



## **BOOK OF ABSTRACTS**

### **PLENARY LECTURES**

**BREHMER, Bernhard**

**Establishing bilingual communities of practice in border areas: Some insights from the Polish-German border**

The Polish-German border has been called the “sharpest linguistic line of demarcation in Europe” (Nöth 2001: 57). The complex Polish-German historical relationship which involved moving borders and displacement of thousands of local people after World War II prevented intense personal contacts and the establishment of bilingual communities of practice in the new Polish-German borderlands. Although Poland’s accession to the European Union in 2004 led to an intensification of economic and cultural contacts between the two neighboring countries and also left visible traces in the border areas (e.g. concerning the linguistic landscape), there is still a considerable asymmetry regarding proficiency in the neighbor language on both sides of the border: German is an established foreign language on the Polish side (although struggling with decreasing numbers of learners) and its acquisition is often motivated by economic considerations. On the German side, however, there are only very few possibilities to learn Polish in institutional settings (kindergarten, school) and most of the local inhabitants even in the border areas exhibit at best a “benevolent indifference” regarding Polish language and culture (see, e.g., Prunitsch, Berndt & Buraczyński 2015).

In my talk I am going to address efforts to change this state of affairs on the example of two projects which are currently conducted in the cross-border metropolitan region of Szczecin. The projects involve partners on the Polish (City of Szczecin and the West Pomeranian Voivodeship) and German side (counties of Vorpommern-Greifswald and Uckermark) and aim at building bilingual Polish-German communities of practice in two areas: (i) cross-border emergency medical service and (ii) early childhood education. As for the first pilot study, we are going to focus on the motivations of the participating emergency medical assistants and emergency physicians for learning the neighbor language, their linguistic profile and previous experiences regarding emergency situations where they were forced to use a foreign language. The second study will be concerned with institutions of primary and lower secondary education on the German side of the border which are characterized by a high amount of children coming from Polish-speaking families. Thus, the neighbor language Polish is present on a daily basis and can be experienced as part of the daily routine in these institutions. The main point here will be to investigate the different attitudes of children and the members of the pedagogical staff regarding the presence of Polish in class and to explore translanguaging practices which can be observed at these institutions.

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Prunitsch, Christian/ Berndt, Annette/ Buraczyński, Radosław (eds.) 2015. *Sprache als Schlüssel zur Zusammenarbeit. Status und Prestige der Nachbarsprachen im polnisch-sächsischen Grenzgebiet*. Frankfurt/M. u.a.: Peter Lang.

**GROSJEAN, François**

### **Considerations to take into account in bilingualism research**

As researchers working on bi- and multilingualism, we have to take into account a number of considerations when doing our studies. Over the many years I have worked in the field, I have investigated a number of these, some of which I have proposed myself (see my recent book, *A Journey in Languages and Cultures: The Life of a Bicultural Bilingual*, Oxford University Press, 2019). During my presentation, I will go over these considerations as they pertain to adults and children who use two or more languages in everyday life.

**HINNENKAMP, Volker**

### **All these bilingualisms: A journey through multilingual practices and the role of subjectivity**

In the last two decades research and insights into the practice of multilingualism have discovered and discussed all sorts of multilingual manifestations and have labeled them according to sociolinguistic and pedagogically defined criteria. Most of these findings are based on ethnographic and interactional data, thus drawing on the knowledge of linguistic practitioners.

These newly determined practices go far beyond of what the facets of *codeswitching* implied, thus new terms like *language crossing*, *metrolingualism*, *polylinguaging* and most recently *translanguaging* – to name just a few – tried to grasp the various levels of multilingual practices and with it their interactional and situational conditions of use. Multilingualism lost its last structural determination giving way to a lived and socially integrated form of functions. The flexibility of practitioners' use led to research into linguistic repertoires of communities and groups. The richness of interactional and ethnographic research has emphasized the perspective of practice and hence practitioners. There is one point, however, which from my own research perspective at least led me to contradictory assessments of these multilingual practices. Here the role of subjectivity comes back into the discussion and hence also a careful treatment of practitioners' own notion of competence.

In my lecture the journey through multilingual practices and the role of subjectivity will all be presented with examples mostly from my own research, discussing also provocative questions as to the range of 'bilingualisms'.

**MIODUNKA, Władysław**

### **Bilingwizm z językiem polskim w Ameryce Południowej**

## PARELLEL PAPERS

**ADAM, Steven Robert**

### **The grammatical effects of language background and dominance in written Singaporean academic English**

The linguistic context of Singapore has long been noted for its complexity. Various Asian languages, including Chinese lects, Malay, and Indian languages, most prominently Tamil, not only exist as officially recognized and publically spoken languages, but also have influenced the development of Singaporean English, the most widely used language in Singapore, which itself has several different varieties.

This paper investigates the relationship between the language dominance and background of bilingual Singaporeans and their use of grammatical features in written Singaporean Academic English (obtained from a controlled experiment), a register which places high importance on formality. The analysis considers the influence of “mother tongue” on grammar, while taking into consideration features of spoken Singaporean English, expanding on Ho & Platt’s (1993) documentation of the influence of Chinese on spoken Singaporean English.

Not surprisingly, certain features (particularly shifts in verb tense and aspect) are influenced by Chinese. However, data indicates that these features are also used by speakers from other language backgrounds and dominance. This paper explores the extent to which speakers of different language dominance and backgrounds produce these features as well as perceive them as grammatical, theorizing about how multiple language backgrounds interact in written Singaporean academic English.

**ADRYAN, Karolina**

### **Rola imion w nauczaniu języka angielskiego w grupie wiekowej dzieci (The role of names in teaching English to young pupils)**

The main aim of this paper is the assessment of effectiveness of the name-based method (*metoda odimienna*) in teaching a foreign language to young children. The method developed by Irena Majchrzak, originally used to teach reading in Polish kindergarten, has been adopted to children of early school age to teach them read and write in English. The research was conducted in a group of six and seven-year olds attending the first grade in a non-public bilingual primary school. All stages of the method were applied and completed during an experiment: (1) initiation, (2) full-letter wall, (3) letter market, (4) naming the word. Children working with worksheets and props were observed by the teacher. Both the response rate and the pupils’ works were analysed by age and gender. The originality of this method is starting the process of reading and writing from children’s own names. The significance of their names to children increases young learners’ emotional response to the subject matter and helps achieve a teaching goal. Age and gender do not determine the effectiveness of the method as opposed to crucial language skills connected with mother tongue. It is concluded that the key elements of the name-based method introduced in foreign language classes in the primary school markedly consolidate pupils’ reading and writing skills and expand their vocabulary, even if learners are very young.

**AL-SAYADI, Magdalena**

**The emergence of the rural/urban opposition in Arabic Spoken Language**

Linguistic diversity of the Arab world presents diglossic features of Modern Standard Arabic and dialects. This research is focused on the interference of linguistic varieties related to rural and urban society. The language of urban centers in majority of Arabic countries is related with prestige and prosperity. Bidialectal switch between language codes is resulted by such criteria as migration, age, gender and education level. Big urban centres provide many institutions, which are attractive for citizens from rural areas, willing to develop educational level or good job opportunities. Nevertheless main issue refers to the problem of social identity and its impact on the language change. Distinct community division of Arabic countries (tribal), makes dialectal diversity more complex. Significant issue is the subsistence of new informal dialect, which is being formed under the influence of migration and mixing codes. It is necessary to set clear criteria for what constitutes a linguistic switch and which social factors create such change. Another issue is proficiency in particular dialect, since the speakers change some words, because they are not able to sustain conversations in one variety. Codeswitching within provincial and metropolitan societies brings many linguistic aspects worth investigation.

**AMIROVA, Aida**

**Students' perceptions on the development of Kazakh for academic purposes in higher education**

It is widely known that language skills have specific features in academia and they are not consistent with everyday language. Across many countries, there has been an upsurge of interest in developing academic skills of language learners which is also a new trend in Kazakhstan where, owing to the Soviet past, Kazakh was not the preferable language in education in comparison with still dominant Russian. Thus, this research will investigate perceptions of university students regarding the development of Kazakh for academic purposes and it also aims to examine to what extent materials are susceptible to meet students' needs. The study will use a qualitative research design applying semi-structured interviews and document analysis of academic papers and materials respectively. The research site is one Kazakhstani university where academic Kazakh is offered in a course package. The target population, therefore, will be 10 students at a graduate level of education having at least one academic paper written in Kazakh. As a result, this study will provide a first-hand knowledge about the situation of Kazakh for academic purposes considering students' perceptions on its development in regard to their experiences and practices in higher education.

**ANTONIOU, Kyriakos, SPANOUDIS, George**

**How does bi-dialectalism compare to multilingualism and monolingualism?  
An examination of young adults' vocabulary and executive control skills**

Research shows a negative bilingual effect on vocabulary and a positive effect on executive control (EC; comprising switching, working memory (WM) and inhibition), though the latter effect is not always replicated [1]. We examined the impact of bi-dialectalism (speaking two closely similar dialects) on vocabulary and EC in young adults.

Thirty-three multilinguals (in Greek and another language), 52 bi-dialectals (in Standard Modern Greek (SMG) and Cypriot Greek) and 29 monolinguals (in SMG) were given: (1) the Flanker, Number-letter and N-back tasks for inhibition, switching and WM, respectively [2]; (2) SMG Vocabulary test [3]; (3) Matrix Reasoning test (general intelligence) [4]. Groups did not differ in parental education ( $F(2, 101)=0.016, p>.05$ ) or intelligence ( $F(2, 121)=1.511, p<.05$ ).

A Multivariate Analysis of Variance on n-back accuracy and (reaction-time) flanker effect and switch cost indicated no Group effect ( $F(6, 248)=0.982, p>.05$ ). We found a Group effect on vocabulary ( $F(2, 119)=6.46, p<.05$ ) indicating a smaller bilingual vocabulary than the other groups ( $p<.05$ ).

For vocabulary, bi-dialectals patterned like monolinguals, indicating an effect of close language similarity (between bilinguals' languages/dialects) on language performance. We also discuss that a bilingual EC advantage for young adults might be revealed in the electrophysiological/neural (EEG) responses (recorded but not analysed yet).

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[2] Diamond A. (2013). Executive functions. *Annual review of psychology*, 64, 135–168.

[3] Raven, J., Raven, J. C., & Court, J. H. (1997). *Raven Manual: Section 5*. San Antonio, TX: Harcourt Assessment.

[4] Wechsler, D. (1999). *Wechsler Abbreviated Scale of Intelligence*. San Antonio, TX: The Psychological Corporation.

## **ASMAN, Maria**

### **Język modlitwy osób dwu- lub wielojęzycznych**

Celem mojego referatu będzie zaprezentowanie założeń oraz wyników przeprowadzonych w 2015 roku badań dotyczących przykładu użycia języka przez osoby dwu- lub wielojęzyczne w sytuacji ekspresji emocjonalnej. W badaniach ankietowych, których założeniem było wyłonienie czynników mających największy wpływ na wybór języka modlitwy przez osobę wielojęzyczną, wzięło udział 30 informatorów w wieku od 18 do 30 lat. Wśród badanych znaleźli się wyłącznie chrześcijanie (katolicy, protestanci i wyznawcy prawosławia), gdyż osoby wyznające pozostałe religie monoteistyczne są zobowiązane do tego, by modlić się w języku wskazanym przez zasady swojej wiary.

Wśród czynników uwzględnionych w ankiecie były m.in. poczucie przynależności narodowej, kraj zamieszkania, kraj pochodzenia, tzw. języki domowe, narodowość rodziców, język edukacji szkolnej, język nabożeństw, język modlitwy typowej dla danego wyznania, język modlitwy prywatnej (tzw. modlitwy wewnętrznej). We wnioskach referatu przedstawię te czynniki, które mogą mieć największy wpływ na wybór języka modlitwy przez osobę wielojęzyczną.

## **AWEDYK, Witosław**

### **How much do Norwegians need to codeswitch? On the specificity of the language situation in Norway**

**BARTH, Isabelle, EHRHART, Sabine**  
**Language trajectories of children in mobility**

The family as a space where languages can be maintained or lost (Velásquez 2019) has increasingly come under scrutiny in sociolinguistics. According to Lanza, family language policy acts as a space for language learning and use ([https://www.biling.su.se/polopoly\\_fs/1.404131.1538484922!/menu/standard/file/Abstract\\_Lanza\\_16oct2018.pdf](https://www.biling.su.se/polopoly_fs/1.404131.1538484922!/menu/standard/file/Abstract_Lanza_16oct2018.pdf)).

My research explores how children in culturally and linguistically mixed families and/or living a mobile life can become plurilingual: in opposition to multilingual where the different languages of a person function separately, plurilingual means that they interact and form a holistic repertoire.

Our research on language use with highly mobile families on the ground of 38 interviews with mothers or fathers raising their children with more than one language shows that the birth place of the children and the past trajectories of the family influence the language choices of the parents. The place where those children were born as well as the type of families they are born into (mixed families or not) have an influence on their language trajectories. The mobility patterns of the families, the culture where they settle in also impact the family language policies, with languages being learnt and others being lost.

References:

Velásquez, Isabel Household Perspectives on Minority Language Maintenance and Loss – Multilingual Matters, 2019.

**BOJAŁKOWSKA, Krystyna**  
**Some remarks on the development of grammatical categories of the Polish language in bilingual children speaking German and Polish**

The paper deals with development of grammar competences in Polish in bilingual children speaking both Polish and German, permanently living in Germany (in Wuerzburg). Research data was obtained in July 2019 through the use of observation and experiments methods during meetings with 20 children. In their analysis information from surveys completed by the parents of these children are taken into account.

In the paper using of grammatical categories of inflected parts of speech of Polish by the bilingual children will be analysed: mood, time, person, number, case, gender. It will be considered what factors may affect the level of grammatical competence in Polish in the tested group: type of bilingualism (simultaneous or successive), frequency of using the Polish language by a child and his environment (in the family, among peers), influence of the German language.

Presented research is treated as preliminary and their continuation on a larger sample in the future is planned.

**CHŁOPEK, Zofia**

**Native language attrition or expansion? Reverse lexical transfer in a multilingual mind**

Learning a new language always involves the engagement of the previously acquired linguistic competences. As a result, bi-/multilingual competence is a complex and dynamic system of languages (or language subsystems) which mutually activate and interact with each other, either directly or with the mediation of the conceptual system. Analyses of instances of cross-linguistic influence provide some interesting insights into the workings of the human mind. Importantly, native languages are not spared from the influence of later acquired non-native languages.

In the present paper I would like to present the results of a case study conducted with an adult native speaker of Polish with three additional languages: English (native-like L2), German (fluent L3) and French (nearly-fluent L4). Based on the analysis of the various instances of lexical reverse transfer (e.g. code switching, nonce borrowing, loan translation, semantic extension from L2, L3 or L4) observed in the spoken production in her L1, I aim to seek the answer to the following question: Does lexical reverse transfer lead to mother tongue attrition or, conversely, language broadening/enhancement?

**CHWESIUK, Urszula**

**L2 impact on L1 in effect of formal language instruction in L1 dominant language environment**

While a lot of research has been carried out in order to investigate cross-linguistic transfer in the direction from the native language (L1) towards the second language (L2), the studies about the impact of learning L2 in the classroom on L1 are scarce. The aim of the paper is to present the state of the art of L2>L1 transfer with respect to various areas of linguistics including, among others, phonology and semantics as well as to present research in progress at the dedicated to the question how L1 language intuitions are affected by L2 English learned under formal conditions in an L1 dominant country. In this research, proofreading of texts translated imperfectly from L2 English to L1 Polish was used a method of assessment, and young adults as subjects. The total impact of L2, and in particular the impact in the area of phraseology and lexical semantics upon language awareness in L1 proved to depend on the proficiency level of the subjects in L2, with best achievers and beginners outperforming the group with intermediate English skills. In the light of this study, backward transfer resulting from formal learning deserves more scholarly attention as a research topic. The paper presents briefly the outlines of further research to be conducted at the University of Szczecin, involving a different age group and extended methodology including context-free grammaticality judgments.

References:

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**CLOUET, Richard**

### **The importance of multicultural awareness and multilingual practices in European Universities' Alliances: going beyond English as a lingua franca**

In our global world, the internationalization of Higher Education Institutions is seen as an obviousness. Universities, as such, have become challenging multicultural and multilingual environment engaged to offer their students and staff competitive and attractive education and training, open-mindedness, as well as multilingual and multicultural exposure. This is precisely one of the key objectives of the European Universities Initiative by the European Commission, the aim of which is "to bring together a new generation of creative Europeans able to cooperate across languages, borders and disciplines." In such university alliances, the multilingual and multicultural approach remains essential to achieving better understanding of diversity, but although the dominant language of communication may be English, both students and staff will be gradually led to cooperate in other languages promoted and taught in each participating HEI. This paper examines the effect of the European Universities Initiative on the creation of multicultural, multilingual and inclusive campuses, and raises the question of the role of English as a lingua franca in such learning spaces. The main objective is to develop recommendations for how HEIs may implement and ensure the sustainability of so-called multicultural and multilingual European campuses.

**CROWE, Kathryn**

### **Spoken language multilingualism and children with hearing loss**

Spoken language multilingualism has become a possibility for children with hearing loss with increasing frequency. This change is due to developments in assistive listening technology, early identification, early intervention, and educational practices. In this presentation a summary of research on the speech, language, and literacy outcomes of children with hearing loss who use more than one spoken language (with or without use of signed language/s) will be presented. Research data will be presented concerning parents' decision-making about which language/s their children with hearing loss will use and professional practices in supporting parents raising children with hearing loss in multilingual contexts.

This research was conducted in Australia and represents the views of 177 parents of young children with hearing loss and 18 professionals who provide educational and rehabilitation services for children with hearing loss and their families. Parents and professionals differ in the factors that they considered to be important when making decisions about multilingualism for children with hearing loss. Further, qualitative analysis of the interview responses of professionals lead to the identification of key aspects of practice with these children and families: child characteristics, language environment, language purpose, decision-making, professional knowledge, professional resources, and professional practices.

**DEGANUTTI, Marianna**

### **Languages to connect? Languages to divide? Multilingualism at the Italo-Slovene-Austrian borderland**

The relationship between heritage sites and languages offers a great potential to be exploited, especially in areas where controversial memories take place. Here, languages are never neutral; rather they play a key role in defining identity and affirming power. My paper focuses on the Italo-Slovene-Austrian borderland, a troubled area where several dramatic events took place during the First and the Second World War. The area nowadays presents an extraordinary number of sites, such as caves, fortifications, trenches, churches, paths, ossuary, cemeteries and museums. By analysing some representative cases, such as the Kobarid Museum (Slovenia) and the concentration camp in Gonars (Italy), I will seek to point out their multilingual mechanisms. Given that borderlands are simultaneously able to 'divide and connect, attract and repel, shelter and watch' (Pavlakovich-Kochi & Morehouse, 2004: 20), multilingualism might connect different language-speaking communities as well as divide them. By doing this, I will investigate the relationship between language/s and memory in one of the most significant First and Second World War conflict landscapes in Europe.

**DZIĘCIOŁ-PĘDICH, Agnieszka**

### **Educating dual language learners with special educational needs**

Dual language learners (DLLs) are students who are in the process of developing two or more languages. A wide range of special educational needs that are observed among monolingual students can also be found among DLLs. Unfortunately, DLLs' experience with special education has been fraught with a troubling history of misidentification and ineffective services. For example in English speaking countries DLLs are compared to the monolingual monocultural English-speaking students perceived as "the norm". When differences in performance are found it is seldom considered that they are related to educational systems that fail to adapt instruction to learners who are in the process of learning a new language. Frequently teachers and other professionals come with the ideas about special education from their experiences of instructing monolingual English students. However, we must not assume that the same practices can be implemented without adaptation for DLLs with special educational needs.

The aim of the talk is to presents some examples of what constitutes culturally and linguistically responsive instruction, assessment, and intervention for DLLs with special educational needs.

**ERDUYAN, Işıl**

**Multilingual Germans in Istanbul: A linguistic ethnographic perspective**

In this paper, preliminary findings from the B.U.-funded linguistic ethnographic project “Contemporary Linguistic Diversity in Istanbul” (2019-2021) will be presented with special focus on the German community living in Istanbul. Germans living in Istanbul and Turkey at large have as long a history as Turks living in Germany. Yet, few studies to date have focused on the multilingual practices of this community. Focusing on a group of German adults working and living in Istanbul, this study will attend to naturalistic language use of multilingual German nationals in their quotidian linguistic practices across social settings, and investigate the multilingual identity construction of these individuals through these practices. Microethnographic analyses of audio-recorded interactions will adopt a scalar perspective, and center on the relationships between participants’ multilingual linguistic repertoires and their scale-making processes (e.g. Canagarajah and De Costa, 2015; Compton-Lilly, 2013; Lam and Warriner, 2012; Wortham, 2006). To this end, the interplay among transnational, translocal, and local scales (Maloney and De Costa, 2017) as the participants construct them will be presented through linguistic ethnographic lenses. The study aims to bring a novel perspective into the analysis of naturalistic language use by attending to a relatively less studied group of multilingual speakers in a much less studied urban setting.

References:

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**GOLDEN, Anne & SZYMANSKA, Oliwia**

**Do Polish students grasp the point in Norwegian? An extended study on students’ comprehension of everyday metaphorical expressions**

In this paper we investigate to what extent more or less equivalence with L1-metaphors is beneficial for comprehension of metaphorical expressions in a foreign language. The theoretical framework applied is Conceptual Metaphor Theory as presented by Lakoff and Johnson (1980, 1999), as well as the theory of crosslinguistic influence as described by Jarvis (2017). The data comes from a study conducted in Warsaw, where university students of Norwegian completed a multiple choice task containing metaphorical expressions from Norwegian text books, previously selected for Golden’s 2005 study, where language minority students living in Norway were investigated.

In the present study the metaphors were divided into three groups, comprised of expressions with direct, semi-direct and no counterparts in Polish. When choosing an answer, the students were also asked to provide additional information on whether they knew the answer or were guessing. The results were then compared with the results from the 2005 study to see if the different learning conditions (learning Norwegian as a foreign language) would yield the same results, i.e. facilitating expressions with a counterpart in L1, which was not always the case. We discuss the result as well as the importance of developing metaphorical awareness in class.

**GOLEŽ-KAUČIČ, Marjetka**

**The question of multilingual practices in song and speech in the Slovenian/ Italian border region (The Resia case)**

The paper deals with the identification of the local and the national through dialect and folklore, minority language and culture, and takes the region of Resia as an example. Resia is an example of a distinct dialect. It has preserved not only the Resian dialect but also the Slovenian identity. The valley of Resia (Val Resia) in Northeast Italy at the Slovenian border, constrained by geographical and historical factors (alpine valley surrounded on all sides by high mountains), has developed a unique language, which is geneto-linguistically part of the Slovene language and a specific form of folk creativity (folklore). The Resians use a dialect form of the Slovenian language and remain tied to Resian language (vernacular language) in Resian community as well as Slovenian language in communication with Slovenians. They use Italian language in other formal social and political situations. The use of three languages is “code switching” or “code stitching”. Paper addresses the question whether the use of particular language code (e.g. dialect or the supra-dialect, or literary language) in songs and speech actually directs identification with collective. The author presents the question of multilingual practices and opens the problem of marginalization of the “minority” language toward “majority” language as political, social and linguistic problem.

**HOLZER, Johanna**

**The impact of language biographies on multilingual language use: A sociolinguistic study of young refugees from Syria and Afghanistan**

The presentation focuses on migration-related multilingualism of young refugees’ language biographies from Syria and Afghanistan living in Germany. This group of migrants is of particular interest since they are faced with the task of fulfilling integration requirements and handling their own identity development in an unknown country with an unknown culture during the transition into adulthood. Simultaneously, young refugees have to adapt their linguistic and cultural socialization on a new society and come to terms with the consequences of their migration experience.

The corpus comprises 22 language-biographical interviews with feminine and male refugees between 12 and 27 years of age. These guideline-supported interviews are used to obtain insights into participants’ languages and cultural identities with a special focus on means of multilingual performances such as transfer and code-mixing (see example).

Example:

*Interviewee (Afghanistan, male, age: 22):* wenn ich mit meinem freund beispiel spreche er kann auch deutsch er hat jetzt C1 er weiß was ich meine wenn ich persisch spreche **dann kommt ein oder zwei wörter auf deutsch.** (Interview Holzer, July 2018)

Young refugees are a social group of particular interest since late L2 learning takes place with limited family background and limited maintenance of heritage language and culture. The goal of this talk is to show how their language biographies shape the acquisition of L2 German and multilingual language use in particular ways.

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### **HOYTE-WEST, Antony**

#### **A return to the past? The Spanish as the first foreign language policy in Trinidad and Tobago**

Situated just fifteen kilometers off the Venezuelan coastline, the small twin-island nation of Trinidad & Tobago is geographically South American but culturally Caribbean. Owing to colonisation by various European powers, the country has a mixed population of primarily African, East Indian, and European descent. Though languages such as Spanish, French, Hindi, and French Creole were once part of everyday life on the islands, years of British rule and the ensuing dominance of English have meant that the country's rich ethnic and cultural heritage is currently not paralleled by equivalent linguistic diversity.

Building on the country's natural position as a bridge between the English and Spanish-speaking worlds, the government embarked on the Spanish as the First Foreign Language (SAFFL) policy in 2005. Part of the Vision 2020 development plan, the aim was to enhance trade links with Latin America through increased use of Spanish in the education system, civil service, and wider society. After outlining the historical and sociocultural background underpinning the SAFFL policy, this paper aims to examine the initiative's implementation through analysis of government documents, media articles, and other relevant sources. Finally, the impact of SAFFL will be surveyed, seeking to evaluate the policy's effectiveness as a whole.

### **KWIATKOWSKA, Joanna**

#### **Jak zarządza się językiem w polonijnych oddolnych inicjatywach rodzicielskich w Niemczech?**

Jednym ze sposobów organizacji lekcji języka polskiego jako dziedziczonego w Niemczech jest zakładanie oddolnych inicjatyw rodzicielskich, czego przykładem są Krasnale (Frankfurt), Die Brücke (Darmstadt) oraz Wir (Hamburg).

Celem mojego badania jest opisanie zjawisk związanych z zarządzaniem językiem (Language Management) w tych organizacjach na podstawie analizy dyskursu stron internetowych oraz artykułów napisanych przez członków organizacji.

Analiza dyskursu na podstawie dostępnych treści pozwala wykrystalizować strategie zarządzania językiem stosowane przez oddolne organizacje oraz odpowiada na pytania, jak nauczyciele przygotowują program zajęć, jak pojmują wielojęzyczność oraz jak rozumieją i odpowiadają na potrzeby wielojęzycznych rodzin.

Dodatkowe narzędzia do zbadania tych strategii przynosi teoria zarządzania językiem (Language Management Theory), stworzona przez J. Neustupnego oraz B. Jernudda. Teoria ta opisuje wszystkie zachowania i działania wobec języka, zarówno te, które sprowadzają się do pojedynczej interakcji (Simple Language Management), oraz te, które wymagają instytucjonalnego podejścia (Organized Language Management). W ramach teorii prześledzić można proces zarządzania językiem. Pierwszym krokiem jest zauważanie odstępstwa od normy, np. młodzież polonijna nie zna słownictwa związanego z przyrodą. Zjawisko jest oceniane negatywnie, następnie przygotowany jest projekt rozwiązania problemu, a ostatnim krokiem jest jego implementacja.

Teoria zarządzania językiem pomaga zatem zrozumieć problemy i decyzje nauczycieli oraz oddolnych organizacji polonijnych w Niemczech.

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### **KYUCHUKOV, Hristo**

#### **First language attrition: The influence of L2 German on L1 Turkish in Berlin**

The paper is going to present results from a study among Turkish kindergarten children in Berlin, Germany.

40 Turkish- German bilingual children from two kindergartens in Berlin are tested with a language test measuring the knowledge of the children in their mother tongue – Turkish. The children were tested twice within one school year. Between the first and the second testing the children had 1 h. lesson per week in their mother tongue. The second testing showed that the children's knowledge in their mother tongue is getting worst. The results show that the abilities to tell stories in their mother tongue after the second testing get lower.

The paper will discuss the reasons for attrition of L1 Turkish by Turkish children in bilingual/multilingual settings and the role of the big cities and families on the changes of the mother tongue among young bilingual speakers.

### **LAI, Rosangela**

#### **Language identities in multilingual families: Sardinian heritage speakers in Germany**

Linguists have often focused on the competence of heritage speakers and on how it differs from a native speaker's or a second language learner's competence. Sociolinguistic issues, though, are as worthy of consideration as internal linguistic issues. This research focuses on the language identity of the multilingual families of speakers of Sardinian in Germany.

Sardinian is an endangered minority language spoken in Sardinia that, in the last decades, is being progressively eroded by Italian, which is the language of literacy and the mainstream media. In the Sixties and Seventies several thousand Sardinians migrated to Germany. Some of them established themselves there and married other migrant Sardinians, Italians, Germans, Poles or other nationalities. Today, their children are heritage speakers of Sardinian, Italian, or both.

Preliminary results of research will be presented on a sample of these families. The methodology is twofold: first, questionnaires that investigate language speakers' attitudes

towards their languages and Sardinian in particular; second, semi-structured interviews in order to let each member express their complex linguistic identities. Among the factors under examination, the role of school and career aspirations, the negotiation of language policies and the experience of linguistic and cultural alterity will be explored.

**LIBURA, Agnieszka & ŻUREK, Anna**

### **Erozja narzędnika i miejscownika w języku polskim jako odziedziczonym**

The aim of this paper is to give a preliminary analysis of the Polish instrumental and locative cases as attested in the language used by bilingual speakers in Germany, for whom Polish is an inherited but not dominant language. For this purpose, all utterances with instrumental and locative constructions were extracted from the Hamburg Corpus of Polish in Germany (Czachor 2012), and analyzed. The results of the analysis indicate that there is a specific pattern of erosion of the Polish instrumental and locative cases.

The analysis is based on the theory of radial categorization (Rosch 1973) and the conceptual blending theory (Fauconnier, Turner 2002). Along the lines developed in Janda (1993) and Rudzka-Ostyn (2000), it is argued that inflectional categories exhibit a radial structure and effects of prototypicality. As Libura and Żurek (2016) demonstrate, radial category may also be useful for analyzing patterns of erosion of inflectional system in heritage Polish. The rich, highly abstract and internally complex categories of case system in Polish and German offer a unique opportunity of blending two radial structures into a new one, which frequently results in new instrumental and locative constructions in heritage Polish, such as “jadę z tramwajem”.

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**MARCISZEWSKA, Agnieszka**

### **Is L3 morphosyntactic processing affected by the learner's level of bilingualism?**

Since 1 May 2004 when 10 new countries joined the EU, including A8 (also known as EU8) countries from Central and Eastern Europe), UK has seen an increasing number of economic migrants from A8 countries (Office for National Statistics, 2015). This has resulted in an increasing number of bilingual children and the need of various institutions to acknowledge their needs. 65% of all migrant workers registered in the UK from A8 countries are Polish (UK Border Agency; *et al.*, 2009) and Polish is the second most common language in England and

Wales (Office for National Statistics, 2013). As such, investigating language practices of bilingual Polish-English children and understanding how they process L3 allow to contribute to epistemological debates on bilingualism. The purpose of this article is to connect the theoretical aspects of bilingualism to the processing abilities of migrant and bilingual 2L1 children, and further to inform educational policy and affect school practice in the UK. Data collected from Polish Saturday School revealed different linguistic trends in the households of the participants and interplay of factors such as language dominance and proficiency in the course of third language processing.

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#### **MAZURKIEWICZ-SOKOŁOWSKA, Jolanta**

#### **Hängt die Weltwahrnehmung von der Sprache ab? Befunde aus dem Polnischen, Deutschen und Russischen**

#### **MIANOWSKI, Jacek**

#### **Code switching in a wargaming environment**

Flames of War, as a historical, WWII-oriented tabletop game, is seeing a period of increased popularity in Poland. The Polish gamers' community, focused around a league system, integrates around 50-70 players. The appeal of the game derives from its mechanics, historical setting, hobbyist focus and community building capabilities, yet its biggest advantage is the competitive potential. The game is more than a play, framing both the situation, timescale, rules, winning state and goals in a discourse.

Polish Flames of War community incorporates several types of players, each of whom seeks to achieve different goals through participation. As such, the main objective usually revolves around socialising or competition. The attractiveness and appeal of tournament participation, reaches beyond Polish borders and attracts players from Spain, Portugal, Belarus, Germany, or Ireland to participate on regular basis. Although foreign players remain a minority, their presence creates a unique linguistic situation, where the language used throughout the tournament is denoted on the basis of individual encounters, but also on the level of tournament organisation, where announcements are provided in two languages.

On the linguistic side, the play itself intertwines Polish and English, yet it does not require a deep knowledge of the latter in order to participate. Additionally, Players' linguistic choices

of code switching can be framed within the Markedness Model (C. Myers-Scotton: 1995), as well as intra-sentential tag switching (Winford 2003).

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## **MORIC, Anja**

### **A »German linguistic island« or a mixed linguistic area? Multilingual practices in Kočevska/Gottschee area in Southeast Slovenia**

In the Kočevska / Gottschee region in Southeast Slovenia an interesting mixed linguistic area existed from 14th century to 1941 when on the basis of agreement between Nazi Germany and Fascist Italy majority of the population was transferred into German Reich. For 600 years the main language and a special feature of the area was Gottscheerisch - a dialect of the Gottscheers (Gottschee Germans), which kept some of the characteristics of the medieval German and also internalized some elements of the Slovene language. Although besides Gottscheerisch also German, Slovene and even Croatian and Romani languages were spoken in Kočevska region, the area is still nowadays perceived as a former »German linguistic island«. Because this term does not take into account the actual multilingual and multicultural nature of the area it is necessary for it to be reconsidered. The paper focuses on the use of different languages and language practices in Gottscheer families, church and public administration before the WW2. Based on the research carried out among Gottscheers in Slovenia, Austria, Germany, USA and Canada it also shows the situation of preservation of the Gottscheer dialect, relationship between the dialect and Gottscheer

identity as well as multilingual practices in the contemporary Gottscheer communities around the world.

**NARANOWICZ, Marcin**

### **When bilinguals feel blue: Negative mood facilitates emotional word processing in L1**

The aim of the present study was to see how negative mood influences emotional word processing in native (L1) and non-native languages (L2). Following the *mood-dependent processing styles* theory (see Shiota and Kalat 2012 for a review), the hypothesis was that, in the negative mood, emotional words should be processed faster than neutral ones irrespective of language nativeness, yet with L1 having the advantage over L2. To this end, 35 female Polish-English bilinguals were continuously presented with deeply depressing fragments of animated films ( $N=18$ ) and asked to decide if presented Polish and English adjectives are positive, negative, or neutral. A 2 (Polish, English) x 3 (positive, negative, neutral) repeated-measures ANOVAs were conducted on response times, with language and valence as within-subject independent variables. As predicted, the analysis revealed the main effects of both language,  $F(1,34) = 12.36$ ,  $p < .001$ ,  $\eta^2 = .267$ , and valence,  $F(2,68) = 33.36$ ,  $p < .000$ ,  $\eta^2 = .494$ , such that participants were faster in their responses to emotional than to neutral words both in their L1 (*positive*:  $M=865.43\text{ms}$ ,  $SEM=21.94$ ; *negative*:  $M=918.89\text{ms}$ ,  $SEM=18.51$ ; *neutral*:  $M=1001.02\text{ms}$ ,  $SEM=25.66$ ) and L2 (*positive*:  $M=908.89\text{ms}$ ,  $SEM=21.01$ ; *negative*:  $M=949.51\text{ms}$ ,  $SEM=15.31$ ; *neutral*:  $M=1042.33\text{ms}$ ,  $SEM=22.98$ ), all respective responses being significantly faster in L1.

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**NYAMSUREN, Khosbayar**

### **Benefits of co-teaching for ESL classroom**

**OBOJSKA, Maria**

### **Polish adolescents and their families in Norway – multilingualism, stance and language ideologies**

Recent political and economic changes in Europe resulted in an increased mobility of Polish nationals. Due to the geographical proximity and favorable working conditions, many Poles chose Norway as their destination, becoming the largest minority in the country in 2008. The present paper summarizes a 3-year long project investigating multilingualism among Polish adolescents and their families in Norway. In particular, the project aimed at understanding the participant's perspectives on the use of Polish and Norwegian through an exploration of their metalinguistic commentaries in interviews and social media interactions.

The study employed methodological triangulation, combining language portraits, semi-structured interviews and collection of online data. The data consists of 47 online conversations and interviews with 14 parents and 12 adolescents. The data were analysed using qualitative content analysis and interactional analysis of stance to illuminate the ideological and identificational dimensions of the participants' accounts. The findings point

to the complexities of participants' stances towards Polish and Norwegian and the resulting multiplicity of identities crafted in interactions. Moreover, the results suggest that participants draw on competing language ideologies in their accounts, ranging from 'national' language ideologies to ideologies of commodified languages.

**ORALBAYEVA, Nurziya**

#### **Teachers' perceptions of Latinization reform in secondary school**

Language planning is considered as an actively employed policy among reforms concerning language revitalization within the multilingual domains in the Kazakhstani context. The country aims at preserving and revitalizing the Kazakh language as a state language after the dissolution of the Soviet Union. Therefore, Latinization reform, as a process of corpus building in multilingual context, is expected to revitalize the Kazakh language as well as seemingly facilitate the acquisition of additional languages by sharing a similar script. However, current study on Latinization indicates that there appears to be an issue of unpreparedness of educators to maintain the teaching process through the use of the new Latin-based Kazakh script. Thus, the purpose of this study is to investigate the perceptions of school teachers about the Latin-based Kazakh alphabet and learn whether their perceptions can impact the students' learning outcomes. The study employs qualitative research design applying one-on-one interview with teachers teaching Kazakh language in one secondary school with Russian-medium of instruction, where Kazakh is taught as a second language. Hence, the study is expected to reveal the opinions about Latinization which could help make the implementation successful.

**Ó DOMAGAIN, Gearóid**

#### **Grammatical change in a contact situation: a case study from Donegal, Ireland**

Although changes in the grammatical patterns of languages are only to be expected across space and time, there are important linguistic and sociolinguistic insights to be gleaned from an analysis of the typology and motivations for them. The diachronic study of the evolution of the Irish language through different linguistic eras, from Old Irish (600-900) to the modern the Gaelic dialects of Ireland, Scotland and the Isle of Man, has been reasonably well documented (e.g. McCone et al., 1994). Less well documented, however, is the synchronic differences in grammatical patterns in an up-to-date analysis, a full generation on from McCone et al. (1994). This stems from a dearth of much-needed microscopic fieldwork on normal linguistic register among native speakers of Irish, both young and old, in a contemporary twenty-first century setting.

The current paper is based on a case-study of one Irish speaking area from the Ulster dialect: Gortahork, in County Donegal, Northwest Ireland. A corpus of spoken Irish has been collected from a sample of the population by the current author. The use of grammatical features, notably the case system and the verbal system (including the copula), have been analysed cross-generationally. Contemporary usage of bilingual speakers has, in turn, been compared to earlier examples of the language found in older folklore and written texts from of the area from the mid-twentieth century onwards in order to illustrate the non-uniformity of usage and the changes than are currently occurring in terms of grammatical norms.

These changes from the language area in focus are then discussed in relation to the current prevalent theories of universal language change, including: grammaticalisation, linguistic cross-contamination, linguistic reduction and language convergence. The analysis here is conducted against a backdrop of the heavily bi-lingual setting in which the minority language finds itself – indeed, it may even be said that it is in real danger of becoming obsolescent. It is further shown that although normal linguistic motivations can initially give rise to change, the effects of the linguistic contact coupled with the decline of the critical mass of native Irish speakers in the area make these changes more acute while also accelerating their proliferation. It is argued that what can be seen in this one area can be echoed not only in other Irish-speaking areas but, crucially, in other minority language settings in an international setting, hence accentuating the pressing need for larger-scale, immediate quantitative investigation of these issues for whatever limited time-span a bilingual theatre will prevail.

**PIEGZIK, Wioletta**

### **Intuicja osób wielojęzycznych: jedna czy wiele?**

W referacie podejmowane jest zagadnienie intuicji językowej osób wielojęzycznych. Podstawowe założenie opiera się na stwierdzeniu, że osoby wielojęzyczne cechujące się wysokim poziomem gramatyki implicytnej, fundującej biegłość i swobodę podejmowanych działań komunikacyjnych, posiadają paralelnie rozwiniętą intuicję językową. Intuicja ta jako dyspozycja mentalna działająca na poziomie nieświadomości ujawnia się w podejmowanych szybkich decyzjach językowych odnoszących się tak do poziomu formy jak i generowanego sensu, który nierzadko wymaga także wnioskowania indukcyjnego i wrażliwości na specyfikę danego języka. Czy zatem osoby wielojęzyczne działają w oparciu o jedną dojrzałą intuicję, która przypomina dynamiczny system złożony czy też osoby te posiadają raczej wiele intuicji, które na wzór wyspecjalizowanych komórek pełnią specyficzne funkcje właściwe tylko określonym przedmiotom swoich oddziaływań? W ramach wystąpienia autorka podejmie próbę odpowiedzi na postawione pytanie oraz przedstawi narzędzia badawcze stosowane do pomiaru intuicji.

**PLÖGER, Simone**

### **Translations as multilingual strategy of newly arrived pupils in Germany**

In Hamburg, newly arrived pupils are educated for one year in preparatory classes that focus on the learning of the German language, before they transition to regular classes (BSB 2012). Based on ethnographic data from a research project, the paper investigates how pupils use translations as multilingual strategy in order to support their own language-learning process. Research in language learning demonstrates that the investment in learning a second language consists of an interplay between capital, ideology and identity (Darvin/Norton 2015).

In consideration of this theoretical background, the present paper aims at uncovering insights during the process of language learning in preparatory as well as regular classes, following the research question: How do newly arrived students use translations in order to learn German as a second language, and how do teachers enhance or restrict them? Ethnographic field notes as well as informal conversation and qualitative interviews were

analysed following the concept of Grounded Theory (Charmaz 2014). By giving very concrete examples of multilingual practices pupils use in classroom interactions in the preparatory as well as the mainstream classes, the paper provides information about how they use their linguistic capital to develop language-learning strategies and how teachers are engaged in this process.

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#### **PUŁACZEWSKA, Hanna**

##### **Trans-border friendships as an aspect of heritage language socialisation. The case of Polish in Germany**

#### **PURKARTHOFER, Judith**

##### **«The least exotic other». Navigating partially shared linguistic repertoires and family language policy**

Kristeva (1988) wrote about the inherent foreignness / otherness of the migrant and how his/her life is influenced by being perceived as different. This contribution uses a speaker-centered approach to analyse how German speakers living in Norway construct their own position in a society that often perceives them as 'rather alike'.

Using language portraits, interviews and multimodal activities (Busch 2013, Kramsch 2009, Norton 2013) gives access to language experiences, ideologies and narratives of belonging which are analysed to understand subject positioning and negotiations among the family members (and the researcher). In a context of perceived closeness, family members make efforts to situate themselves and their family practices in relation to what is constructed as the majority population, drawing on the combination of natio-ethno-cultural aspects (Mecheril 2002).

Findings indicate that languages and language use are thematized repeatedly to negotiate subject positions. At the same time, all participants express their feeling of having or displaying multiple identities and report their struggle with being read differently in different situations. Upholding a multilingual, not-only-Norwegian self is voiced as a goal for the adult speakers as well as for their pre-school aged children.

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### **PUTJATA, Galina**

#### **Listening to the voices of children. Multilingualism in transnational education trajectories between the Soviet Union, Israel and Germany**

Multilingualism is a social reality, impacted by a long history of transnational mobility including children in the midst of their education. While children's education is likely affected by language considerations that arise from being transnationally mobile, we do not know how children themselves view this situation. The present paper will focus on multilingualism in transnational education and put children's perspectives in the spotlight: How do transnational children – children with migration experience – perceive the role of languages in educational trajectories? How does their perception as a multilingual speaker develop in this process? To answer these questions, a qualitative study was conducted framed by a specific institutional context – a German school that became part of transnational education by adjusting to students with migration experience. To access children's perspectives, data were collected through language portraits and group discussions with children of Soviet immigrants who were socialized in a Hebrew-speaking education system and who are today pupils in Germany. The qualitative data allow for deep insights into how transnational children perceive language use and highlight the importance of the environment, as will be shown in the findings. The paper will conclude with implications for further research and practices in multilingualism and education.

### **RÜHLMANN, Liesa**

#### **Teachers' (non-) acceptance of multilingualism in Germany: Students' perspectives**

While a large number of plurilingual individuals live in Germany, many languages are marginalized in schools. Students are often required to assimilate to a monolingual environment in which their home languages are not welcome (Lengyel & Rosen, 2015). By teaching values representing societal norms, teachers influence how students' home languages are perceived and in how far they are supported and accepted in schools. Using problem-focused interviews with eight former secondary school students that were conducted and analyzed with a grounded theory approach (Charmaz, 2014), the paper investigates students' perspectives on their teachers' approaches to handle non-German languages in schools. The students' perspectives allow to reflect upon not only teachers' behavior, but most importantly, on how students perceive their teachers' actions. The present contribution focuses on these perceptions and how they influence students' opinions on multilingualism in general and their home languages in particular. Further, the relevance of support of home languages in school not only for language maintenance, but also its affective relevance for plurilingual students will be discussed.

**STĘPKOWSKA, Agnieszka**

**Bilingual couples in Poland: Patterns of communication**

The paper focuses on 24 bilingual couples in which the non-Polish partners are being socialized into the Polish language and culture as adult bilinguals via marriage to a Polish citizen. The aim is to explore communication patterns among these couples where language choice occurs in the context of language ideologies and language skills represented by individuals. The empirical part builds on in-depth interviews and thus benefits from the qualitative methodology which sets out the sociolinguistic complexity of bilingual couples in the officially Polish monolingual context. It is concluded that the linguistic choices are relatively stable. The choice of dominating language (i.e. Polish) is perceived as an unmarked choice, though it is neither most frequent nor evident. Out of the 24 target couples, half of them use Polish and another half use minority languages (i.e. the language of the non-Polish partner) or a third language. It is revealed that communication patterns may involve one or more stages of language assimilation of the non-Polish partner, such as (1) the Polish partner playing the role of an interpreter, (2) passive knowledge of the partner's language (Polish), (3) an intermediate command of the partner's language including the speaking skills and, finally, (4) language independence.

**TORÓ, Tibor, VARGA, Szilvia**

**Equal, but some more equal than others? Official language use and linguistic landscape of mixed Hungarian-Romanian schools in Romania**

In Romania Hungarian languages speaking children can learn in Hungarian language schools. However, a significant number of these institutions are mixed language schools, where both Hungarian and Romanian language classes are organized in the same institution. Although the language practice of these educational institutions are utmost important, as they are the places of the first encounter for children to official Romanian language policies and language ideologies in an institutional setting, no systematic research has been conducted on the topic yet.

The aim of the paper is to address this gap by examining the official language practices of mixed schools, focusing on legally regulated elements, such as official linguistic landscape and language use of official non-educational activities (school-psychology, secretariat, online communication, etc.). The study argues that despite the formally prescribed bilingualism, and the theoretical equal status of the two languages, a high degree of asymmetry can be observable between the official use of Hungarian and Romanian languages. In addition, relying on the results of a nationwide survey on language practices where all schools were involved, the paper tries to shade light on the structural factors behind this asymmetry.

**TSEDENDAMBA, Ulziikhishig & BURIAD, Nyamsuren**

**Linguistic landscape of Ulaanbaatar - the central city of Mongolia**

**TUZ, Paweł**

**A right, a problem or a resource? Different attitudes to Breton-medium education**

In his 1984 article, Richard Ruiz outlined three orientations in language planning: language-as-right, language-as-problem, language-as-resource. This paper employs Ruiz's framework to present varying attitudes, both historical and present, towards Breton-medium education. The analysis covers the attitudes of both the French authorities and the Breton-language movement, distinguishing also between overt declarations and covert policies.

Selected references:

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**WOŹNIAK, Julita, OSSOWSKA-CZADER, Małgorzata**

**Intercultural encounters in the academic class: How to integrate Polish and foreign students**

The main objective of the presentation is to describe the research findings of a pilot survey study on the integration process between Polish and foreign students who attended classes at selected Polish higher education institutions. The survey was conducted among students of University in Kielce and University of Łódź. The survey questionnaires revealed a number of communication obstacles that have been experienced by foreign students within the framework of, among others, Erasmus+ or Mobility Programme schemes. The students' answers allowed to formulate tentative concepts on possible reasons of communication barriers between Polish and foreign students.

Drawing on the assumption that the meeting of Polish and foreign students in the classroom may and should be construed in terms of an intercultural encounter, the authors offer possible ways of achieving more effective communication and cooperation between the representatives of two or more different cultures who meet during an academic course. Last, but not least, the authors point to the necessity of managing the integration process in the classroom and search for possible practical solutions to the problem, such as, for example, groupwork project assignments.

**ZABAWA, Marcin**

**English in informal Polish of computer science: factors influencing the choice of an English loan or a native Polish counterpart**

The aim of the paper is to analyze the degree of the influence of L2 (English) on L1 (Polish), as manifested by the use of English lexical borrowings, in the language of the people

interested in computers. This group, in general, has at least a working knowledge of English and can therefore be described as bilingual. The study is based on the author's own corpus, consisting of short informal texts (entries) collected from 32 selected Internet forums on computers and modern technology.

Particular attention will be paid to the situation when a given lexical loan coexists with a native (or genetically foreign, but well assimilated and felt as native) counterpart or a semantic loan, e.g. *hardware* – *sprzęt*, *software* – *oprogramowanie*, *driver* – *sterownik*, *screen* – *zrzut*, *firewall* – *zapora*, *tab* – *karta*, *download* – *ściągać*, *e-mail* – *poczta*, *cookies* – *ciasteczka*. The frequency of such forms will be established and, consequently, they will be divided into five main groups: strong preference for an English term, moderate preference for an English term, no clear preference, moderate preference for a Polish term, strong preference for a Polish term. The author will explore possible factors which may influence the choice of an English or Polish term, such as, among others, the length of English and Polish constructions, the degree of morphological adaptation, the degree of adaptation at the level of spelling, semantic transparency, the use in more formal language (e.g. Polish versions of software), etc.

**ZIELIŃSKA, Anna**

#### **Ideologie językowe osób bilingwalnych w Polsce i w Niemczech**

W referacie omawiam ideologie językowe zawarte w biografiach językowych osób dwujęzycznych mieszkających w zachodniej Polsce i w Niemczech, i ich wpływ na akwizycję, zachowanie i atrycję języka. Badania zostały wykonane w ramach większego projektu „Pokoleniowe zróżnicowanie języka: zmiany morfosyntaktyczne wywołane przez polsko-niemiecki kontakt językowy w mowie osób dwujęzycznych”, prowadzonego przez Instytut Sławiastyki PAN i Uniwersytet w Ratyżbonie. Badania obejmują osoby bilingwalne należące do dwóch generacji, których losy zostały ukształtowane w różnych warunkach historycznych: 1) najstarszej generacji mieszkającej w Polsce na terenach należących do Niemiec do 1945 roku; 2) średniej generacji urodzonej w Polsce, na tychże terenach, mieszkającej obecnie w Niemczech. Badaniem są objęte zatem osoby należące do dwóch pokoleń, wywodzące się z tych samych rodzin i/lub środowisk lokalnych, ale żyjące w różnym otoczeniu językowym. Bazę materiałową stanowi duży zbiór nagranych wywiadów dotyczących biografii językowych przedstawicieli obu generacji. W referacie skoncentruję się na omówieniu zależności między ideologiami językowymi a zarządzaniem językiem w skali makro (polityka państwowa i regionalna) oraz mikro (w rodzinach i grupach lokalnych).