SL-Burundi SL bilinguals, as well as an internationally mixed sub-group with signers from Jordan, Indonesia, Japan and the UK. Zeshan presented arguments for considering the signers involved in some of these sub-groups as constituting micro-Communities of Practice. In the second part of the presentation, she gave an overview of the causes and current developments with respect to endangered sign languages. It has only recently been recognised that alongside spoken languages, sign languages are also subject to language endangerment. Zeshan drew on data collected from 20 sign languages around the world, and discussed endangerment factors that are parallel to what we find in spoken languages, as well as situations and factors that are particular to sign languages. She also presented a report of in-progress work that the International Institute for Sign Languages and Deaf Studies has been undertaking together with the Foundation for Endangered Languages and UNESCO.

Chapter 4. Description of the workshops

Linguistic landscape exhibition

The exhibition was called *Revisiting peripheries in centralised spaces: the capitalisation of otherness*. The purpose of the exhibition was to introduce the Central-European linguistic landscape to the audience of the conference. It provided a glimpse into ongoing research projects, theoretical and practical precedents, but we also wish to become and make others acquainted with novel possibilities, theoretical and methodological approaches backed by new and continuously developing research. Posters, e-posters and other materials were displayed, all in connection with the linguistic landscape relating to the above-mentioned issues.

Get engaged! interface and platform

Another interactive interface – which was active before, during and after the conference – was the ‘Get engaged’ platform,² which encouraged the members of the various minorities and communities as well as practitioners working with them to share their best practices based on the key words of the conference – language diversity in Europe, bottom-up initiatives, the engagement of the affected communities. In the framework of the ‘Get engaged!’ platform, the attendees of the conference could become familiar with initiatives and solutions that were launched in accordance with the everyday issues, needs and experiences of the given community, be it in the context of multilingualism in the family, a narrow or broad social or institutional or organised context. These individual or community ideas and initiatives can provide valuable examples and are therefore worth being shared with and disseminated among the members of other communities, practitioners, theoretical researchers, politicians and policy-makers.

² <http://learnme.mta-tkk.eu/?q=en/node/1926>

Student Workshop

The main aim of the student workshop was to organize a discussion for teachers and students in areas such as pedagogics, teaching methodology and foreign language education, thus to share and discuss experiences, opinions and improve education. There were three presentations: Julianna Bokor – Dorottya Tücsök: The Key issues of mother tongue education among Hungarian nationalities and minorities; Zsuzsa Gonda: Writing and reading e-texts – Methodology and approaches of teaching digital text types; Judit Raátz: The issues of language teaching pedagogy. All these presentations were thought-provoking; they summarized the most recent scientific facts and made it possible for the listeners to actively participate. The short film 'Being a teacher is cool!' was shown at the workshop. This short film and the related task 'Finish the following sentence: being a teacher is....' enabled teachers, students, researchers and members of the deaf community to share their opinion. There was a spontaneous discussion – showing the main approach of the conference in an explicit way – in Hungarian sign language, Swedish sign language, spoken English and spoken Hungarian. Participants did not only hear about Hungarian but also about international examples, methods and practices. The main aim to discuss the new empirical and competence-based methods - emerging from the new pedagogical perspective - within an interdisciplinary framework from as many approaches as possible was fulfilled. By involving students, the workshop outlined the further need for creating newer educational methods.

Geresdlak inhabitants panel

A special discussion was organized with the inhabitants of a multilingual village, Geresdlak, located in Southern Hungary. The majority of the population of the settlement belongs to the German national minority of Hungary, who arrived to the village via settling in the first half of the 18th century. Besides the Germans, Hungarian and Gypsy people also live in the village. After the political changes in the late 1980s and the early 1990s, first German, then in the 2000s Finnish citizens started buying properties in the village, which makes that multilingual community even more colourful. Until the Second World War, the local German dialect was the

main code of communication in the settlement. After that, as a result of anti-German politics and the growing importance of the state language, the local dialect was rolled back gradually into the private sphere. Nowadays the mainly used language in the village is Hungarian. However, depending on the age, family situation and personal experience of the speakers, different varieties of German language are still part of their everyday language use. Besides the local German dialect, standard German learned in school together with different dialects acquired in German speaking countries or from the media and mixed forms of these varieties are also present in the language use of the community. The Roma population of the village also uses its own minority varieties, mainly in the private sphere. The appearance of the foreign citizens further modifies the linguistic and cultural setting of the community. Active community life and growing touristic activities are characteristic to the village.

Borbála Pach-Heltai (Research Centre for Multilingualism, Research Institute for Linguistics, HAS) has been doing sociolinguistic research in the settlement since 2009. The main goal of her activities is to reveal the transforming multilingual language use of the community and the linguistic and cultural consequences of these changes. She has reported on her results in several studies, and is also writing her doctoral thesis on the topic. Since she has been doing investigation for a long time, she has a widespread network in the village, and the members of the community know her well. Thanks to that, she had the possibility to invite the members of the community to the conference where, in the frameworks of a discussion, the inhabitants of the village could describe the everyday life, language use and the cultural life of the settlement.

In the discussion, 12 people participated from the village, among them the leader of the kindergarten, a teacher from the local school, elder speakers who had acquired the local German dialect as their first language, locals who take an active role in the organization of the community events, and also Finnish house owners. The discussion was led by Pach-Heltai. During this plenary discussion, the inhabitants of the settlement spoke about the everyday language use practices of the community, the present role of the minority varieties and the attitudes towards them. Also the rich community life, which is focussed on preserving traditions, was discussed. The

Finnish inhabitants spoke about the mutual cultural and language learning activities, emphasized the openness of the locals, and the everyday learning possibilities coming from the special multilingual setting of the village. The audience also got acquainted with the main forms of minority language teaching in the school and the kindergarten. The discussion was – in the context of a scientific conference – a novel form of the plenary programme, which meant a unique mutual learning possibility both for the audience and the guests from Geresdlak. The participants of the conference got direct information about the everyday language use practices of this multilingual settlement. The discussion also drew the attention of the invited guests to the valuable linguistic and cultural setting of their community, which can hopefully contribute to positive attitudes toward multilingualism and to its long-term maintenance.

Chapter 5. Review: added value of the conference

The Conference opening included the welcoming address of the Hungarian EU Commissioner for Education, Culture, Youth and Sport, Tibor Navracsics, as well as Ádám Kósa, MEP and László Lovász, the President of the Hungarian Academy of Sciences. Commissioner Navracsics genuine understanding and care about the issue certainly inspired confidence amongst the audience and got the whole conference off to an excellent start. Teachers and school administrators made very clear the challenges they face in working in a multilingual context. The active presence of practitioners was enriching because their experiences showed those on the 'research side' once more that while theory is important, the situation 'on the ground' is very different from case to case, and thus hard to capture in models. Parents, teachers, community activists, youth groups offered concrete, practical perspectives based on their own experience.

The conference was exceptional in terms of the range, variety and high quality of the contributions. Many of the papers focused on bottom-up practical experience, but were underpinned by a good theoretical background and methodological approach. It was particularly helpful to start the conference with mainly general/theoretical contributions from the LEARNMe team and follow this with many concrete accounts of research and educational projects and community initiatives that really knuckle down and engage with the challenges of multilingualism in everyday life.

For Western-European participants, it was particularly beneficial to be exposed to a Central European perspective and learn of the work with a different geographic/demographic emphasis currently being conducted in Hungary, Finland, Baltic States, Serbia etc.

Another important aspect was the example of how projects on linguistic diversity can include both the 'classical' minority languages, and other types of minority language. In this case the focus was on sign language, but the same can be done for migrant languages – the conference also touched on these in a number of presentation. Also the conference made it possible to open up a discussion on theoretical matters of crucial importance for the project and to discuss face-to-face some of the challenges

facing minority languages all over Europe. A collection of very impressive case studies of 'bottom up approaches' was presented- sessions with participant/researchers were very effective (such as Hungarian Sign Language fieldwork). Ethnographic approaches highlighted the ethical considerations in/with researching language communities.

The presence of sign languages (both from the researchers' and the practitioners' perspectives) as a minority or 'lesser used language' was fruitful. The conference showed clearly that sign language users face the same type of challenges as those using small / minority languages. The point that researchers and users of both sign and small spoken languages have much in common and can learn a lot from one another was very well made during the conference. The Conference was a great opportunity to understand the members of the Hungarian Sign Language community's situation, needs and their views about minority language (especially language policy and educational) issues in a comparative, cross-national view.

Appendix 1: Conference Program

**EVERYDAY MULTILINGUALISM, SUSTAINABLE LINGUISTIC
DIVERSITY AND MULTI^N-ENGAGEMENT –
Minority Language Research, Educational Practice and Policy.
Revisiting Methodology, Learning and Established Concepts**

CONFERENCE PROGRAMME

Friday, 18 September – Saturday, 19 September 2015



Venue: Larus Restaurant and Conference Centre, 1124 Budapest, Csörsz utca 18/b.



18 SEPTEMBER 2015 FRIDAY / PÉNTEK 2015. szept. 18.

<p>8.00 – 8.45</p>	<p style="text-align: center;">REGISTRATION / REGISZTRÁCIÓ MAIN HALL / ELŐTÉR</p> <p>The registration closes at 8:45, participants are kindly asked to arrive in time. A regisztráció 8.45-kor zárul, ezt követően nem áll módunkban több regisztrációt fogadni. Tisztelettel kérjük Önöket, hogy érkezzenek időben.</p>
<p>9.00 – 10.00</p>	<p style="text-align: center;">OPENING CEREMONY / ÜNNEPI MEGNYITÓ GESZTENYE HALL / GESZTENYE TEREM</p> <p style="text-align: center;">Chair: Director István KENESEI</p>
<p>9.00 – 9.30</p>	<p>Commissioner Tibor NAVRACSICS, European Commissioner for Education, Culture, Youth and Sport, European Commission / az Európai Unió kulturális, oktatási, ifjúságpolitikai és sportügyi biztosa President László LOVÁSZ, Hungarian Academy of Sciences / Magyar Tudományos Akadémia Director István KENESEI, Research Institute for Linguistics of the Hungarian Academy of Sciences / MTA Nyelvtudományi Intézet</p>
<p>9.30 – 10.00</p>	



	<p>WELCOME ADDRESS / MEGNYITÓ BESZÉDEK GESZTENYE HALL / GESZTENYE TEREM</p> <p>Chair: Cor van der MEER</p>
<p>9.30 – 10.00</p>	<p>Cor van der MEER, Mercator project coordinator, Mercator Research Centre on Multilingualism and Language Learning Prof. Csilla BARTHA, Chair of Programme and Organising Committee, Research professor, Leader of the Research Centre for Multilingualism of the Research Institute for Linguistics of the Hungarian Academy of Sciences / a Program- és Szervezőbizottság elnöke, Tudományos tanácsadó, az MTA Nyelvtudományi Intézet Többszervezési Kutatóközpontjának a vezetője Dr. Ádám KÓSA, Member of the European Parliament, President of SINOSZ / az Európai Parlament képviselője, a SINOSZ elnöke)</p>
<p>10.00 – 10.30</p>	<p>COFFEE BREAK / KÁVÉSZÜNET MAIN HALL / ELŐTÉR</p> <p>During breaks: SIGNificant Chance in the making (Interactive demonstrations about: sociolinguistic interviews, dictionary development, annotation, grammatical interviews, educational sign inventory, etc.) Szünetekben: JelÉsély projekt – Munka közben (Interaktív bemutatók a következő témákban: szociolingvisztikai interjúk, szótárépítés, annotáció, grammatikai interjúk, oktatási jelkinestár stb.)</p>
<p>10.30 – 12.00</p>	<p>PANEL SESSIONS / SZEKCIÓK</p>



	<p style="text-align: center;">SESSION 1</p> <p style="text-align: center;">Gesztenye Hall / Gesztenye terem</p> <p style="text-align: center;">LEARNMe Roundtable Discussion on the White Paper / LEARNMe kerekasztal a White Paper megvitatására</p> <p style="text-align: center;">Chair / Szekcióelnök: Prof Jarmo LAINIO</p>	<p style="text-align: center;">SESSION 2</p> <p style="text-align: center;">Buda Hall / Buda terem</p> <p style="text-align: center;">Students' Workshop / Hallgatói workshop</p> <p style="text-align: center;">Chair / Szekcióelnök: Julianna Bokor</p>
10.30 – 11.50	<p>Prof. Csilla BARTHA (Chair of Programme and Organising Committee, Research professor, Leader of the Research Centre for Multilingualism of the Research Institute for Linguistics of the Hungarian Academy of Sciences);</p> <p>Prof. Elin HAF GRUFFYDD JONES (Aberystwyth University, director of the Mercator Institute for Media, Languages and Culture);</p> <p>Prof. Jarmo LAINIO (Stockholm University);</p> <p>Cor van der MEER (Mercator Research Centre on Multilingualism and Language Learning, Mercator project coordinator / Mercator project koordinátor);</p> <p>Prof. Xavier VILA (University of Barcelona) / David Fornìes (CIEMEN)</p> <p>Prof. Jeroen DARQUENNES (University of Namur, affiliated researcher of the Mercator Research Centre);</p> <p>Dr. Eithne O'CONNELL (Senior Lecturer, Dublin City University)</p>	<p>Discussion of educational, pedagogical, methodological, and language teaching issues, challenges and experiences from the perspective of multidisciplinary and innovative learning/teaching and pedagogical reforms with the participation of university students and education experts</p> <p>Pedagógiai, oktatásmódszertani, idegennyelv-oktatási kérdések, kihívások és tapasztalatok megvitatása a multidiszciplinaritás, innovatív oktatás/tanulás, pedagógiai megújulás téma-körében, egyetemi hallgatók és oktatási szakemberek részvételével</p> <p>Julianna BOKOR – Dorottya TÜCSÖK: Az anyanyelvi nevelés kulcsproblémái a magyarországi nemzetiségek és kisebbségek körében / <i>Key issues of Mother-tongue education among minorities and nationalities in Hungary</i></p> <p>Zsuzsa GONDA: E-szövegek írása és olvasása - A digitális szövegfajták tanításának szemléletmódja és módszertana / <i>Write and read e-texts - Approach and methodology of teaching digital text types</i></p>

		Judit RAÁTZ: A nyelvtanítás pedagógiájának kérdései / <i>The issues of pedagogy of language teaching</i>
11.50 – 12.00	Tamás VINCZE: Cultural eye opener / Jelnyelvi érzékenyítés	
12.00 – 12.30	PLENARY / PLENÁRIS ELŐADÁS Gesztenye Hall / Gesztenye terem Chair / Szekcióelnök: Prof. Csilla BARTHA	
12.00 – 12.30	Prof. Anastassia ZABRODSKAJA Post-Soviet identities in the Baltic countries: ethnic, national, linguistic, and imperial / <i>Poszt-szovjet etnikai, nemzeti, nyelvi és birodalmi identitások a balti országokban</i>	

12.30 – 13.30	LUNCH / EBÉD
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13.40 – 16.00	PANEL SESSIONS / SZEKCIÓK	
	SESSION 1 Gesztenye Hall / Gesztenye terem Sustainable linguistic diversity , European minorities and legal framework / Fenntartható nyelvi sokszínűség, európai kisebbségek és a jogi szabályozás keretei	SESSION 2 Buda Hall / Buda terem Chair / Szekcióelnök: Dr. Eithne O'CONNELL



	Chair / Szekcióelnök: Prof. Xavier VILA	
13.40 – 14.00	Prof. dr. Vesna CRNIĆ-GROTIĆ: Minority Languages in Administration under the European Charter for Regional or Minority Languages / <i>A kisebbségi nyelvek a közigazgatásban a Karta viszonylatában</i>	Dr. habil. János GYŐRI: Who is a Hungarian student? – The linguistic and educational integration of immigrant students/ <i>Ki a magyar tanuló? – Bevándorló tanulók nyelvi és iskolai integrációja</i>
14.00 – 14.20	Prof. Giovanni POGGESCHI: The Italian approach on Language and Law / <i>Nyelv és törvény olasz megközelítésben</i>	Dr. Zsófia TAKÁCS: <i>Can technology increase beneficial effects of storybooks on young children's literacy? / A technológia fokozza-e a mesekönyvek jótékony hatását a gyerekek olvasás- és íráskészségre?</i>
14.20 – 14.40	Dr. Noémi NAGY: Sustainable Linguistic Diversity in the European Union – The Legal Framework / <i>A fenntartható nyelvi sokszínűség jogi keretei az Európai Unióban</i>	Susan STEWART: Supporting multilingualism from within the international schooling system / <i>A többnyelvűség elősegítése egy nemzetközi oktatási rendszerből nézve</i>
14.40 – 15.00	Paulo FEYTOR PINTO (video / videóelőadás): Minority language policies in Portugal. Mirandese, Portuguese Sign Language and Cape Verdean Creole / <i>Kisebbségi nyelvpolitika Portugáliában. Mirandai, Portugál Jelnyelv és zöld-foki kreol</i>	Ildikó SCHMIDT: Mindennapi többnyelvűség, avagy migráns tanulók komplex nyelvi fejlesztése a közoktatásban / <i>Everyday multilingualism or the complex language development of immigrant students in public education</i>
15.00 – 15.20	Dr. István CSERNICKÓ: A nyelvpolitika, mint az ukrán fegyveres konfliktus egyik ürügye. A ukrán nyelvpolitika pályája az "Állami nyelvpolitika elveiről" megnevezésű törvénytől a katonai konfliktusokig (2012–2015) / <i>The language policy as one of pretexts for the armed conflict in Ukraine. The trajectory of the Ukrainian language policy from the Law „On the principles of the state language policy” until the military conflicts (2012–2015)</i>	Boglárka BILÁSZ: A S(z)lomarát (SZLOvák-Magyar baRÁT és SLOvensko-MAđarský kamaRÁT) Polgári Társulás jó gyakorlata / <i>Good practice of the Civic Association S(z)lomarát</i>



15.20 – 15.40	János PACH: A kisebbségek mint a kormányzati mozgásteret befolyásoló tényezők? / <i>Minorities as influencing factors of government scope?</i>	Marietta FORGÁCH: Romani nyelvű tudósítás: Magyarországi és Svédországi tapasztalatok / Romani language journalism in Europe: The Hungarian and Swedish experience
15.40 – 16.00	Discussion /Beszélgetés	Angela HEFTY: Két és többnyelvűség a siket családban / <i>Bi- and multilingualism in a Deaf family</i>

16.00 – 16.30	COFFEE BREAK / KÁVÉSZÜNET MAIN HALL / ELŐTÉR Get engaged! Try how to make an interview, how to make a corpus! / Kapcsolódj be! Tapasztald meg, hogy készül egy interjú, hogyan készül egy korpusz!	
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16.30 – 17.20	PLENARY / PLENÁRIS ELŐADÁS Gesztenye Hall / Gesztenye terem Chair / Szekcióelnök: Dr. Anna BORBÉLY	
16.30 – 17.20	Nyelvi és kulturális sokszínűség egy többnyelvű magyarországi településen: beszélgetés a gereszlaki közösség tagjaival Linguistic and cultural diversity in a multilingual settlement of Hungary: talking with the community members of Geresdlak Organizer and moderator: Borbála PACHNÉ HELTAI	
17.30 – 18.30	PANEL SESSIONS / SZEKCIÓK	



	SESSION 1 Gesztenye Hall / Gesztenye terem Research and education in the 21th century Chair / Szekcióelnök: Dr. Ágnes HÁMORI		SESSION 2 Buda Hall / Buda terem Community engagement and empowerment Chair / Szekcióelnök: Prof. Catherine WALLACE
17.30 – 17.50	Prof. Minna SUNI: Language education for young migrants: lessons learnt in Finland / <i>Nyelvoktatás fiatal bevándorlóknak: a finn példa tanulságai</i>	17.30 – 17.50	Csilla HORVÁTH: Digital tools and Mansi heritage language education / <i>Digitális eszközök a manyisi mint örökségnyelv oktatásában /</i>
17.50– 18.10	Prof. dr. Jelena FILIPOVIC: Minority languages in applied linguistics: between participatory action research and autoethnography / <i>Kisebbségi nyelvek az alkalmazott nyelvészetben: A résztvevői akciókutatás és az autoetnográfia között</i>	17.50 – 18.10	Alberto FERNANDES: The Mirandese language in the present: Why, for whom and what future awaits it? / <i>A mirandai nyelv ma: Miért? Kinek? És milyen jövőképpel?</i>
18.10-18.30	Prof. Jarmo LAINIO: Minority language radio and a twitter week – a good combination for the language maintenance of Sweden Finnish? / <i>Kisebbségi nyelvi rádió és twitter hét - a svédországi finn megtartásának együttes jó gyakorlata</i>	18.10 – 18.30	Daniel PEARMAIN: Community engagement: putting communities at the heart of their development / <i>Közösségi bevonódás: a közösség a saját fejlődésének centrumában</i>
18.30 – 19.00	CULTURAL PROGRAM / KULTURÁLIS PROGRAM MAIN HALL / ELŐTÉR		
19.00 –			



	RECEPTION / FOGADÁS
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19 SEPTEMBER 2015 SATURDAY / SZOMBAT 2015. SZEPT. 19.

9.00 – 10.00	PLENARY / PLENÁRIS ELŐADÁSOK Gesztenye Hall / Gesztenye terem Chair / Szekcióelnök: Dr. Anna HUPPERT
9.00 – 9.30	Meirion Prys JONES: Endangered Languages and Linguistic Diversity in the European Union / <i>Veszélyeztetett nyelvek és nyelvi sokszínűség az Európai Unióban</i>
9.30 – 10.00	Prof. Catherine WALLACE: Bilingual Pupils in London Schools: how linguistic and cultural minority pupils make sense of schooling through the medium of a second language / <i>Kétnyelvű gyerekek londoni iskolákban: hogyan értelmezik és élik meg a kulturálisan és nyelvileg kisebbségi háttérű diákok a második nyelven történő oktatást</i>

10.00 – 10.30	COFFEE BREAK / KÁVÉSZÜNET MAIN HALL / ELŐTÉR
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10.30 – 12.30	
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PANEL SESSIONS / SZEKCIÓK			
	SESSION 1 / 1. SZEKCIÓ Gesztenye Hall / Gesztenye terem	SESSION 2 / 2. SZEKCIÓ Buda Hall / Buda terem	SESSION 3 / 3. SZEKCIÓ Sirály Hall / Sirály terem
	<p>The changing role of NGOs and organizations in European minority protection / NGO-k és egyéb szervezetek változó szerepe az európai kisebbségvédelemben</p> <p>Chair / Szekcióelnök: Prof. Elin HAF GRUFFYDD JONES</p>	<p>Teaching and new practices of teaching and knowledge production / Az oktatás és a tudástermelés tanítása és új gyakorlatai</p> <p>Chair / Szekcióelnök: Dr. Judit RAÁTZ</p>	<p>Linguistic landscape exhibition Nyelvi tájkép kiállítás</p> <p>Chair / Szekcióelnök: Szabolcs VARJASI</p>
10.30 – 11.00	Prof. Elin HAF GRUFFYDD JONES: Interview with Ned Thomas / <i>Interjú Ned Thomas-szal</i>	Dr. habil. Balázs FÜZFA: „IRODALOM NÉLKÜL LEHET ÉLNI, CSAK NEM ÉRDEMES”(A 12 legszebb magyar vers-program a határainkon túl) / <i>Life without literature is possible but not worthwhile living, (The programme The 12 most beautiful Hungarian poems beyond our borders)</i>	Margit HOLECZ Diána PÁSZTOR Dorottya TÜCSÖK Szabolcs VARJASI
11.00 – 11.20	Loránt VINCZE: The challenges of European minority protection: from obtaining language rights to gaining community rights / <i>Az európai kisebbségvédelem kihívásai: a nyelvi jogok megszerzésétől a közösségi jogok kivívásáig</i>	Béla BARANYI Milán JUHÁSZ Rozi CSÁMPAI Dr. Judit RAÁTZ	
11.20 – 11.40	David FORNIÈS: From Barcelona to Donostia: an effort to further linguistic rights through a worldwide declaration / <i>Barcelonától Donostiáig: egy világméretű nyelvi jogi nyilatkozat felé</i>		



<p>11.40 – 12.00</p>	<p>Prof. Josu AMEZAGA: Public sphere building against minority language normalisation? Some thoughts in light of Basque and other European language televisions / <i>A közzsféra építése a kisebbségi nyelv normalizációja ellenében? Gondolatok a baszk és más európai nyelvi televíziók példájának fényében</i></p>		
<p>12.00 – 12.20</p>	<p>Prof. Jeroen DARQUENNES: (R)evolutionising minority language research: LEARNMe's White Paper under the microscope / <i>A kisebbségi nyelvi kutatás forradalmasítása: A LEARNMe White Paper mikroszkóp alatt</i></p>		
<p>12.20 – 12.30</p>	<p>Discussion /Beszélgetés</p>		
<p>12.30 – 13.30</p>	<p>LUNCH / EBÉD</p>		
<p>13.30 – 15.00</p>	<p>PLENARY / PLENÁRIS ELŐADÁSOK Gesztenye Hall / Gesztenye terem Chair / Szekcióelnök: Péter Zalán ROMANEK</p>		
<p>13.30 – 14.00</p>	<p>Prof. Ulrike ZESHAN: Sign multilingualism and sign language endangerment / <i>Jelnyelvi többnyelvűség és a jelnyelv veszélyeztetettsége</i></p>		
<p>14.00 – 15.00</p>			



	Közös bevonódás és a JelE ^s ély projekt / Mutual engagement and the SIGNificant Chance project
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15.00 – 15.30	COFFEE BREAK / KÁVÉSZÜNET MAIN HALL / ELŐTÉR
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15.30 – 17.00	PANEL SESSIONS / SZEKCIÓK		
	<p>SESSION 1 Gesztenye Hall / Gesztenye terem</p> <p>Linguistic diversity, access and participation: minority language as problem or source in school / Nyelvi sokszínűség, hozzáférés és részvétel: kisebbségi nyelvek mint akadályok vagy források az iskolában</p> <p>Chair / Szekcióelnök: Dr. Anna BORBÉLY</p>	<p>SESSION 2 Buda Hall / Buda terem</p> <p>Learning community of practice: Mutual engagement and participation / Gyakorló tanuló közösség: Kölcsönös bevonódás és részvétel</p> <p>Chair / Szekcióelnök: Evelin HARGITAI PhD</p>	<p>SESSION 3 Sirály Hall / Sirály terem</p> <p>Interface between research, policy and knowledge management / Kutatás, politika és tudás kezelési találkozási pont</p> <p>Chair / Szekcióelnök: Dr. Ágnes HITESY</p>
15.30 – 16.00	Åsa HELMERSSON: The Accessible School for the Deaf / Hozzáférhető	15.30 – 15.50	Evelin HARGITAI PhD.: <i>Tanulóközösség a nyelvi revitalizáció szolgálatában</i> - A Dr. Ágnes HITESY Zoltán BARA

	<i>Siketiskola</i>		<i>mirandai esete / A learners' community in the service of language revitalisation – Mirandese</i>	Alberto FERNANDES Przemyslaw KOCUR Susan STEWART
16.00 – 16.15	Dr. Anna BORBÉLY: Otthoni nyelvek és iskolai nyelvek: longitudinális kutatások a magyarországi románok kétegyházi közösségében / <i>Home languages and school languages: longitudinal studies in the Kétegyháza community of the Romanian minority in Hungary</i>	15.50 – 16.10	Borbála PACHNÉ HELTAI: <i>Átalakuló nyelvi sokszínűség egy többnyelvű magyarországi településen: Egy szociolingvisztikai kutatás tereptapasztalatairól / Linguistic diversity in the process of transformation in a multilingual Hungarian settlement: About the field experiences of a sociolinguistic research study</i>	Daniel PEARMAN
16.15 – 16.30	Klára CSOKKÁNYI LAKATOS: Hosszúpályi - Óvoda, anyanyelv és esély / <i>Hosszúpályi - Kindergarten, mother tongue, better chances</i>	16.10 – 16.30	Petteri LAIHONEN PhD - Tamás Péter SZABÓ PhD (videóelőadás / video): <i>Mit tehet az iskolai tájkép a többnyelvűségért? A tanulási környezet nyújtotta lehetőségek / What can the schoolscape offer for becoming multilingual? Affordances in the learning environment</i>	
16.30 – 16.45	Rita BABUTSÁN: Jelnyelvhasználat, bilingvális oktatás: úttörő tapasztalatok egy integrált iskolában / <i>Sign language use, bilingual education: pioneering experiences at an integrated school</i>	16.30 – 16.50	Alena PODHORNÁ-POLICKÁ PhD: Reflections on a French-Czech exhibition about migration: how workshops with interactive games are viewed by Czech adolescents / <i>Gondolatok a francia-cseh migrációs kiállítás kapcsán: hogyan látják a cseh serdülők az interaktív játékos workshopokat</i>	
16.45 – 17.00	Ágnes SZAUER: Kétnyelvű nevelés a magyarországi nemzetiségi óvodákban:			



	gyakorlatok, kérdések, problémák / <i>Bilingual education in Hungarian minority kindergartens: practices, questions and problems</i>	16.50 – 17.00	Discussion /Beszélgetés	
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17.05 – 17.45	CLOSING OF THE CONFERENCE / KONFERENCIAZÁRÁS			
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Appendix 2: Conference Pendrive

The pendrive distributed to conference participants contains documents that constitute the theoretical basis of the conference and videos that present practical examples and good practices of multilingual language use or education.

The theoretical documents are the Position Papers of the Mercator LEARNMe Project.³

All abstracts of the conference proceedings with the presenters' biographies and the descriptions of the workshops and exhibition are available on the pendrive.

All videos carry important messages of bottom-up community initiatives in point of the maintenance and learning of endangered languages and stakeholder engagement in these projects.

The video clip Knowledge is power presents the result of a slam poetry contest and draws attention to the importance of education and learning. The video was funded by the Roma Education Fund, and was organised by Kristóf Horváth, slammer (his alias is Színész Bob: Actor Bob) who collaborated with talented Roma teenagers.

The video Interviews with Boyash and Romani Language Users (made by Mátyás Arató) presents three interviews with bilingual Roma speakers who use Boyash or Romani language. These interviews demonstrate current tendencies of Romani and Boyash language maintenance and loss, and the speakers' attitudes.

The folder Interviews with Portuguese and Mirandese Language Users contains many videos made by/with Mirandese speakers (in the organisation of Evelin Gabriella Hargitai). In these videos Mirandese native and new speakers speak about everyday language use, language maintenance efforts and community initiatives.

The folder Interviews with Romani Language Users contains videos (made by Péter Lakatos), which present short sociolinguistic interviews with everyday speakers of Romani language.

³ <http://www.mercator-network.eu/publications/>

The pendrive contains also Signtales (fairy tales in Hungarian Sign Language). Signtales is a symbolic and useful initiative that allows deaf children to know well known fairy tales.

In addition to the tales, there are also Sign language videos (Famous Hungarian Poems in Hungarian Sign Language) on the pendrive.

Video on the „Kesztyűgyár Community Centre” (with authentic Hungarian Gipsy music): The Kesztyűgyár (Gloves Factory) Community Centre at Budapest started its programmes in 2008 offering free time activities to young people from the district and Budapest. As a multifunctional institution, it hosts many Gipsy talent programs, art performances, trainings, courses and an internet cafe as well. The goal of all programs is to create a community, to reinforce the local identity and to connect the Magdolna District with Budapest’s cultural blood circulation.

The pendrive contains the materials uploaded to the Get Engaged platform as well.

