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Thus, a strengthening of language usage at home seems to be a prerequisite for increased use of media in any given language. Finding ways through which families can be encouraged to use their language at home, in order for that language to be requested for media output, may be one of the next questions that remain open to debate.

Conclusions of the Annual Report 2010                                   | 61   |
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Mercator Network

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Foreword

The Mercator Network of Language Diversity Centres has undertaken a major task, trying to reach both academics and non-academics alike. The scope of its different workshops and conferences is a clear testimony to this focus. In the year covered by this report, there were one of each of those events, and they were attended by professionals on the field, willing to provide their insights and gather new experiences, and by academics sharing the outcomes of recent research. In this foreword I will focus on the latter, which is an area in which I have had my share of work.

If the increased frequency of conferences on a given subject is a measure of its increasing importance, the study of ethnic minority media would seem to be in good shape. Two decades ago, such studies were virtually non-existent; now there are one or two each year. But sheer numbers of conferences aren’t any guarantee of quality. To paraphrase George Orwell, ‘All conferences are equal, but some are more equal than others.’ The 2010 Aberystwyth conference, which is covered by this report, stands out in several respects. The various presentations mainly dealt with present day and near future uses of a wide variety of media; those presentations feature a broad range of theoretical perspectives and research methods; a solid majority of their authors are young (at least as scholars!) and able to view media usage with fresh eyes; and, best of all, those authors are bright.

As a grizzled veteran (my studies of ethnic minority media go back to the late 1970s), I found presentation after presentation to be interesting, challenging, and often ground-breaking. While I am stimulated by what I hear at most academic conferences I attend, that usually occurs no more than two or three times. The Mercator Network 2010 conference was a joy from start to finish, and a strong affirmation of the significance and quality of scholarship in this particular field of study. I am confident that the book resulting from the conference, and the report stemming from the Network’s undertakings, will further the growth of scholarly interest in ethnic minority media, which themselves are certain to become increasingly important in a world where those minorities are increasingly significant and numerous actors within the public sphere.

Donald R. Browne
Professor of Communication Studies
University of Minnesota (USA)
Introduction to the Annual Report 2010

The purpose of this report is to present the developments that the Mercator Network of Language Diversity Centres undertook in the year 2010.

However, the Annual Report strives to go beyond a summary of facts and figures, and tries to provide a more comprehensive approach to the topics discussed. In this sense it follows the same structure as the Annual Report 2009 (which focused on Education), but this time its focus is on Media. The report begins with a description of the network partners, their areas of research and action, and their overall perspectives. Any single Mercator Report can be read as a whole text, rather than as an extension of the previous one or a technical manual for insiders only.

After the partners’ introduction, the report presents the main recommendations for both research and policy, which stem from the two main activities carried out by the Network in this period: an Experts’ Workshop and a Conference.

The Mercator Experts’ Workshop held in Eskilstuna (Sweden) was designed to bring together experts on the topics at hand – in the case of this second year, the relationship between language and the media – in order to contribute to the planning and development of the Mercator Conference for that year as well as propose discussions and recommendations to present along with the text.

The Mercator Conference on Media Convergence and Linguistic Diversity is presented in the Report along with a summary of the papers presented. At the end of each section a short summary is made to ensure a more comprehensive and coherent reading. In addition, the report contains a specific narrative that connects the different developments and results of both the workshops and the conferences. In that way, the report serves as an accurate account of the collective achievements of the Network, while at the same time being a fundamental text that can be accessed by people interested in the topics discussed. During the conference Twitter was used extensively to communicate the development of the conference to a wider audience, and it now complements the Newsletter and the webpage as a main source of information on the Network, and on issues the Network considers may be of relevance to its stakeholders.

One of the issues not included in the body of the report, hence requiring mention here, is that there was a need to undertake an extra meeting for the partners, since some of them were not able to attend the conference in Wales due to the disruption in air travel as a result of the volcanic ash cloud in May 2010. The extra meeting was held in Barcelona on the 17th of September and all the partners were able to participate and steer the Network into the plans for the third year of the project. The personal meeting has given the opportunity to begin with the preparation of the next MERCATOR experts’ workshop on language legislation in Budapest. Partners could discuss several issues, settle the date, topic and list of potential experts.

Finally, the annual report presents a set of conclusions drawn from the workshop and the conference. Though this is the Annual Report for 2010, the period it covers actually includes the last month of 2009 as this is when the Workshop took place. In that sense, it links together the conceptual backgrounds that define both the workshop and the conference – conceived to be internally connected – rather than just the Calendar year.
The Mercator Network – Partners, Themes, Visions

The Mercator Network of Language Diversity Centres consists of 5 partners institutes that are dedicated to support and further linguistic diversity in Europe.

The lead partner Mercator European Research Centre on Multilingualism and Language Learning gathers and mobilises expertise in the field of language learning at school, at home and through cultural participation in favour of linguistic diversity of Europe. The Centre is an independent and recognised reference centre for policy-makers and professional workers in the field of multilingual education and language learning.

As further partner Mercator Linguistic Rights and Legislation offers resources for researchers and scholars in the field of law, as well as for lawmakers and policy-makers responsible for the regulation and treatment of multilingualism in Europe. Mercator Legislation also carries out permanent monitoring work regarding the official recognition of languages and their juridical status. In its research, the centre focuses on models or linguistic regimes and the regulatory framework for the protection of the linguistic rights of the European population.

The Research Institute for Linguistics (founded in 1949, and placed under the direction of the Hungarian Academy of Sciences in 1951) researches Hungarian linguistics, general, theoretical and applied linguistics, Uralic linguistics and phonetics, as well as the preparation of a comprehensive dictionary of the Hungarian language, and the maintenance of its archival materials. Other research projects investigate various aspects and different variants of Hungarian as well as minority languages in and outside Hungary, including issues of language policy within the framework of European integration.

Established in 1988, the Mercator Institute for Media, Languages and Culture (which includes Mercator-Media) is a research centre at the Department of Theatre, Film and Television Studies, at Aberystwyth University, Wales. It hosts a number of projects specialising in languages, creative and literary translation, media, publishing and culture, with much of the activity based around European and world-wide networks.

The Centre for Finnish Studies at the Mälardalen University was established in 2003 as a result of governmental, regional and local strivings to support the Sweden Finnish language and culture, following the requirements of the European Charter for Regional or Minority Languages, which was ratified by Sweden in 2000. The primary objective of the Centre is to study and inform about the linguistic, cultural, social and political conditions, which influence the position of Sweden Finnish. It attempts to relate this to the national and international development of other regional and minority languages. A major dimension of this task is to study and inform about both specific and general characteristics of bilingual/multilingual minorities. The Centre aims at improving its international networking at a European level.

With its cooperation the Network intends to harmonise research in order to complement practical and project oriented work of people with minority language interest. Furthermore it promotes knowledge, shares and facilitates structured exchange of best practices and cutting edge initiatives through its programme of activities.

One underlying thought is that “minority” and “majority” are not two separate boxes, but a whole and ideally holistic continuum of people using a continuum of values, identities, cultures and languages. Whereas many other EU Networks only reflect nation state languages, the Mercator Network is one of the few EU funded Networks, which includes and labels Regional or Minority Languages and immigrant minority languages as part of linguistic diversity. The Mercator Network underlines the place of those languages in the continuum of state languages, cross border languages, less widely taught and used, minority and regional
languages. Within these, special attention shall be given to the accommodation of immi-
grant and sign languages, whose speakers are confronted with the acquisition of a country’s
majority language, sometimes concurrently with a regional language as well as with the
consolidation and maintenance of their own language.

On their first meeting on the 5th March 2009 the five partners confirmed these themes and
visions. The resolutions of this first meeting were:

1. to reach new generations of minority language experts as well as new generations
   of minority language users in order to broaden the basis for linguistic diversity

2. to raise public awareness of language related public issues amongst speakers and
   non-speakers of minority and smaller state languages

3. to follow an inclusive approach, with the focal point being the question where lan-
   guage is an influential factor when it comes to social cohesion, economic prosperity
   and the meaning of regional uniqueness, not only with regard to regional and small-
   er state languages but also comprising immigrant minorities or sign languages

4. the promotion of mutual understanding and cooperation. With this the Network shall
   gain Europe wide importance and influence, e.g. by aiming to feed into the next EU
   communication.

To get the best outcome, the Mercator Network exploits the interdisciplinary composition
and the varied expertise of its partners as well as that of experts invited to the workshops
and conferences.
Participation in other European-wide programmes

Since October 2009 the Mercator Network is a member of the “Civil Society Platform to promote multilingualism”. The Civil Society Platform to promote multilingualism concentrates on three main objectives: raise awareness of the value and opportunities of the EU’s linguistic diversity, encourage the removal of barriers to intercultural dialogue and social inclusion and achieve the Barcelona objective to communicate in two foreign languages. The lead partner of the Mercator Network, Mercator Research Centre on Multilingualism and Language Learning, chairs the work group on education. As a result a report on promoting multilingualism in Europe through language education, was made.

The workshop and the conference are not the only activities where the Mercator Network presented itself. The Mercator is increasingly visible in Europe and was present in many other meetings and activities. Activities where the Mercator Network has participated and made itself known in 2010 were:

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<td>9-10</td>
<td>Language Rich Europe Partners’ Meeting, Instituto</td>
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<td>Cervantes and British Council</td>
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<td>London</td>
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<td>Bangor</td>
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<td>Breaking boundaries</td>
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<td>Linguistic minorities, language learning and a common strategy of multilingualism in the Danube region. Minority Intergroup meeting - European Parliament</td>
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<td>Bord meeting of the Swedish Finnish archives</td>
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<td>Meeting with CEIDIOG MultiMedia Producers</td>
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<td>First Swedish conference on Minority Language Revitalization</td>
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<td>1</td>
<td>Visit Canadian Official Languages and Bilingualism Institute (OLBI)</td>
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<td>2-4</td>
<td>EFNIL 8th annual conference</td>
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<td>Communications in the age of digital and social media seminar, Association fo Communication and Public Relations</td>
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<td>Info day Life Long Learning Project</td>
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<td>Meeting with RML2Future</td>
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<td>15</td>
<td>Welsh Affairs Committee inquiry into S4C, Submission of written evidence</td>
<td>London</td>
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18-19 EUNOM conference Ljouwert/Leeuwarden

19 Implementation of Sign Language Legislation Conference, European Parliament Brussels

27 Partnership of Diversity Lorient

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<td>Meeting with Media Producers at BOOMERANG and GREEN BAY Productions</td>
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<td>Participation in Language Rich Europe Partners’ Meeting</td>
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<td>Internet TV Seminar at the University of the Basque Country</td>
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<td>LangNet doctorate school of the Academy of Finland, at Stockholm University</td>
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<td>17</td>
<td>Visit SPLIKA</td>
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Partners of the Mercator Network of Language Diversity Centres in 2009 (from left to right): Elin Jones; Gabriela Kovács; Tarja Soutolahti; Cor van der Meer; Jan van der West; Enrique Uribe-Jongbloed; Maria Areny Busquets; Jarrod Lainio; Verena Steinbrink; Alex Riemersma; and Júlia Cordonet – (Absent: Csilla Bartha; David Forniès).
Main Recommendations of the Annual Report 2010

These recommendations are the outcome of the valuable written and/or presented input and discussions of all Network participants mainly from the experts’ seminar, but also following the Media Convergence and Linguistic Diversity conference. The cross-disciplinary work approach of the Mercator Network led to a good insight into what research and policy approaches are needed, when linguistic diversity and multilingualism in the media is meant to improve in Europe.

When contemplating these recommendations, which reflect the 2010 focus on media, it is necessary to remember that no discipline can be regarded and no issue can be approached in isolation but must be viewed in its appropriate context.

a. Research Recommendations

- **Linguistic preference studies** in a variety of languages and language situations may provide extra information about how this decision-making process takes place.

- **Use of internet peer-to-peer and social media** still requires lengthier and more elaborate studies, which allow for models to be developed and linguistic situations to be evaluated and compared.

- Innovative ways of measuring **linguistic impact of media output** are deeply needed to understand in which ways these new tools can provide spaces for language maintenance and development. Despite advances made in this area, there is still a need for more research on the interlocking relationship of media and language usage.

- New possibilities for internet-based translation and collaborative work have arisen, and **new studies on their quality, impact and creative potential** can provide different perspectives to issues of linguistic exchange and translation.

- The increasing participation of users in media production – namely user-generated content – brings questions about the **concepts of professionalism and quality** that are usually tied in to define which items are worth broadcasting. Therefore, there is a need for research on how those concepts are valued by the audience, and whether they should be kept, modified, or dropped altogether.

b. Policy recommendations on all levels

- Media provisions **need to open their spaces to audience participation** and enable for their input to have a bearing on production goals.

- The new spaces of media require for language planners to understand **media as an integral part of all social activities** rather than just one domain or a separate instance, measurable on its own right. Narrowing down media influence on linguistic vitality to output hours or audience numbers would not provide the whole picture of the linguistic situation in the media.

- The new relationship with media requires a **new way to measure linguistic vitality**, conscious that it permeates all spheres of social interaction.

- **Increased space for multilingualism** and support for linguistic variety across the media has to be part of any type of public broadcasting remit.
• Production of media in various languages provides jobs and economic boosts to specific regions. However, media production demands better digital infrastructure in order to enable high quality output. **Improved digital connectivity** is, therefore, a major requirement to ensure that said specific regions generate new and valuable capital.

• The **establishment and maintenance of minority language media production outlets** (e.g. S4C and BBC Alba) is a precondition to ensuring a economically viable alternative in which the media can help provide a space for language maintenance.

• The media in minority languages should be **helped in overcoming borders**. It helps broken communities to get again in contact and it contributes to create non-state, European based relationships. Attention should be paid to **cancelling or disallowing any legislation that obstructs cross-border media** especially for radio stations and TV channels.

• **Adequate financial measures should be ensured** for stations that broadcast in a regional or minority language. It is costly to train journalist for a bilingual environment since training of journalists usually aims at monolingual situations. Radio and television stations that broadcast in a minority language do not only provide information but also have an extra task in language transmission.
a. Findings of the Workshop

On the 1st and 2nd of December, 2009, the second workshop of the Mercator Network, in Eskilstuna, Sweden, led by the Mälardalen University hosts took place. The purpose of the workshop was to contextualize the upcoming Mercator Network conference on multilingualism and media, to be carried out in May 2010 in Aberystwyth.

Along with the Network partners, a group of renowned academics and experts on media and language joined the workshop. During the workshop, they formed several panels to discuss relevant topics for Multilingual Media Production, as well as the specifics of media produced in minority languages. The workshop was arranged to coincide with the Erkänd3 (Recognize), a conference devoted to minority recognition in Sweden, and which also had media as the main topic, thus creating synergies between the various European experts and the local media producers, who were able to exchange experiences and information through the conference.

As can be seen in the attached figure, the Erkänd3 conference brought together the academics involved in the Network with the media community in Sweden, thus providing a space where the Network could share its expertise.

Among the participants and presenters were representatives of the following companies:

- Sveriges Radio/Sisuradio (channel for Finnish in Sweden)
- Sveriges television (Finnish language news channel in Sweden)
- Meänkieli radio (subdivision of Sveriges Radio)
- YLE (Finnish television and radio; especially the Swedish-speaking channel Radio X3M)
- YLE (Finnish television and radio; Finnish language coverage)
- Representative of the Board of SVT/Swedish television
- BBC ALBA (Scottish Gaelic broadcasting)
- Sami Radio (which reaches beyond Sweden)
- Utbildningsradion (Educational Broadcasting in Sweden)

Most of these either broadcast directly or in the aftermath about the workshop and the Erkänd3 conference. Also local and national print media (Finnish in Sweden, mainly) attended and wrote about the events.

In addition, outside both the media and scientific fields, the Council of Europe's Secretariat for the monitoring of the European Charter for regional or minority languages, was represented by its head, and the Cultural Foundation of Sweden and Finland, through the Director of Hanasaari Cultural Centre, Espoo, Finland. These both institutions also highlighted in their own channels of information, the events.
Amongst the various topics discussed in the experts’ workshop were:

Language planning / Ethnographical approach: The tools that need to develop for language planning must engage in ethnographical accounts of the language situations, with a specific need for exploring the circumstances of each language community from within.

Multiple and hyperidentities: People now have a variety of identifications which include linguistic, national, and transnational identities, yet now they also identify beyond their borders through information technologies that have provide them with overarching hyperidentities. Thus, simplification of the identity issues to localised and nation-specific needs would ignore this new development.

Participatory culture (youth, retirement): There are new ways of interaction between people and their communities. Media enables a growing number of participatory spaces where specific groups are able to voice their needs and interests. There needs to be more research on this participatory culture.

Cross-border media: Although it is more open than ever before, cross-border media remains a whole new thing. With the availability of video on the web, and changing regulations within states about the broadcasting media (especially with the advent of digital terrestrial television), the importance of cross-border media heightens, and the need for regulation which accepts and understands this specific media requirement should also be an important part of the agenda.
Translation, audience research and fragmentation: There is still much to be discovered and addressed regarding translation of media products, and their actual availability in a multi-lingual society. Furthermore, minority and non-state language media have had very little attention from audience research studies, and their interests, views and behaviour with the media in their language or in other languages, are very important. Also the issue of audience fragmentation becomes relevant, since audience will be fragmented not only along lines of interests and tastes but also of language use and availability.

These topics, therefore, were considered to be fundamental to be discussed in the following Mercator Conference, and were included in the Call for Papers prepared for the conference. The experts and academics invited to the workshop, as well as the local media producers and presenters were immediately interested in the upcoming conference and its conclusions.
b. Findings of the Conference

The Conference took place in Aberystwyth, Wales, on the 18th and 19th May, 2010. A total of 54 people attended the conference, held at the National Library of Wales, including researchers, students and people who work in the Media sector.

Each of the two days had a keynote speech which gave an outline to the main topics and developments of multilingualism and media in the last years. The two keynote speakers, Professor Donald Browne and Dr. Mike Cormack, clearly steered the conference to the relevant topics that were to be discussed.

There were a total of three panels and seven sessions (which finally turned to be only six, due to two last-minute cancellations), and they included one session held by presenters who were not able to attend personally but who undertook their presentation via video, being present for questions through videoconference from their homes in Australia and New Zealand/Aotearoa.1

Following the Call for Papers, but trying to draw conceptual lines that would link the presentations around common topics, the central themes of the conference were:

1. Social Networks, Internet participation and Multilingualism: How is multilingualism part of the design, use and mechanics of social networks and other aspects of the internet?

2. Media convergence and its impact for the language in creative industries: What are the requirements for multi-platform, audience-based multilingual products in a fragmented, user-generated content market place?

3. Representation of linguistic difference in the media: How do different linguistic groups portray themselves in the multilingual media space?

4. New technologies, participation, citizenship and audience interaction: What are the current trends, concepts and leading factors of multilingual participation in the media?

Each of the three panels addressed one or more of these topics, and the sessions each subscribed to one of them. The following pages will include each of the abstracts provided for the conference followed by a brief summary of the issues presented, save for the keynote speeches, which are rendered here in a condensed form to serve as background.

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1 Although the two days were organised around the conceptual lines drawn in the Eskilstuna Workshop, the structures of the panels and presentations had to be altered at the last minute. The reason for this sudden change in plans was the second continued eruption of an Icelandic volcano, which led to ash cloud warnings that delayed many planes, making it even impossible for some of the presenters to attend. However, despite this unforeseeable obstacle, the conference carried on, with over 90% attendance, of those who had previously signed in for the event. The new schedule had to be arranged according to availability of the presenter, rather than the general conceptual framework previously debated, but still managed to maintain some inner coherence.
The abstracts will be introduced briefly according to the category in which they were organized for the conference. The discussion and recommendations will appear at the end, answering to the same four main topics, but based on the debates, answers and open sessions that took place throughout the conference.

It is also important to highlight that the presentations and papers have been made available in video by request, and it is expected that they will be uploaded to an exclusive website to be designed in 2011, where people could gain access to the presentation and written forms of the papers available in PDF. Furthermore, access to the presentations will also be made available from the official Mercator Network website through links to the conference site, rather than re-posting on the page, to prevent an overflow of information. However, due to the demands for such an endeavour, the page would not be available for public access until the end of 2011.

Keynote Speeches

Dr. Donald Browne opened the conference with a brief summary of the history of Minority Language Media (MLM) and concentrated on five factors that were fundamental for their development: technology, economic support, social movements, suspicion and perceived utility. He continued to signal areas in which academics could provide guiding lights for the developing MLM: in the area of language, assisting the creation of standards, ensuring the participation of variety of dialects, and engaging in the use of media for instruction and maintenance of the language; in the area of professionalism, provide support and training to ensure the professional quality of MLM; in financing and promotion, studying and analysing the best alternatives for financing the media operation; and finally, in developing a sense of MLM community. He also mentioned open spaces for research arising in engaging with direct comparisons of media outlets and media experiences; in developing new tools and sensitivities that account for the variety of cultural situations which might be encountered; and exploring the growth of social media, with its potentials for language maintenance and use.

Dr. Mike Cormack gave his keynote speech on the second day of the conference, following the video-presentations of those who were not able to attend. He mentioned that his original keynote speech had to be modified according to what he had already heard, but still took it along the lines of opening questions on three fronts: Language Maintenance and the Promise of Digital Media; Funding for Minority Language Media; and questions about the future Media Research.

On Language Maintenance and New Media, he emphasised on the generational changes that have implied a whole new way of using media, far from previous usage. Language planning was always seen as a top-down approach defining which strategies should be taken to ensure maintenance of the languages, but viewed media output in a very traditional way. Scheduled programming is no longer the most common form of engagement with media, and this should (... areas in which academics could provide guiding lights for the developing MLM: in the area of language, assisting the creation of standards, ensuring the participation of variety of dialects, and engaging in the use of media for instruction and maintenance of the language; in the area of professionalism, provide support and training to ensure the professional quality of MLM; in financing and promotion, studying and analysing the best alternatives for financing the media operation; and finally, in developing a sense of MLM community.
new participatory factors of new media, including audience participation, user-generated content, and the challenges they bring to the fore in terms of professional standards and linguistic standards. These questions have implications on both production and, ultimately, funding. It has been usually accepted that Minority Language Media provisions are a clear case for Public Service Broadcasting. The question is what will happen when participation and the fragmentation of audiences lead people to oppose licence fees for scheduled programming. How will Minority Language Media face their reduced audience numbers, in a fragmented and participatory media landscape?

If the case of funding is quite relevant, so is media research. Since geographic communities are no longer the only audiences of media products, how can communities be assessed and deemed ‘viable’ for media provisions? Context will become more relevant in the study and evaluation of media products (or media objects) because of the internal variable aspects that may affect them.

Panel Presentations

The panel presentations engaged with the fundamental issues of the conference, and even tackled some of the topics brought up in the keynote speeches.

The first panel addressed the conformation, and future prospects of a Minority Language Television/Multimedia platform provider, BBC ALBA in Britain, to cater for both a Gaelic-language community, and those whose main language is different, but still would love to engage with Gaelic issues with English subtitles (and potentially, with other languages).

The second panel discussed the difficulties and advantages of a multilingual news room, where languages are alternated and constant translations is required. The panel addressed the situation in Switzerland, but as an example of the ever-growing multilingual settings and challenges for broadcasters.

The third panel shows how the uses and gratifications theory may be implemented to take into account ethnic and linguistic interests. It also evidences the different stances of success in media deployed and consumed in border countries.

How will Minority Language Media face their reduced audience numbers, in a fragmented and participatory media landscape?
**BBC ALBA – the impact of the new Gaelic television channel**

**Alison Lang**, MG ALBA, Yr Alban / Scotland

**Douglas Chalmers**, Glasgow Caledonian University, Comhairle Luchd-amais Alba / BBC Audience Council for Scotland, Yr Alban / Scotland

**Mike Danson**, University of the West of Scotland, Yr Alban / Scotland

**Lindsay Milligan**, Glasgow Caledonian University, Yr Alban / Scotland

BBC ALBA, the Gaelic television channel, was launched in September 2008. The panel presentation will examine the impact of the channel from three perspectives:

1) aspirations of the broadcasters, and expectations of the funders and regulators

2) impact on the broadcast industry, production sector and economy

3) effectiveness in improving linguistic vitality

1) The channel is run as a partnership venture between the BBC (the UK state broadcaster funded through a licence fee) and MG ALBA (a corporate body established under UK statute and funded by the Scottish Government). BBC ALBA’s budget is limited, with a cost per hour for commissioned programmes less than half of that of S4C, the Welsh language broadcasting authority, (2008-09 figures), and it is expected to achieve a weekly reach of 250,000 viewers although only 60,000 people in Scotland speak Gaelic and although the channel is not yet available on all digital platforms. Nevertheless BBC ALBA is rising to these challenges, drawing an average 220,000 viewers each week, and has been enthusiastically welcomed by the Gaelic community. This part of the presentation will explain the audience strategy, the successes of the channel to date and prospects for the future.

2) BBC ALBA is part of the Scottish Creative & Cultural Industries sector, which is focused on Glasgow, although Gaelic production also provides some employment in parts of the Highlands and Islands. The Gaelic-related elements of this sector contribute significantly to the local and regional economy with aggregate impacts of £3.55 to £4 million supporting approximately 200 workers in professional and associated employment. The Gaelic media sector is key to this activity with expenditure of about £2.5 million and some 120 to 140 employees, mostly graduates. Critically, those involved in this sector consider themselves as in a particular media, professional, technical etc. career, with the market advantage of also having Gaelic. Their personal balance of interests has profound implications for where such activity can be established and promoted, raising potential conflicts between the rural heartland of the language and the cities when investments are being planned.

3) Audiovisual media have been doubted as strong contributors for reversing language shift -RLS- (Fishman, 1991: 374), but Strubell’s Catherine Wheel (1998) suggests a positive relationship between provisions like BBC ALBA and language learning/use. Instructional language programmes have been shown to be beneficial to learning (Dalby, 2003; Tosi, 2003; Chazan, 2003; Salaberry, 2001). However, the benefits of non-instructional programmes are not fully established. Amongst child and infant first-language users, studies and have found no significant effects for programming on aspects of language acquisition. The benefit of BBC ALBA to reversing language shift may be twofold: its ability to support incidental learning and to support the aspects of status through identity.
tion (Patterson, 2002; Rice, Huston, Truglio & Wright, 1990; Scarborough & Dobrich, 1994), but studies in learner populations have found significant positive effects (Weyers, 1999; Secules, Herron & Tomasello, 1992). Programming is also thought to encourage the formation of cultural identities, constituting a “primary cultural resource” (Mastronardi, 2003: 83), and that “[t]he mere act of making a viewing choice may enhance one’s sense of belonging in a group and be important to overall self-concept” (Harwood, 1999: 129, see also MacKennen 2003). As such, the benefit of BBC ALBA to reversing language shift may be twofold: its ability to support incidental learning and to support the aspects of status through identity.

Multilingual practices in the pre-convergent newsroom

Daniel Perrin, Zürcher Hochschule für Angewandte Wissenschaften / Zurich University of Applied Sciences, Y Swistir / Switzerland

Aleksandra Gnach, IAM Institut für Angewandte Medienwissenschaft / IAM Institute of Applied Media Studies, Y Swistir / Switzerland

Public service media such as Swiss Radio and Television see themselves not only under the technological and economic pressure of increasing media convergence, but also threatened by an increasing gap between public remits and market forces. The result is organizational disorientation and change - with dramatic consequences for established newsroom workflows, strategies, practices, and routines. In reverse, variation of activity in this dramatic state of change can contribute to establishing new practices and structures.

The panel presented this dynamic interplay of changes in media technology, economy, and politics with linguistic and semiotic processes and products in the newsroom. The aim was to identify multilingual practices that emerge from the journalists’ daily work and that bridge the gaps between the increasingly conflicting expectations towards public media. Methodologically, social macro-analysis is combined with the micro-analysis of language production in writing processes and organizational conversation. The analysis was based on large data corpora covering talk and action of media politics, media management, and journalists. Two presentations focused on different aspects of newswriting:

Seeing the world through coloured lenses – A contrastive approach to newsroom practices of a multilingual public service broadcast company

TV news for the four language areas in Switzerland is produced in different newsrooms of the same media organisation. Although the journalists in the French-speaking and German-speaking part of Switzerland have access to the same sources, the newscasts diverge not only in the language used, but also in topics and contextualisation. The presentation showed how these differences can be attributed to different psychobiographies, social settings, and contextual resources.

Arguing in the newsroom – Collaboration among professional cultures

Although the journalists in the French-speaking and German-speaking part of Switzerland have access to the same sources, the newscasts diverge not only in the language used, but also in topics and contextualisation.

This presentation examined in detail how a journalist and a cutter collaborate to achieve a media report for the news bulletin. The activities reflect two different professional cultures. Whereas the journalist’s situated activity manifests civic concern, the
The analysis of three excerpts elaborated on how such a clash of cultures emerges and is resolved through the collaborative work.

**Ethnolinguistic Identity Gratifications**

Tom Moring, Helsingin Yliopistot / Helsingfors Universitetet / University of Helsinki, Y-Findir / Finland

Nadja Mänty, Mälardalens högskola / Mälardalen University; Stockholms Universitet / Stockholm University, Sweden

László Vincze, Helsingin Yliopistot / Helsingfors Universitetet / University of Helsinki, Y-Findir / Finland

This panel presentation discussed theoretical and conceptual contributions on minority language media use in the light of some findings of the project ‘Bilingualism, Identity and the Media in Inter- and Intra-cultural Comparisons’ (BIM), financed by the Academy of Finland (2008-2010) and carried out at the University of Helsinki.

The theoretical part of the presentation was inspired by a conceptualization of use of minority language media distinguishing between institutional and functional completeness (Moring 2007); Social Identity Theory (Tajfel and Turner 1979); Ethnolinguistic Identity Theory (Giles and Johnson 1981, 1987); Uses & Gratifications theory (Katz et al 1973; Katz et al 1974); and Social Identity Gratifications theory (Harwood 1997; 1999; Harwood & Roy 2005). In light of these, the approach of Ethnolinguistic Identity Gratifications (EIG) was proposed to explain one of the roles that language plays in media use among language minorities. This approach is based on the finding that, in different contexts, language to different degrees is a motivational variable for searching specific media contents that contribute to the support of, or reinforce the ethno linguistic identity.

The presentation built on empirical studies that were conducted in four traditional minority language communities in Europe: among German-speakers in South-Tyrol (Italy), Hungarian-speakers in Transylvania (Rumania), Swedish-speakers in Finland, and Finnish-speakers in Sweden. The quantitative part of the research was a questionnaire survey aimed at young media users (database of about 3400 responses), whereas the qualitative part was built on thematic interviews (about 50 interviews per region). The first results indicated that the minority language dominates the media use of German-speakers in South-Tyrol; it has a weaker but still dominant role in Transylvania and Western-Finland; the Swedish-speakers in Southern-Finland tend to use the media remarkably less in the minority language; whereas the minority language plays mainly a complementary function in the media use of the Finnish minority in Sweden.

The results suggested that Ethnolinguistic Identity Gratifications are an outcome of the interaction between ethnolinguistic identity as subjective variable on the one hand and language structure of media supply as objective variable on the other. Based on both theoretical and
empirical findings we will argue that *Ethnolinguistic Identity Gratification* is an appropriate tool to examine media behavior among speakers of minority languages and the impact of media on their identity.
Conference Abstracts

The keynote speeches set the tone and brought up many questions that were debated through and after the presentations were made. The panel presentations provided also very interesting debates surrounding specific cases that, complemented by the paper presentations, provide a more general view of the matters of language and the media. The following pages will display the abstracts of the papers that were presented in the conference.

i. Social Networks, Internet participation and Multilingualism

The papers in this group focused on the use of Social Networks Sites (SNS). These new tools of communication and interaction have grown in number of users in the last couple of years, and their expansion as a medium has become a new area of research and debate. SNS and other internet tools that enable user-generated linguistic input, in the form of direct participation (i.e. creating the specific-language version of the Facebook site) or in how this new tools portray, constrain, define or enable multilingual participation, including how said participation could be assessed in terms of linguistic vitality.

Hybrid translation on the Web: language policy from below?

Aoife Lenihan, Ollscoil Luimnigh / University of Limerick, Yr Iwerddon / Ireland

Facebook is a social network site (SNS) set up with the goal of giving ‘people the power to share and makes the world more open and connected’3. However, it was only available in English until February 2008, when it announced the localisation of Facebook into the languages of its users. As of October 2009 it is available in seventy languages, including some minority or regional languages, such as Irish and Welsh, language varieties, for example U.S. English and U.K. English and with approximately thirty other languages in progress. Facebook has not employed translators on its staff, but rather developers who created the ‘Translations’ application, which enables Facebook users to translate the SNS themselves. It works through networks of users, ‘translators’, submitting translations and the language community then approving them via a voting system.

Initially the ‘Translations’ application appears to be very ‘bottom-up’ in its nature, anyone can submit a translation, vote on translations submitted, post on the discussion board about the translations and the translations submitted are the translations used. However, on closer inspection it appears that Facebook is more involved in the ‘crowd sourced’ translation effort, intervening in a ‘top-down’ manner in the final translations produced. The case of Facebook would appear to challenge the dichotomy of top-down/bottom-up in language planning, and in Facebook’s own words it is a “hybrid model”4.

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2 As part of the commitment to Multilingualism, the abstracts herein presented retain the language in which they were submitted. The conference itself was held bilingually in Welsh and English.
3 http://www.facebook.com/facebook
The paper explored the bottom-up/top-down model that is evolving on Facebook. In particular it addressed how translations are co-produced in a dialectical process, albeit it one that is explicitly defined by Facebook. The process is not just between Facebook and the ‘language community’, but also takes place within the particular ‘community’, with certain leader translators emerging as key language brokers. While the final translation is the product of users’ actions, the paper showed how some users are included and some are excluded, and presented how hierarchies emerge within that ‘community’, with many different levels and of ‘top’ and ‘bottom’ emerging.

Investigating the differential use of Welsh in young speakers’ social networks: a comparison of communication face-to-face, in electronic texts and on social networking sites

Cynog Prys, Prifysgol Bangor University, Wales / Cymru

Delyth Morris, Prifysgol Bangor University, Wales / Cymru

Daniel Cunliffe, Prifysgol Morgannwg / University of Glamorgan, Cymru/Wales

The role of social networks in young people’s language use is recognised as being of crucial importance with regards to the continued use of a minority language. This paper discussed the preliminary results of research into the language patterns of young Welsh speakers when interacting within their social networks through different forms of communication.

The use of new technology on young people’s minority language use is a relatively new field of research interest in Wales. Nonetheless, the importance of young people’s use of Welsh for the maintenance of the language is well established. The Welsh Language Board has a Youth Strategy (2005) to plan towards increasing the social use of Welsh by young people (11-25 years of age), as they are considered to be one of the most important target audiences for the language. The Welsh Assembly Government is also aware of the importance of promoting the Welsh language amongst young people; in Iaith Pawb (WAG, 2003) they state: “The Assembly Government is acutely aware that if Welsh is to flourish young people in particular need to develop a sense of ownership for the language and to see it as their language and not simply the language of school and culture.” [4.38].

Although we are aware from consecutive Census data that there has been a substantial increase within the last generation in the percentage and numbers of young people able to speak Welsh, especially in south east Wales, it is also noted in several research projects and in the work of the WLB itself that the actual use of Welsh among these young people is fairly low (WLB, 2006). It is generally accepted that the growth in the number of young Welsh speakers in recent years is due in large part to the huge increase in Welsh medium education in many areas of south Wales. There appears to be a contrasting picture in the so-called ‘Welsh heartlands’ of Gwynedd and Ceredigion, where the use of Welsh among young people is much higher, but where Welsh-medium education is far less prevalent than in south Wales (Morris, 2007).
A sample of 200 young Welsh speakers aged from 13-18 years was selected from Welsh-medium secondary schools in South East Wales and North West Wales. Online questionnaire were administered to collect information about their demographic and educational background, their self-perceived language ability, their use of Welsh and English in different social contexts, and their use of Welsh and English in e-mails, texting and social networking sites. Also, an in-depth study of language attitudes and behaviour were conducted through the use of focus groups with a sample of the young people surveyed, with the intention on expanding our understanding of young Welsh speakers’ differential use of Welsh in various types of communication.

**Canyniadau/Conclusion**

- Welsh has a foothold online and is used on SNS
- Nonetheless, English dominates
- Lack of use of Welsh outside the classrooms continues to be a concern in many areas of Wales
- Welsh medium education is producing competent bilinguals – however, this does not transfer into language usage
- Provides opportunities to use Welsh – however, convention dictates the use of English
- Mae gan y Gymraeg droedle ar y we ac ar WRC
- Er hynny, mae Saesneg yn dominyddu
- Diffyg defnydd o’r Gymraeg tu allan i’r dosbarth yn parhau i fod yn ofid mwyn rhannau o Gymru
- Addysg Gymraeg yn cynhyrchu unigolion dwyieithog cymwys – ond nid yw hyn yn trosi i ddefnydd iaith
- Darparu cyfreoedd i ddefnyddio’r Gymraeg – ond mae confensiwn yn pennu’r defnydd o Saesneg
Minority languages in social networking: Estonian case

Elvira Küün, Tallinna Ülikool / Tallinn University, Estonia

This abstract relates to the situation of minority languages in the Russian-speaking language environments in Estonia linked social networking problem in macro or global and local level. The study reflected tendencies of vitality of minority languages in contemporary Estonia as a post-Soviet state. For example, a current study looked at the language preferences of informants both in and out of their homes. The objective was to provide an overview of the vitality, consistency and development of minority languages by the sample of several generations. Furthermore, the aim was also to create a database on the basis of mapping the language use in different environments in Estonia regarding the language environments of the regions thereof and to divulge the database to the general public.

The database of the segregational language environments provides an overview of the bases of language preference resulting from the domination of certain language over other languages, and enables to specify which languages are used in various areas within segregational, i.e. Russian-language regions: at home, at school and elsewhere, and also how the social networking and globalisation impact to choice of language. In addition, the database also describes the levels of language competence. This survey may prove to be an important source of information in the establishment of educational needs of the speakers in segregational language environments and influence the decisions about them in the Estonian educational landscape. The research methods applied were a written questionnaire and interviews.

The Individual Paper was based on a survey on minority languages conducted in Estonia. This survey is a part of the project “Segregatiivsete keelekeskkondade andmebaasi korrastamine ja avalikustamine” (The Organisation and Disclosure of the Database of Segregational Language Environments) within the framework of the National Research Programme “Eesti keel ja kultuurimälu (2009–2013; EKKM09-186)” (The Estonian Language and Cultural Memory), and the survey was financed by this programme.

In conclusion

It can be stated within the framework of this research that in Maardu, minority languages are used on few occasions, intra-generational language transmission and language vitality is weak and the tendency for those languages to gradually fade is prevailing. The informants themselves claim that the minority languages are of no use in Estonia, here one needs to command three languages: Estonian, Russian and lately also English.
 Audience design and accommodation theory: Welsh and English bilingual literates on Twitter

Ian Johnson, Independent researcher, Cardiff, Cymru / Wales

This paper re-assesses widely accepted sociolinguistic theories of Bell’s (1984) theory of audience design and Giles et al.’s (1973) communication accommodation theory (CAT) in the context of minority and majority language use in online social networking.

The growth in web 2.0 (‘dynamic’ or ‘interactive’ internet usage) provides both opportunities and threats to minority language communities online. Interactivity allows quicker and easier communication between members of the community, but the normalisation of social networking provides a greater exposure to the restrictions encountered in everyday ‘real-world’ life.

This paper assesses the linguistic practices of bilingual Welsh and English literates on social networking site, Twitter, through ‘following’ 25 different authors and analysing 500 tweets, analysing their choice of language in different online contexts.

The paper finds that bilingual speakers of Welsh and English use both languages in their ‘tweets’, but with a wide internal variation according to the author.

Twitter is most used by the informants to place original self-generated content on the internet, more often in English than in Welsh, followed by addressed tweets designed for the specific attention of another user, often in response to a comment by the other person.

The bilingual Welsh and English users of Twitter in this survey predominantly interact with each other in Welsh when making addressed tweets, but a small minority use English far more often than the others. English is used exclusively with Twitter users who show no sign of proficiency in Welsh.

The adaptation of audience design theory and accommodation theory to internet social networking sites suggests that when the bilingual user has a defined audience in mind they accommodate the linguistic expectations of that individual. However, with an ill-defined audience, such as for a self-generated tweet, they more frequently defer to the majority language, with consequent possible future threats to the use of the minority language online in non-defined linguistic contexts.

Audience Design

- When tweeting is done for a defined audience (e.g. Bell’s addressee), language expectations are met – either in Welsh (a community of practice or auditors?) or in English for a non-Welsh speaker
- When audience not well defined, for a self-generated contribution, greater use of English.
Luxembourgish on Facebook: Language ideologies and writing strategies

Melanie Wagner, Université du Luxembourg / Universitäts Luxemburg / University of Luxembourg, Luxembourg

Luxembourgish was rarely used as a written language until quite recently. Many people felt uneasy to write Luxembourgish as although Luxembourgish was introduced as a school subject in 1912, most people had not received any formal training in how to write Luxembourgish at school. To this day the education policy with regards to the teaching of Luxembourgish has not really changed but with the development of the new media, the writing of Luxembourgish has “boomed.” Young and old have started to use Luxembourgish as a written language when emailing, texting or blogging.

The paper focused on the presence and use of Luxembourgish on the networking site Facebook. In February 2000 a search for “Lëtzebuerg” on Facebook resulted in 173 groups with a reference to the country or the language in their title. All of these groups are using Luxembourgish as the language of communication; group descriptions and discussions as well as posts by members are written in Luxembourgish. A corpus consisting of a selection of group pages referring to language use in Luxembourg or the use of Luxembourgish specifically was studied. An analysis of the metalinguistic comments made by the group administrators and members provided an insight into language ideologies of the administrators and members. A study of the Luxembourgish language used in the posts will reveal what writing strategies the writers are using: e.g. are they using the current and official orthography or are they employing their own writing strategies?

Overall, one can say that Facebook is being used as a platform to discuss these issues, to voice concern and frustration – a platform that did not exist before and hence these discussions were never as open to the public eye.

The language attitudes towards Luxembourgish are very positive and the link between the language and identity emerges to be strong in people's minds. The discourse of “us” versus “them” shows clearly how there is considered difference between those speaking Luxembourgish and those who do not, and how people get upset by the fact that so many people working and living in Luxembourg do not speak Luxembourgish. On the other hand, one also has reactions to these posts by other people who are embarrassed by these discussions and who point out that speaking Luxembourgish is not that important and that it is ok for other languages to be spoken in Luxembourg.

Brezhoneg overtakes Cymraeg in the 21st century: Convergence culture and indices of linguistic vitality

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Fe fydd y papur hwn yn ystyried rhai o'r elfennau sydd yn nodweddu'r drafodaeth ar ‘ddiwyl liant cydgyfieirannol’ (Jenkins, 2007) ac yn ceisio eu gosod y nghyd-destun hyfywedd ieithyddol, ac yn arbenig yn nhirwedd ieithoedd lleiafrifol. Bydd y papur yn rhyh sylw i'r prif fethodolegau a sefydlwyd dros y blynyddoedd i asesu a chymharu hyfywedd ieithyddol (Gorter, 2007) ac yn gofyn i ba'r raddau y dylid ailymwdled a’r rhan yng ngoleuni theoriau ar ddiwylliant cydgyfieirannol. Yn ogystal, rhoddir ystoriaeth i’r polisiau, y prosesau a’r amodau y mae cynllunwyr ac ymgyrchwyr iaith wedi eu blaenoriaethwr wrth geisio normaleiddio iaith a’r berthynas rhwng yr rhan a syniadau rhai o arloeswyr mwy pragmataidd y maes hwn (Car-
This paper will consider some of the key concepts that characterise the debate on ‘convergence culture’ (Jenkins, 2007), and will aim to place them in the context of linguistic vitality, in particular in the landscape of minority languages. The paper will focus on the main methodologies established over the years in order to assess and compare linguistic vitality (Gorter, 2007). It will ask to what extent these should be revisited in the light of the theories of convergence culture. In addition, the policies, processes and conditions necessary for language normalisation as identified by language planners and language activists alike will be reconsidered in view of the ideas of some of the more pragmatic thinkers (Carpentier, 2009) in this field. The paper will focus on the field of media.

**Summary of this section**

The papers on this section have made a case for the appropriation of SNS and other web 2.0 tools to contest, debate and present a varied linguistic repertoire. Although these new spaces have shown that linguistic minorities also find their space within new media, they also evidence some of the challenges they face. As pointed out consistently, the interest of an increased audience to their reports (such as in Status Updates or Tweets) tends to privilege English or other majority languages for the advantage of a wider audience. However, this does not take away from an interest of using the minority language for inner group communication, and has not eroded the linguistic space to the point of obliterating other languages. Furthermore, these new spaces also allow for new debates to arise and to become discussed, such as the case of Luxemburgish, which are seldom discussed elsewhere. Another interesting aspect is how this participation is to be measured to give an idea of linguistic vitality, because some of the measures used currently might give skewed perspectives upon the language's actual vitality. Moreover, the permeating quality of these new media evidence that they have separated from a top-down, heavy institutional set-up to a more open-access exchange of information. Although this does not imply that there are no top-down influences (as was presented in the case of the translation for the Facebook site), the possibilities that are available for participation from the same practitioners becomes paramount to define how to address discussions of media and language in the near future.

**Overall,** one can say that Facebook is being used as a platform to discuss these issues, to voice concern and frustration – a platform that did not exist before and hence these discussions were never as open to the public eye.
ii. Media convergence and its impact for the language in creative industries

The papers proposed under this topic sought to provide a reference to how media cultural products are dealing with the new technologies, and the challenges they pose to their audiences. Taking the stance of different media outlets, these papers concentrated on a top-down approach, looking at how major media conglomerates, channels or broadcasting authorities enact policies which define how they aim to reach specific linguistic audiences, as well as bearing in mind the new interests and fragmentation of televisual audiences.

Multilingual practice of the EITB Group and its TV provision for teenagers

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Aitor Zuberogoitia, Mondragon Unibertsitatea, Gwlad y Basg / Basque Country

The Basque public broadcasting group EITB was created in 1982 due to a law passed by the Basque Parliament in May 1982. According to that law, these are the four main goals of the group:

• To guarantee the right to information and political participation of Basque citizens
• To support the Basque education system
• To promote and extend Basque culture
• To promote and extend the Basque language

The law was interpreted in different ways: whilst the former Culture Counsellor Ramon Labaïen claims that ETB (Basque Public TV) was originally thought of as a monolingual TV station (just in Basque), others (e.g. Amatiño, Zupiria, Torrealdai) stated that it was conceived as a bilingual medium. Nevertheless, the fact is that some public media were created after that law, and nowadays the EITB Group operates through four public limited companies 100% owned by EITB: Euskal Telebista SA (television) Eusko Irratia SA and Radio Vitoria SA (radio) and EITBNET SA (Internet).

EITB is, in addition, a multilingual group: some of its media work in Basque (TV channels: ETB1 and ETB3; radio stations: Euskadi Irratia and Gaztea), some in Spanish (TV: ETB2 and Canal Vasco; radio: Radio Euskadi), some other is bilingual, in Basque and Spanish (TV: ETBsat; radio: EITB Musika) and there s finally its multilingual web presence (www.eitb.com, in Basque, Spanish, English and French).

Regarding the TV available in Basque within the group, there are many programs for children and a few aimed at teenagers, although in our view they should be a target because adolescence is a key age in the process to build one s identity and establish linguistic habits. It should be taken into account, on the other hand, that teenagers are changing their media consumption habits: they are true digital natives, heavy ICT users directly exposed to different kinds of screens. That is the reason why it is necessary to research the way in which they consume media, as much as investigate whether the programmes on offer appeal to their tastes and habits.

With these ideas in mind, we are carrying out research to develop methodological proposals for the study of bilingual teenagers’ habits of consumption in the era of digital convergence. The information obtained will serve to examine these aspects: how many different media do teenagers use in Basque? What are the keys to success in the media that they use?
These research-questions are formulated with a view to a future PhD on the issue which will lead to a proposal for contents in Basque directed at teenagers in the era of digital convergence.

Therefore, the aim of this paper will be to present the multilingual context of EITB and to explain the research related to it that we have carried out so far.

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Las lenguas: obstáculo y valor de marca de la convergencia de medios. / Languages: Obstacle and benchmarking value in media convergence

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Las lenguas minoritarias en Europa han ido tomando posición en los medios de comunicación de manera progresiva. Fueron en primera instancia los medios escritos no diarios, después las radios y, por último, las televisiones. Cuando, con no poco esfuerzo, y de manera muy diversa, estas lenguas ocupan un espacio y un tiempo, en el que desde el punto de vista de la producción de contenidos es el medio más complejo y económicamente más costoso, la televisión, nos encontramos, en un momento de cambio.

Un momento de cambio caracterizado por la multiplicación y universalización de la oferta de contenidos y sus soportes, donde desde el punto de vista cuantitativo, la presencia de las lenguas minoritarias decrece de manera significativa, así como por la multiplicidad de sentidos que adquiere la comunicación, quienes tradicionalmente han sido sólo receptores o receptoras se convierten también en emisores o emisoras de contenidos.

Así pues, son al menos dos los actores implicados en la producción de contenidos. Por una parte, los medios tradicionales -públicos y privados, grandes y pequeños-, ocupados y preocupados por adaptarse de manera eficiente a las posibilidades abiertas por las nuevas tecnologías como por el consumo que se hace de ellas. Por otro lado, aquellas personas, jóvenes en su mayoría, que, de manera individualizada, desinteresada e incluso casi inconsciente, marcan nuevos modelos de producción y de consumo de contenidos.

En esta comunicación analizaremos a través de entrevistas realizadas a miembros de los equipos directivos de ocho empresas europeas de comunicación (EITB -Euskal Herria, CCMA-Catalunya, CRTVG-Galiza, S4C-Wales, BBC Alba-Scotland, TG4-Ireland, Omrop Fryslân y STV-Suomi) y a otros tantos agentes sociales o académicos vinculados fundamentalmente a la lengua, la situación actual de estos medios, sus capacidades y activos y sus estrategias estructurales y de programación.

Asimismo, examinaremos los usos y consumos que de estos medios hacen los jóvenes y las jóvenes, target preferente de todos ellos, así como los factores que influyen en su comportamiento lingüístico en el uso que hacen de las nuevas tecnologías.
Minority languages in Europe have progressively taken a foothold in media; beginning with non-daily print media followed by radio and finally television. Of these, television is the most expensive and complex medium, at least from the perspective of production. Once these languages have achieved access to this medium, often through substantial effort and not always to the same levels, we experience a moment of change.

This moment of change is characterised by the multiplicity and universality of content provision and platforms. From a quantitative perspective, the presence of minority languages decreases significantly at the same time as communication adopts new ways of operating, transforming traditional audiences into broadcasters in their own right.

Therefore, there are at least two main players in the production of content. On the one hand, there are the traditional media – public and private, small and large organizations – that are already engaged with new technologies and somewhat concerned with efficiently adapting to the opportunities opened up by them as well as to the challenges arising from new patterns of consumption. On the other hand, there are individuals – mostly young people – who show signs of new models of production and consumption, in a very individualised way and usually expecting nothing in return.

This presentation addressed the current situation of Minority Language Media, their capabilities and assets, their structural and programming strategies, stemming from interviews of members of the directive boards of eight European communication enterprises (EITB - Euskal Herria, CCMA-Catalunya, CRTVG-Galiza, S4C-Wales, BBC Alba-Scotland, TG4-Ireland, Omrop Fryslân and STV-Suomi), as well as other social and academic figures strongly linked to language issues.

It also examined the use and consumption of new media content by young people, who are its main target audience and also the factors which affect their linguistic behaviour in the use of these respective technologies.

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**Minority language televisions: a common trajectory**

- Every measure of technology or the content depends on getting as much an audience as possible.
- Normalisation has ceased to be the main objective.
- Content becomes the substantive part of the process, language becomes an adjective.
- Talking in productivity terms, minority languages can be understood as representing an *obstacle* and at the same time the *brand value* which justify their existence.
The role of Gaelic in the Creative Industries in Scotland – decisions and dilemmas

Douglas Chalmers, Glasgow Caledonian University, Comhairle Luchd-amais Alba / BBC Audience Council for Scotland, Yr Alban / Scotland

Mike Danson, University of the West of Scotland, Yr Alban / Scotland

According to the Scottish Government's latest Key Sector report on the Creative Industries, radio and TV accounted for just over 8000 full time equivalent jobs in 2007, with the sector as a whole maintaining positive growth of 3 percent compared to a 1.2 percent fall in the economy as a whole.

The government is calling for targeted public sector intervention to help maximize economic opportunities for creativity, to build effective infrastructure and improve education and develop skills for creativity in the 21st Century.

A recent report on the role of the Gaelic elements of the creative sector within Scotland's second city Glasgow found that the Gaelic elements of this sector contributed to the local and regional economy by up to £4 million, helping create 200 FTE jobs in the area.

The Gaelic media sector was key to this activity with expenditure of about £2.5 million and some 120 to 140 employees, mostly graduates. Critically, research strongly suggests that those involved in this sector consider themselves as in a particular media, professional, technical etc. career, with the market advantage of also having Gaelic meaning they can attract a wage premium and/or demand that such jobs are located in the perceived core of their occupational-specific labour market. This is consistent with research findings in Ireland, Northern Ireland and in Wales (Borooah, Dineen and Lynch, 2009).

This paper looks at the potential conflicts that the personal balance of interests of these highly qualified graduates may raise between the rural heartlands of the Gaelic language and the cities where the majority of investments in this critical economic sector are being planned.

It will also examine whether a holistic approach based on suggested future trends for the Scottish economy can lead to a win-win situation for the language and for the economy.

Conclusions

- Post-industrial city: consumerism
- Gaelic-reach much bigger than Glasgow-born SRW
- Highly skilled jobs and graduates
- Economic impacts high, but could be enhanced
  - £3.55 to £4m: supporting approximately 200 workers in professional and associate employment
- Critical to success of Events and BBC (Alba)
- But mobile labour and metropolitan biases – concentration of activity in Glasgow of Gàidhealtachd
- Community involvement – commodification?
Legislating the language of cinema: developments in Catalonia.

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Overview

Movies in Catalan cinemas are almost exclusively exhibited in Spanish (cinemas in Spain usually dub foreign films). Catalan has a very weak presence in cinemas: in 2007, only 3.07% of the showings were in that language. Faced with this situation of disadvantage for the Catalan language, the Catalan Government began to draft a bill on cinema in 2009. The bill demands that 50% of all showings are screened in Catalan. The bill has been approved by the Catalan Government in 2010, but to become a law, the Parliament also has to pass it. The bill has the support of four of the six political parties in Parliament and of associations promoting the Catalan language. However, distribution and exhibition companies are firmly against it.

The legal framework in Spain and Catalonia

In 2007, the Parliament of Spain passed the Law 55/2007 on Cinema. The law requires distributors to show films in any of the official languages of Spain, be them dubbed or subtitled (Art. 14). It also foresees financial aid to films in any of the official languages in Spain (Art. 24) and it requires the establishment of a specific fund for films in official languages other than Spanish (Art. 36).

Apart from this law, the situation of Catalan in cinemas is mainly regulated by two other laws, passed by the Parliament of Catalonia: Law 1/1998 on linguistic policy, whose article 28 states that the Catalan Government must foster film production in Catalan plus dubbing and subtitling foreign films into Catalan. It also says that the Government may pass regulations to introduce obligatory linguistic quotas in showings; and Law 22/2005 on audiovisual communication of Catalonia, whose Title VIII, Chapter II says that the Government of Catalonia must foster the development of the cinematographic industry of Catalonia, although it does not state in which language it must be done.

Audience and showings situation of Catalan in cinemas in Catalonia

In 2007, when asked about the language of the last film people had seen in the cinema, in Catalonia a 4% claimed to have seen it in Catalan. Data also show that the percentage of Catalan in the cinemas has decreased in 2009 and that Spanish is the majority language of cinemas.

Many of the producers and owners of cinemas in Catalonia have showed their opposition to the measures regarding language that the new Act on Cinema of Catalonia is going to implement. They argue that there is no demand for Catalan cinema and that these measures will represent huge economic losses for the sector.

The Pro-Language Platform has answered that demand for Catalan cinema is tied to the offer of Catalan cinema: when more titles are on offer in Catalan, audience increases. In other words, demand is limited by the offer. Regarding the takings in Catalan cinema, the study shows that they are very similar to the takings when the showing is in other languages: the showings in Catalan are as profitable as the showings in other languages.
The new Law on cinema: main points

As this law has only the endorsement of the Government, and it must go through a parliamentary debate –where amendments may be introduced–, the main points that we are introducing here may not be definitive. In its preamble, the law argues that Catalan is widely spoken and understood by the majority of the population of Catalonia and has a relevant place in books, theatre, music, newspapers and magazines. In spite of this, Catalan has a very low rate in cinema showings and this undermines the citizens’ right to watch a movie in Catalan or with Catalan subtitles.

In order to overcome this situation, the law says that “when a film opens in Catalonia, either dubbed or subtitled, distribution companies are required to distribute 50% of all the copies in a Catalan language version. They are also required to respect the linguistic balance in advertising those films. This obligation must be respected both in the total number of dubbed copies and in the total number of subtitled copies”.

Conclusion

- Watching a movie in Catalan is now an act of militancy
- This undermines the right of Catalan speakers to watch movies in their language
- There is legal basis to take initiatives aiming to foster the showings of films in Catalan
- There is room to substantially increase the showings in Catalan as long as there is a real market and a real demand
- Having films in Catalan would help other Catalan-speaking territories to make them available to their citizens
Towards a template for minority language broadcasting policy

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Minority language broadcasters, for all the individual differences in relation to the actual minority languages with which they work and the parameters within which they function, have much in common. Sharing many of the same challenges, such as the common lack of financial and human resources, tensions between standard and regional varieties etc., it makes sense for them to cooperate and learn, where at all possible, from each other’s experience.

In 2008, minority language broadcasting in the Celtic languages took a major step forward with the launch of the Scottish Gaelic channel, BBC Alba. BBC Alba followed the Irish channel TG4 founded in 1996 and S4C founded in 1982 in Wales. Naturally, each new arrival looked to the older sibling(s) for advice, guidance and inspiration as regards many aspects of structure, programming etc. and they have avoided many pitfalls as a result.

TG4, now 14 fourteen years in existence, has already been the object of great praise and considerable criticism and both the praise and criticism, even when not relating specifically to language issues, are often clearly predicated on certain beliefs as to what the station’s language goals and duties are. However, the validity of both criticism and praise cannot fairly be assessed nor, indeed, can TG4 be evaluated in any objective way in the absence of a formal language policy.

Thus this paper set out to examine in a detailed, analytical fashion how language has been and is being used in all spheres of TG4’s activities. It outlines a) the issues that might be fruitfully addressed by having a language policy and b) the benefits that might accrue from the implementation of such a plan. The primary intention here is to design a basic policy framework which, while based on an analysis of the Irish case, might also be readily adapted and adopted by other minority language broadcasters. The next stage, beyond the scope of this paper, is to compare the analysis of de facto language policy (or lack thereof) within TG4 with the categories and issues covered in existing formal minority language broadcasters’ language policies, so as to expand and refine this first draft analysis. Ultimately, it is hoped that upon the completion of the broader research project planned, it will be possible a) to offer TG4 a specific set of recommendations for the adoption of a sound and comprehensive language policy and b) to offer other emerging minority broadcasters a template upon which to base their own policies.
Summary of this section

The papers presented under this topic dealt with specific broadcasters (e.g. TG4), multi-platform media corporations (e.g. EITB, BBC Alba), and the specific legislation concerned with a cultural product (i.e. Film output in Catalan). What all these specific cases highlight is the impact that media convergence, and user participation, has had on the linguistic output of media producers. Be it in the interest of targeting specific audiences (as is the case of TV provision for teenagers by EITB or Catalan language films), or creating a market that enables the improvement of the economic conditions of those in the creative sector along linguistic lines (as in BBC Alba). The concerns of Minority Language Media, most of those presented here, serve as a referent of the whole media market, being already a fragmented market from the beginning.

The papers evidence the relevance that convergence has brought up upon the traditional way of looking at media and media consumption, and how this is drawn under interest lines that necessarily include linguistic interests. Despite the positive impact that MLM production has to the creative industries (as shown by the BBC ALBA case), it has shifted away from linguistic normalisation in favour of content creation. Privileging language interest remains, as pointed out in the case of Catalan films, a case of militancy.
iii. Representation of linguistic difference in the media

The abstracts submitted under this topic mainly dealt with studies on how the language appears and is used in different media settings. Be it in the form of song and dance, relevant to both the Maori and Irish culture, or through immersions connected with classroom settings in the case of the Sami, media becomes a space of portrayal, contestation and identification.

Language revitalization through language nests and modern media

Kevin Johansen, Nordlândda fylkkamánni / Fylkesmannen i Nordland / County Governor of Nordland, Norwy / Norway

Sigrid Stångberg, Sameskolstyrelsen / Sami School Board (SamS), Sweden

The County Governor of Nordland is the coordinating body for South Sami as well as Lulesamí education and language development in Norway, and the Sami School Board in Sweden has the responsibility for South Sami language in Sweden, as well as the other Sami languages. The South Sami traditional area is crossing the border between Norway and Sweden and therefore cross-national cooperation is both natural and necessary.

South Sami is, by definition, a seriously threatened language and might have less than 1000 speakers. The Norwegian and Swedish governments have said that everything has to be done to save South Sami as a language. Therefore, the County Governor of Nordland and the Sami School Board hold that the language has to be revitalised through innovation and creativity.

We arrange Sami Language Camps for South Sami pupils, and we use language nest strategies from other regions with a Sami adjustment. The project is probably the biggest South Sami language project ever and has been running for three years. It is financed by the European Union, the Ministry of Government Administration, Reform and Church Affairs, the Sami Parliament and the two organizers mentioned above.

The project is called Saemesth dle! - South Sami for “Let’s talk now!” It is a communicative project and is not part of the ordinary education. The camps are held in various Sami environments and only South Sami is employed, and it is used in all activities at the camps. Activities include Sami history, handcrafts, traditional Sami cooking, outdoor life in Sami areas where the focus is environment and traditional Sami knowledge within lifelong learning.

About 85 pupils have participated. This is quite a large number, taking into account the small numbers of South Sami speakers totally. The results have been very good, embraced by the participants, their parents and the Sami society. What makes the project so successful is that the pupils use modern media to communicate to each other in between each language camp and practice the language that way. They use SMS and chat rooms on the Internet. This is of enormous effect in this case because the South Sami speakers live in a vast area where it is often long distances to the next Sami speaker.
because the South Sami speakers live in a vast area where it is often long distances to the next Sami speaker.

The language project, and the Sami youths’ use of modern technology that enables them to communicate in their mother tongue, has given us the hope to revitalize South Sami language.

**Kashubian and modern media – the influence of new technologies on endangered languages**

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The paper described how the appearance of minority languages in the mass media (radio, TV, Internet) have influenced minority cultures, the role they play, and the survival chances of a given minority language.

Indirect communication channelled through various forms of media (the press, radio, TV, various types of Internet communication) is undoubtedly dominant in the modern world. This is especially true in a situation when a minority language is no longer the most important means of communication within a given community, i.e. when most direct contact between representatives of that minority take place in the dominant language. If the use of a minority language therefore becomes impossible in direct situations, it becomes increasingly eagerly used in forms of indirect communication. The use of minority language in mass media has a fundamental significance, both from an internal perspective of the language and from an external point of view of the status of that language. On the internal level, the media are responsible for the development of specific oral and written genres, as well as the corresponding discursive, grammatical and lexical forms. Oral and written forms of minority language which appear in new media have an immense influence on the form of that language because it is the base of the standard language. Media oblige us to read and write in that language.

### Internet and Young Kashubians

- Possibility of meeting;
- Creating virtual Kashubian communities
- (exchange of information, passions)
- The symbolic and realistic role of the Kashubian language.
On the Internet, minority languages are used in oral form (Internet radio, TV), passive written form (increasing numbers of bilingual websites or sites written solely in the minority language), or active written form (blogs, forums, etc.). Such multiplicity of uses, in turn, facilitates the development of the minority language, enabling it to take better root in the world, and to spread out. The variety of different kinds of communication via Internet allow for the existence of a written, literary form of a language not as something artificial and distant from everyday life. As a result of this, the minority language can become attractive for a new generation educated in the world of new media.

These concepts were illustrated based on the changes that have taken place in the functions of the Kashubian language over the past 20 years. Not only has the status of this minority tongue changed (from a dialect of the Polish language, to a language separate from Polish, to the official recognition of Kashubian as a regional language of Poland), its prestige has as well (from the rejected and inferior language, to the subject of pride for the Kashubian community). The language itself has also changed. The very interesting, complex, and not yet complete processes of standardization, codification, and propagation of a literary language have enabled the Kashubian language to establish its presence in schooling, literature, and the media. Not only has the character of the language changed thanks to these new niches of occurrence, but new cultural niches where the language is used and groups which use it have also emerged.

Tell a Song/Waiata Mai/Abair Amhrán: Singing Out

Ruth Lysaght, Te Whare Wānanga o Tāmaki Makaurau / University of Auckland, Seland Newydd / New Zealand

Part of the duty of the national indigenous television stations Whakaata Māori (Maori Television Service, New Zealand) and TG4 (Teilifís na Gaeilge, Irish–language television, Ireland) is to encourage the culture associated with their respective indigenous languages, of which song is an integral feature. Through song, knowledge of geography, history and cultural norms are passed on to the next generation. Māori Television and TG4 broadcast a genre apparently unique to indigenous minority language television- a traditional singing series which forgoes the common framing or explanatory devices of the documentary in favour of a less formal presentation of ‘live’ performance or communicative platform, and assumes some cultural knowledge on the part of the audience.

Moteatea (Māori Television) and Abair Amhrán (TG4) use televisual conventions and forms to engage with an older oral culture, and to draw the audience into the ‘space’ where the song is being transmitted. The programmes invoke a sense of place and community on screen in an attempt to convey the original context and integrity of the song. Central to this is the re-familiarisation of the indigenous language, or the recognition of the language as real and present. By enabling a non-participant audience to experience aspects of the singing tradition heritherto accessible only during a live event, the programmes contribute to a sense of continuity and community between viewers who are geographically dispersed. Abair Amhrán and Moteatea demonstrate some of the ways in which a television station may interact with a continuous tradition of live performance, providing a broader platform for traditional singers and new composers, introducing a new audience to each song using visuals and contextual explanations.
These programmes develop the image of the language, building on existing communities of speakers and appealing to those would-be speakers who become refamiliarised with their ancestral language. Singing programmes are an important genre for television stations concerned with the continuation of culture, as songs constitute the audible manifestation of an alternative worldview.

_He aha te mea nui o te ao? He tangata, he tangata, he tangata._

[What is the most important thing in the world? It is people.]
-Māori whakatauki [proverb]

Ygwr Gymraeg ar YouTube: Sylwadau Cychwynnol / The Welsh Language on YouTube: Initial Observations

Daniel Cunliffe (Prifysgol Morgannwg / University of Glamorgan) and Rhodri ap Dyfrig (Prifysgol Aberystwyth University)

Lansiwyd YouTube yn 2005 ac oddi ar hynny mae wedi cael effaith anferth ar gyfryngau ar-lein ac ar ddarledwyr traddodiadol fel ei gilydd. Mae’r gwasanaeth yn eich gwahodd i ‘Broadcast Yourself’ bellach mae’n fwy na lle i gyhoeddi personol gan ei fod yn sylfaen enfawr i ddod a defnyddwyr i mewn i wasanaethau eraill Google ac yn blatfform gwe ar gyfer cynhyrchwyr proffesiynol ym maes y cyfryngau.

Fe honnir yn aml fod y rhyngrwyd yn yngyd a chostau cynhyrchu yn gostwng yn barhaus yn cynnig gobaith mawr i iethoedd lleiafrifol ac y gall hyn dorri’r rhwystrau sydd wrth gynhyrchu a dosbarthu, a rhoi cyfle i gyfryngau gael eu clywed a’u gweld ble gynt roedd darlledu traddodiadol neu fudddaliadau y teyrnasu. Rhoddodd YouTube a phlatfformau fideo eraill erodd gwyfle i greu eich gofod cyfryngol eich hun yn eich iaith eich hun.

Oddi ar y dyddiau cynnar, mae’r iaith Gymraeg wedi ei chlywed ar YouTube, a dydy hi ddim yn anodd dod o hyd i ddeunydd Cymraeg yno. Ond dydy hi ddim yn glir i ba raddau mae’r deunydd hwn yn cynnwys yr un math o swyddogaethau yno a’r hyn sydd yn digwydd mewn iethoedd mwya. A fedrwn ni ddweud fod yna ofod cyfryngol Cymraeg sydd yn wahanol ac yn fywiog ar Youtube sydd yn cynnig rhwbythwch gwahanol a dewis go iawn yna i ffilm a theledu traddodiadol? Hefyd, ydy o wedi bod yn ofod i ehangu’r ystod o ddeunydd a safbwyntiau sydd ar gael i siaradwyr y Gymraeg?

Gan mai bas data enfawr o gynnwys clyweledol ydy YouTube mae dod o hyd i ddeunydd yn gallu bod yn anodd. Mae yna lu o ffactorau cymdeithasegol, economaidd, diwylliannol, ieithyddol a thechnegol sydd yn rhwystro deunydd yna i iaith Gymraeg rhag cyrraedd cyntaf lle cyntaf. Mae strwythurau a normau YouTube a’r gweithredoedd sydd yn digwydd o gwmpas y cynnwys
Drwy astudiaeth feintiol gychwynnol ein bwriad yw edrych ar y materion hyn a chynnig rhai cwestiynau ymchwil pellach ar gyfer y maes hwn. Bydd y papur yn amlinellu rhai o'r canlyniadau gyda chywynno a'r fethodoleg a ddefnyddiwyd yn rhan gyntaf yr astudiaeth.

YouTube was launched in 2005 and has since had a huge impact on both online media and traditional broadcasters. The service invites you to ‘Broadcast Yourself’ but it is by now much more than a place for personal publishing, providing a huge base to bring users in to other Google services and a web platform for professional media producers of all kinds.

It is often claimed that the internet along with the falling cost in production technologies provides great hope for minority languages and that it can break down barriers to production and distribution, giving opportunities for media producers to be seen and heard where they were previously limited to the hard economics of traditional commercial media or the possibility of government subsidy. YouTube and similar video platforms provided the possibility of creating your own media space in your own language.

The Welsh language has been heard on YouTube since its early days, and it is not difficult to find Welsh language material on there. But it is not clear to what extent the material is fulfilling the same functions on there as it is for other, larger languages. Can it be said that there is a distinct and vibrant Welsh language media space on YouTube that provides a serious alternative to traditional broadcast tv and film? Has it also widened the range of material and perspectives available to Welsh speakers? YouTube is a vast database of video content, and finding material can be difficult. There are other technical, linguistic, cultural and socio-economic factors that can gravitate against Welsh language material finding an audience, or finding their way onto YouTube at all in the first instance. The social structures and norms of YouTube and the interactions that take place around content are other factors that need to be taken into account when looking at Welsh language use on the service.

Through an initial quantitative study the paper aimed to look at these issues and provide further questions for future research in this area. This paper will outline some of the initial findings of this work and the methodology used to conduct the first parts of this study.

**Summary of this section**

The papers presented under this heading showed clear evidence of the use that media, especially internet-based media, have for the preservation and maintenance of minority languages, whilst at the same time allowing for a space of re-discovery of culturally relevant aspects of identity. The possibilities of the internet allow Sami to chat across distances, and Kashubian to be used in relaxed environments. Sing and dance shows on television conversely allow for the expression of deeply rooted cultural traditions, at the same time attracting other audiences who are lured by the artistic and cultural value of the product, if not its linguistic origin. Finally, the possibility to experiment visually in youtube provides another space for linguistic debate and creativity.
iv. New technologies, participation, citizenship and audience interaction

New media and the participatory potential it provides needs to be studied in all its possible aspects. The abstracts under this subject take either specific participatory events, or engage with a more profound debate of what participation is and entails, beyond a simple correlation of convergence with participation to a consideration of what the new media enable participants to do.

Online Learning Communities: Pedagogic Opportunities for Minority Languages

Niall Mac Uidhilin, Ollscoil na hÉireann, Gaillimh / National University of Ireland, Galway, Yr Iwerddon / Ireland

Over the past 30 years, computer networks have enabled people with common interests to form online communities. Initially, these were asynchronous, text-based communities formed by people who had both access to a networked computer and the esoteric skills required to operate it. The development of the World Wide Web opened up the Internet to a much wider audience, but it is only the recent emergence of intuitive, interactive and participative tools such as social networks, blogs and wikis (collectively labelled Web 2.0), that has revolutionised the ways in which online communities are being formed. Millions of people are now socialising, playing, publishing and collaborating using these media-rich tools through the medium of many languages.
The growth of online communities has coincided with increasing attempts to replace the traditional transmission model of learning with initiatives derived from new understandings of children’s development which are rooted in constructivism and sociocultural theory. These initiatives reflect the importance of principles such as: attaining deep conceptual understanding to enhance knowledge transfer, encouraging active participation in learning, building on a learner’s prior knowledge and reflecting on the learning process. The learning science is a research field that has been guided by such principles since its inception in the 1970s.

Computer-supported collaborative learning (CSCL) is an emerging branch of the learning sciences which looks at how people learn collaboratively by working together over computer networks. CSCL research has involved numerous interventions designed to develop, support and analyse interactions and knowledge construction in collaborative communities of practice in various disciplines. The role of the computer is not to interact with the learners, rather, it should facilitate interpersonal collaboration among them, the facilitator and/or other experts. Language teaching research has also been looking at how this type of learning can facilitate improvements in language skills. This new branch of research has been labelled network-based language teaching (NBLT).

This paper provided a discussion of these developments and of the opportunities they provide for the creation of resources by online learning communities in minority languages where there is often a limited number of resources in many subjects. By actively participating in knowledge creation within a learning community, learners can benefit from deeper learning and improvements in literacy and the wider community can benefit from the knowledge created. The presentation included examples of existing minority-language online communities and shows how different tools lead to different types of communities.

‘Video User-generated Content as a Democratic Tool. Linguistic Policies in Galicia and Citizenship Answer’

Maria Yáñez, A Navalla Suíza; Universidade de Santiago de Compostela / Universidad de Santiago de Compostela / University of Santiago de Compostela, Galicia

Xabier Cid, A Navalla Suíza; University of Stirling, Yr Alban / Scotland

The quiet linguistic situation in Galicia over the last thirty years has been compromised in 2009 by the resurgence of a linguistic battle. This conflict is rooted in the schools’ linguistic model, but it has been fuelled and brought to the public arena’s centre by two powerful lobbies: a right-wing pro-Spanish group and a left-wing pro-Galician network.

Trapped in that conflict are Galicians, who historically have politically supported balanced schemes where both languages are, in theory, equally distributed, although their respective part have never been equal, pervaded by the Spanish historic and political power. In a recent poll, parents have showed their preference for both languages at school, and only marginal groups have preferred exclusive Spanish or Galician-only models.

Basic principles of democracy have been argued by both lobbies in favour of their positions. On the one hand, “freedom of choice” has been pursued by the pro-Spanish lobby, actually meaning that parents can choose schools without Galician contents. On the other hand, pro-Galician lobby have hoisted the flag of nationalism and also the law’s rule in order to advocate an increasing percentage of contents taught in Galician.
But what are Galicians thinking about it now? Qualitative research tools can be developed thanks to user-generated contents’ platform. Eufalo.TV is a running model of user-generated contents, based on internet video, allowing a wide and plural community to express itself about linguistic and sociolinguistic matters, and inviting people to tell their personal stories related to the languages they speak or refrain from speaking. This tool is a way for identifying not only clear opinions about concrete questions, but deeper opinions and values about complex questions. Free publishing allows people to engage a community of creators, easily spread throughout social networks, and to compose a democratic, plural answer to the Galician linguistic situation. In the paper presented here the model of this video platform based on user-generated contents will be examined.
Experiences of audience interaction by BBC network radio producers: implications for endangered language media

Philippa Law, Queen Mary, University of London, Lloegr / England

The use of endangered languages in the traditional media can increase a language’s prestige, offer employment opportunities to minority language speakers and enrich the language’s vocabulary so that it remains relevant to a new generation (Browne 1992, Cotter 2001). Now that audiences have come to expect to participate actively in the media (Deuze 2006), the contemporary broadcasting landscape has opened up new domains of use for endangered languages, offering greater opportunities for language maintenance and revitalisation (Cormack & Hourigan 2007).

For linguists and media practitioners to make the most of these opportunities, it is important to understand the expectations and attitudes of not only the audience, but also the producers involved in creating the content. This paper addresses this issue by considering the effects that a changing media landscape has had on BBC radio producers who have adapted their working practices to incorporate more interactivity in the programmes they make.

From 2002 to 2009 Phillipa worked at the BBC, producing network radio and online content for Radio 4, Radio 7, BBC Voices, CBeebies, News and the World Service. During that time she experienced first-hand the changes in production that both promoted and stemmed from an increasingly participatory, multiplatform media. From the perspective of a sociolinguist researcher with a background in media production, Phillipa examined some of the benefits and challenges posed by interactive or participatory media content as experienced and described by the production teams she had worked in.

For some BBC network radio production teams, interactivity and multiplatform go hand in hand. But enthusiasm is seen to vary among staff: all welcome opportunities to innovate but some express discomfort at changing methods and a fragmented workload. Others express anxiety that this style of working favours younger producers and threatens editorially experienced producers by placing an emphasis on new skills. Collectively, however, they believe that interactivity is an important way to serve the audience and to better measure the success of their content.

Implications for endangered language media

1. Not all radio producers are alike in their approach to interactivity. Consider whether it’s more appropriate to partner with a broadcaster who embraces multiplatform production or one whose approach is more traditional.
2. Needs of the linguistic community must be taken into account (Cunliffe 2007). Consider whether the aim of participation is to encourage audiences to talk or to increase their confidence in writing.
3. Consider policy on ‘correctness’ and fluency of minority language allowed on-air (Cotter 2001).
4. Keep copies of your audience feedback.
Relating this insider knowledge to previous sociolinguistic studies of language revitalisation media projects (e.g. Cotter 2001, Jaffe 2007, Pietikäinen 2008), this paper articulated what can be gained by understanding the motivations of the broadcast practitioners on whom certain language revitalisation efforts rely.

Minority Language Media and Communication for Social Change: Dialogue between Europe and Latin America

Enrique Uribe-Jongbloed, Prifysgol Aberystwyth University, Cymru / Wales; Universidad de La Sabana, Colombia

The development of a field of studies in Minority Language Media in Europe comes from a media studies and linguistics background, supported by the importance of identity politics, the increasing interest in the protection of endangered languages, and the European attention to regional cultural diversity (Cormack, 2004, 2007). In Latin America, Communication for Social Change –CfSC- has been concerned with similar issues, but from the perspective of using media to empower marginalized communities to improve their living conditions, develop self-representation and promote alternate perspectives in the public sphere (Gumucio-Dagron, 2006; Servaes, 1996). Although both perspectives address similar issues regarding the politics of representation, they focus differently on the aspect of language in the media. While the European perspective of MLM sets language as the main cultural difference which support claims for separate services and access to media, CfSC in Latin America has advocated for cultural and political activity which may, on occasion, undermine language difference.

Recent discourses of hybridity and convergence seem to be equally relevant to both. Whereas the former refers to the negotiations of cultural identity vis-à-vis media spaces, highlighting issues of cultural imperialism and discount, the latter emphasizes on the role of the audiences in their dual role of producers and consumers of content, and the importance of two-way participation in media production. These two aspects provide an interesting setting for research of both MLM and CfSC, and may be able to provide empirical evaluation of the processes that define the conditions under which languages are used in the media.

Conclusion

Expanding MLM research in Latin America requires a larger framework which incorporates a matrix including negotiation and participation (hybridity and convergence) and this can be achieved through methodologies and research already undertaken by CfSC.

In that regard, CfSC and MLM studies might be able to learn from one another and the Latin American experience may also contribute to understand other aspects of MLM studies in Europe.
Drawing from examples of Latin American CfSC research and European MLM studies, the paper hopes to present the ways in which participatory research using hybridity and convergence as simultaneous and complementary aspects of media appropriation may help us understand the complex processes that are carried out by media producers. The dialogue between the two different traditions and exchange of methodologies might also ensure that research about minority languages in the media does not narrow its scope to the situation of one geopolitical unit, but tries to expand to a more global perspective, accommodating the similar interests of CfSC and MLM studies.

Enhancing linguistic diversity through collaborative translation. Traduxio: an open source platform for multilingual workflow management in media

Philippe Lacour and Any Freitas
Zanchin NGO, Gwlad Belg / Belgium

The paper presented and displayed Traduxio, a new open-source platform allowing for more efficient workflow management of multilingual media content.

Growing international awareness has been raised in the past years about the need to reflect the world’s cultural and linguistic diversity at the (public) cyberspace (UNESCO, EU). Among its many positive dimensions, language pluralism not only stimulates cultural dialogue, but has also proven an effective route to sustainable development, encouraging both creativity and technological innovation. New mechanisms for promoting digital solidarity and cultural diversity are thus required to spur alternative forms of electronic cooperation.

An important number of media (and cultural) actors have already started to reflect the importance of language diversity in the cyberspace, mostly by proposing multilingual ‘versions’ of their content. New (technological and practical) challenges arise then from these efforts to ‘go multilingual’. The growing need of precise and accurate translation is one of the most evident. Also, the management of such multilingual content can become a major difficulty for media actors if not processed appropriately.

Although some engines have already started to propose functionalities/solutions, we claim that none has gone as far as Traduxio. Employing one of the most original solutions available in the area web-based translation, Traduxio presents a number of advantages when compared to existing devices.

In a nutshell, Traduxio is a free, open source, web based, collaborative, and computer assisted translation tool, developed with innovative technology (Translation Memory device). Inspired by the strong collaborative spirit of the Web 2.0, and available to different audiences, the software has the vocation to become a mechanism of general interest. Though it has first been experience in the field of Education, Traduxio has a tremendous potential for online Media.

Among other things we argue that Traduxio offers a more efficient management of the translation context. By offering a contextualized classification of the source (i.e. classification of the text according to the history, genre, author, etc.), information can be more easily as-

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sessed and processed, thereby helping users finding the appropriate refined translation for particular words, expressions, and so forth.

The user is given the possibility to tag the translated items –and the database (the Translation Memory constituted through a specific use of Traduxio)– with the legal licensing of his choice (e.g. Creative Commons license): from the public domain to full copyright.

As a collaborative translation software, Traduxio is more than a common workbench for digital translators. It is also a network and a platform where translators can meet and create joint projects, exchange ideas, create corpora and glossaries.

Traduxio also uses Translation Memory technology in an alternative way. The originality of the software resides in certain of its functionalities. Whereas traditional TMs are limited to two languages (source / target), Traduxio enables the comparison of different versions of the same text. A translated text is in effect not considered as an independent segment, but rather as a version of the initial text in another language. The system therefore allows for the harmonization of multilingual translations of a text.

Summary of this section

Participation is a key aspect in convergent media. This participation influences the way in which production is developed, the interests that are catered for, the way in which the products themselves shape up, and they represent a form of engagement aimed at empowering users. The experiences of Communication for Social Change may offer some insights into how participation allows for grass-roots organizations to take control and gear the media agenda of their interests. Communities develop on-line learning strategies that link together distant regions in Ireland, enabling Irish language speakers to exchange ideas, knowledge and experiences through new networks. The previous experiences of participation in other kinds of radio programmes offer useful insights that may help prevent language shift and guarantee audience interest in new shows. Furthermore, participatory tools which include video allow for more spaces of language use, and a closer relationship between users and audiences.

All in all, participation is more relevant in the cases of minority languages than in majority language cases, because the reduced audience demands more specific attention to detail more in tune with the small linguistic community. Moreover, participation becomes a key aspect in ensuring a more diverse and accurate translation space, where not only determined experts, but also new fans can participate and learn from each other, whilst providing new translating solutions.
Hacio’r Iaith at the Conference

Hacio’r Iaith is a barcamp style event organised by people working in the field of digital media in Wales. The event is usually held as an open conference where all people are welcome to attend, free of charge, and all are welcome to present on their chosen subject. This is organised through the use of an open grid system where speaking slots and rooms are allocated, but where the speakers choose when and where to speak on the day.

In the case of the Mercator Conference, the event was time-limited therefore the aim was to create a space for the sharing and presentation of ideas between conference participants and interested parties from the web, technology and language community outside of the conference.

Three zones were allocated, within which one theme chosen by participants, with the emphasis on sharing knowledge about best practice in minority language websites, services and applications. Participants were given small video cameras in order to record any points which could be of interest outside of the conference and then placed on YouTube in order to be disseminated to the wider public. Discussions were held on use of the web for minority language magazines, wikis, and crowdsourcing platforms. The space given by the conference organisers allowed Hacio’r Iaith to discuss web and technology issues with a wider constituency.

Rhodri ap Dyfrig
Co-organiser, Hacio’r Iaith
Discussion

The starting point set by Dr. Donald Browne and Dr. Mike Cormack serves as the main guide to address the discussion that the papers of the conference generated. The first issue that came clear in both keynote speeches and throughout the conference is the division between the old and new mass media. As pointed out by Elin Jones, participatory media has not been demise of mass media, but rather an alternate paradigm that occurs simultaneously. It is a new sphere of identity negotiation, as mentioned by Ian Johnson, and to uncover its developments, allows for a new perspective on how linguistic policies should engage with it. Consequently, Browne and Cormack pointed out that linguistic policies need to address media not as one institution with a clear remit, domain and space, but as a part of most interactions between people. Media is no longer classifiable as a separate power, in its own right, but it permeates all spheres of society. At the same time, the language used in all different types of media seems to be always the same one within an inner community. Thus, the Welsh-language Facebook users, tweet in Welsh, speak in Welsh over the phone, and listen to Welsh-language radio stations; however, this happens insofar as the audience intended for new comments does not rest outside this inner community.

Thanks to the use of new technologies, including web 2.0 applications such as wikis, social networks and twitter, more people have access to the construction of linguistic domains in a virtual setting. The possibility to establish and modify texts serves both the possibility to adequately the audiovisual products to the audience they serve (e.g. Facebook can be provided in any languages the users may opt to adapt it into), but concomitantly may suffer from an interest to overcome the in-group audience, and thus require the use of other languages to reach a wider set of followers (as is the case for twitter, following Ian Johnson's study or Facebook status updates in Cynog Prys').

In a way, these media allow for adaptation to a specific audience, while at the same time providing a space to get contacts outside the group, and while the language used for one-to-one communication is preferably the in-group language, the one most commonly used for more open-ended communications – such as Status updates or tweets – tends to be a more commonly used language (be it the majority language or English, the default global majority language). At the same time, the collective construction of Identity Texts through wikis and similar tools may provide learning communities with a space for constructing collective works regardless of the physical distance of the language users, as Niall MacUidhilin reported about the use of Web 2.0 by Irish language learners and fluent speakers.

However, the open participation of the public in the media also raises new questions: how can professional standards be maintained? Are the concepts of quality out-dated, or would a multiple-tier media consumption ensue? This debate remains present as much for minority language as for majority language media. Participatory media allow for new players to have a stake in the media exchange, in the production of other kinds of cultural goods and texts. Media permeate all areas of social interaction, something that used to be different a few years ago.

Participation is not only a technological development. Media programmes for development have always considered audience participation and creativity as an integral part of the media themselves. The case of a BBC radio show for children, presented by Phillipa Law, coincides with the construction of a transnational Quechua broadcasting project, as shown by Enrique Uribe-Jongbloed, because both concentrate on the importance of having the audience as
active members, who have direct influence and input over the programmes. Groups with a lower linguistic vitality might also benefit from increased participation, because they have a smaller community to reach, and their inclusion is fundamental for their use of media in the language. The case of Sami and Kashubian are quite remarkable, where usage of SMS and chat rooms allow for the creation of a small community dialogue helps in preserving and maintaining a language. However, benefits of participation are not exclusive for Minority Languages. The example of the web 2.0-based translating collaboration Traduxio shows how other multilingual tools benefit from peer-to-peer collaboration and participation.

All these issues lead to a revaluation of the traditional indices used in measuring linguistic vitality, because they demand a closer look on how these new media and technology have changed the way in which we engage with one another. This change between the institution-based perspective of Fishman (1991, 2001) GIDS system, and a more inclusive perspective that looks beyond quantity of output available, and actually concentrates on exchange of information between users, might help us overcome the measurements that give more vitality to Brezhoneg than to Cymraeg on the web, as shown by Elin Jones.

Facing this challenge, cultural industries also have to find new ways of addressing their changing markets. Media provisions in minority languages usually rely on their products having to be made available for interest groups beyond their language community, such as the case of BBC Alba that needs to be appealing to non-Gaelic speakers. Cormack’s comment on it hits home when it points out that it is like demanding BBC3 – known for its Classical music output – to try to appeal to those who do not like Classical music. It also implies the paradox of the contradiction between the creation of jobs, usually a necessity for impoverished minority language areas, and the interest to produce better and more creative cultural products, which is more likely to take place in larger urban areas. This “Faustian bargain” – as Faye Ginsburg (1991) puts it – between a compliance that also implies giving up part of what it stands for, is a cornerstone of minority language media.

Something similar is debated on the issue of Catalan dubbing. The legislative requirement for more Catalan dubbing comes from an interest in normalising the language – i.e. making it possible to experience all media without having to resort to another language. But this comes with an increase on dubbing costs for the industry, and a fragmentation of the potential audience. However, it might be that the lack of offer of Catalan dubbing is responsible for its low consumption, rather than the other way around. Here again the question of funding becomes relevant to the discussion.

Despite the normalisation aspect, there is still a lack of empirical evidence on the positive effect that media may have on language maintenance. However, it is possible to extrapolate the maintenance potential, if there is an evaluation of language preference in media consumption, and relating it to overall consumption of media by the community. Newspapers and radio seem to be more relevant in the own language, as opposed to television and the internet, when it refers to transnational languages and language communities which live over the border in neighbouring countries. This points out, as Tom Moring signals, to the importance of a varied media spectrum in order to maintain language usage. Furthermore, the language spoken in the home has a fundamental bearing on the language preference in (mass) media choices.

The differences in linguistic preference for internet use in various multilingual communities in Europe were quite revealing as well. Whereas in South Tirol, in Italy, German was heavily preferred as the language to access the internet by German-Italian bilinguals, in contrast to

(...) a strengthening of language usage at home seems to be a prerequisite for increased use of media in any given language

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the lack of use of Swedish in internet use by Finnish-Swedish bilinguals in Finland, where English was the preferred language, as pointed out by Laszlo Vince. Language preference may thus serve as a way to help assess language vitality, by providing a more concrete relationship between language and media use.

Thus, a strengthening of language usage at home seems to be a prerequisite for increased use of media in any given language. Finding ways through which families can be encouraged to use their language at home, in order for that language to be requested for media output, may be one of the next questions that remain open to debate.
Conclusions of the Annual Report 2010

Languages are a central part of media production and consumption. Fundamental changes have come about with the recent technological changes that have enabled more direct communication. Media now combine both a heavily mediated, institutional space which remains scheduled, controlled from the top-down, placing an emphasis on quality from a technical and formal perspective. Simultaneously, there is an increasing participation in user-led media, informal, instantaneous and developed clearly from the bottom up. Bringing those two perspectives closer to one another becomes increasingly challenging.

This two-tier perspective seems to have an important impact on language as well. It encourages the usage of tools that enhance the speed of communication while lowering the formality and resources demanded to obtain for access to media production. However, one thing becomes more evident. The new bottom-up approach supported by convergent media and a participatory culture that comes hand in hand with it, have evidence the ubiquity of media as part of social practice. Linguistic policies can no longer look only at top-down approaches based on central institutional policy, because the main relationship to media has clearly changed from a living-room-centred, scheduled consumption, to an active production-consumption on the run.

Linguistic policies can no longer look only at top-down approaches based on central institutional policy, because the main relationship to media has clearly changed from a living-room-centred, scheduled consumption, to an active production-consumption on the run.

This implies that constant research on media usage needs to increase to provide a better picture of how people’s use of language – especially on multi-lingual settings – affects media consumption. The papers and presentations dealing with web 2.0 tools evidence that code-switching, and linguistic preference, have a clear relationship to language use at home, audience expected for the communication, and that while one-on-one communication in a regional or minority language remains constant, the use of a majority language takes over in more general communications, such as status updates or tweets.

At the same time, increased participation by the audiences increase the visibility of certain languages, helps encourage a sense of minority language community and brings media closer to its consumers. Isolated communities can take advantage of this possibility, uniting in a virtual space when unable to do so physically. Not only can they collaborate in collective work through web 2.0 tools, but also they can hear one another and keep a sense of linguistic community despite the spatial separation. This can be especially relevant to diaspora situations, and even for small communities divided within a country or region.

The issue of funding remains primordial. The minority, or minorised, situation of many minority languages makes them less appealing for commercial media, and as such demand support from governmental institutions and local governments. Ways around it have been found, trying to appeal to members outside the linguistic community based on the quality of the work, for example. The increasing pressure to develop media outlets and dubbing in some of these languages, increases the work possibilities on this field, redistributes wealth, and enables the emergence of job opportunities for people who were outsiders in the media market. This media linguistic economy tends to benefit urban areas rather than the core areas of minority languages, in some cases may imply a reduction of revenue for majority language media companies. However, the media support for minority language maintenance demands more research. Although linguistic preference can give us an idea of linguistic vitality, this remains unclear.
In fact, linguistic vitality needs to be reassessed. Policies need to change the vision of media as an institution, and have to embrace more open views on participation and linguistic tolerance. Language policies need to appreciate media in all the aspects it now holds, including a variety of platforms and outlets, and increased audience activity, support and production.

_Policies need to change the vision of media as an institution, and have to embrace more open views on participation and linguistic tolerance._
The Mercator Network can only accomplish its mission with the help and input of the many workshop and conference participants.

At this point we would like to thank them all:

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