Ethnolinguistic vitality component

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Plan

1. Measures (Karolina)

- What measure do we need

- What has been done

- Our approach

2. Our context (Justyna)

- Languages and communities

- Support, ideologies, language utilitarianism

Measures

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Why do we need it?

- To check whether ethnolinguistic vitality influences well-being
- Not (only) to measure vitality of the groups

Ethnolin
Albanian

Nikos Gog

^a*Faculty of L*
Walferdange,
Florina, Gre

Perceived institutional support among young indigenous and mestizo
students fr

Moisès Esteba

^a*Department of*
^b*Psychology an*
Spain; ^c*Depart*

National identity, ethnolinguistic vitality and indigenism in Chiapas (México)

Abstract

We provide some findings from a larger study on ethnolinguistic vitality among mestizos and indigenous students from Chiapas (Mexico). Questionnaires were given to 190 students of the Intercultural University of Chiapas: 115 indigenous and 75 mestizos. The results reveal a strong Mexican identification in both groups, as well as the consideration that "indigenous are the real Mexicans". The scores on indigenism and general ethnolinguistic vitality among both groups are compared. Our findings are discussed in regard to ethnolinguistic vitality profiles found in the previous literature and the work of Bonfill entitled Deep Mexico.

Keywords: Nationalism, indigenous populations, ethnolinguistic vitality.

How we want to do it

- Quantitative questionnaire with many other questions

- Study various ethnic minorities and one migrant group

- Analyses: regression and regression-based models

What do we need

- A measure that:
    - Has several components
    - Is reliable
    - Forms well the components
    - Is relatively short
    - Is adjustable to different minorities

What has been done

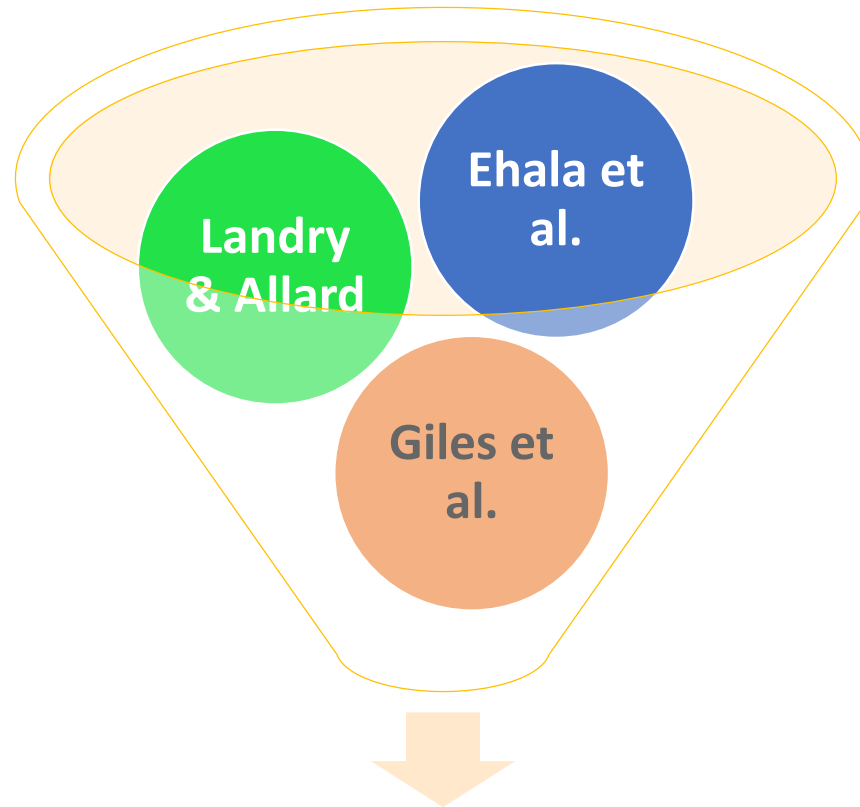| SVQ Giles, Bourhis, Sachdev	Landry & Allard	Ehala et al.
• 3 components • Elegant in theory • Statistically problematic • Not related to behavior • Used differently than we need it now	• Language use in different domains • Narrow • Needs new items (internet)	• $V=[U+(PDS+D)]/R$ • Includes context • Power realtions • Elegant in theory • Very broad • Long…

We take best of all

LCure vitality component

ELDIA - EuLaViBar

different contexts, and c) questions of language vitality, maintenance and endangerment. Furthermore, we will develop a general of the European practices of using vehicular languages in international, intra-national and regional settings.

Kv(N)
NS(N)
Me(S)
Ka(F) Ka(R)
Es(F)
Ve(R)
SF(S)
Võ(E)
Se(E) Se(R)
Es(G)
Hu(A)
Hu(SV)
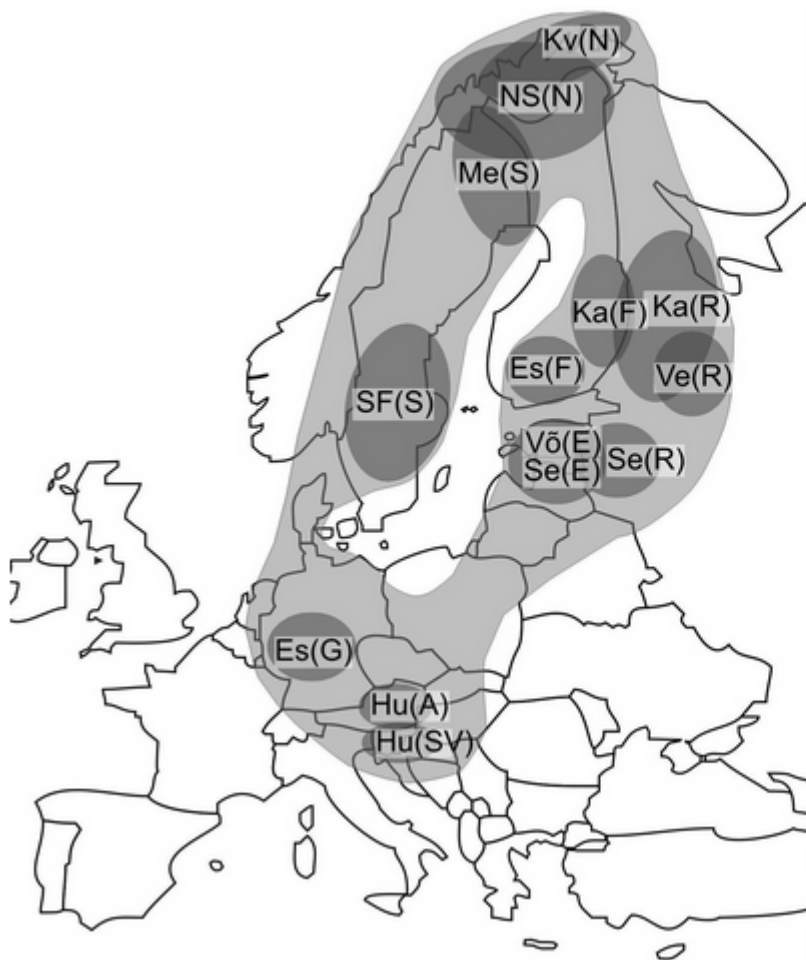
Kv(N) = Kven in Norway

NS(N) = North Sámi in Norway

Me(S) = Meänkieli (Tornedal Finnish) in Sweden

Ka(F) = Karelian in Finland

Ka(R) = Karelian in Russia

Es(F) = Estonian in Finland

Ve(R) = Vepsian in Russia

SF(S) = Sweden Finnish

Se(E) = Seto in Estonia

Se(R) = Seto in Russia

Võ(E) = Võro in Estonia

Es(G) = Estonian in Germany

Hu(A) = Hungarian in Austria

Hu(S) = Hungarian in Slovenia

Our components - objective

- Demography
- Institutional support (external, internal, formal, informal)
- Language transfer and teaching
- Language use (general)
- EGIDS status?

Our components - subjective

- Vitality: Status, institutional support, media presence → Giles/Ehala

- Language use → Landry & Allard/Ehala/EuLaViBar
  - Use in different domains

- Language utility, motivation to use it (new)

- Language attitudes, ideologies → ≈ EuLaViBar

SVQ scale, sample items

Language status

- How highly regarded are the following languages?
- How highly regarded are the following languages internationally?

Group status

- How much control do the following groups have over economic and business matters?
- How much political power do the following groups have?
- How proud of their cultural history and achievements are the following groups?

Language use, sample items

Each question is answered twice, for L1 and L2 (1=Never to 9=Always)

- With my father or male guardian, I speak …

- At school with the other students, I speak …

- When I'm away from school with friends and acquaintances, I speak …

- When I go shopping and talk to the salespersons, I speak …

- The radio programs I listen to are in …

- Schoolwork excluded, my readings (e.g. newspapers, books, magazines, etc.) are in …

Other essential components

- Language Attitudes & internalized ideologies
- Communication Accommodation (divergent & convergent)
- Language transmission and use (inter and cross-generational)
- Language competence/proficiency – profiles of speakers
- Utility, opportunities, motivation
- Acculturation strategies
- Emotional involvement?

Pre-test

- To test the new items
  - In content, understanding
  - Statistically (reliability, factors)
- On another group
  - Poles
  - Ukrainian minority
  - Kashubians

Languages and communities

Essential factors:

- State of intergenerational language transmission
- Other forms of acquisition and socialization
- Positive/negative language ideology and attitiudes
- Levels of proficiency, profiles of speakers
- State of contact-induced language change
- Language use and accommodation strategies
- Formal and informal institutional support
- Economic value

Original Lemko territories

OPERACJA WISŁA

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Świebodzin
Głogów LUBLIN ☐
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OŚWIĘCIM ☐
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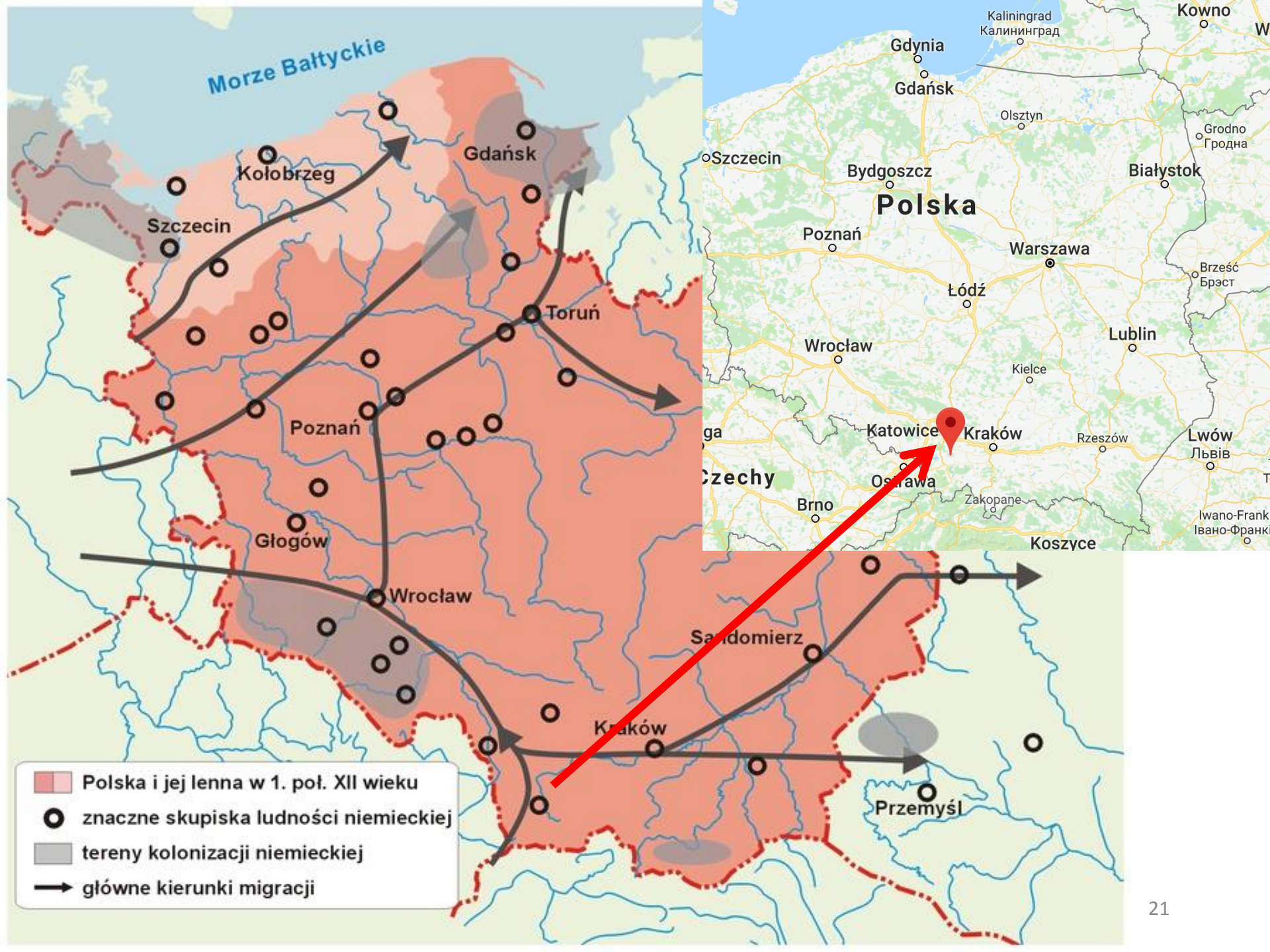Siedziba dowództwa Grupy Operacyjnej "Wisła"

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☐ tzw. punkty przedadresowania, przez które przechodziły transporty
▪ punkty rozdzielcze, stąd kierowano na ostateczne miejsca osiedlenia
teren z którego wysiedlono Ukraińców i Łemków
tereny na które przesiedlono Ukraińców i Łemków

opracowanie: Dariusz Zając

Lemko

- Varying and weakended intergenerational transmission
- Dispersion of speakers, minority in the original Lemkovyna (low percentage of speakers within a population)
- Taught at schools in Lemkovyna but as a subject
- Lack of teaching materials
- Limited institutional support
- Negative ideology (low status, uselessness, often perceived as not adequate outside household and beyond traditional domains)
- Advanced contact-induced language change
- Convergent accommodation to Polish
- Activists, scholars, literature, journal, Lemko philology, radio

Morze Bałtyckie

Kołobrzeg
Szczecin
Gdańsk
Toruń
Poznań
Głogów
Wrocław
Sandomierz
Kraków
Przemyśl

Polska i jej lenna w 1. poł. XII wieku
znaczne skupiska ludności niemieckiej
tereny kolonizacji niemieckiej
główne kierunki migracji

Kaliningrad Калининград   Kowno
Gdynia
Gdańsk
Olsztyn
Grodno Гродна
Szczecin   Bydgoszcz   Białystok
Polska
Poznań   Warszawa
Łódź   Brześć Брэст
Wrocław   Kielce   Lublin
Katowice   Kraków   Rzeszów   Lwów Львів
Czechy   Ostrawa   Iwano-Frank Івано-Франкі
Brno   Zakopane
Koszyce

21

Wymysorys

- Developing since the 12th century
- Language ban, resettlements and violent persecutions in 1945
- Forced shift to Polish after 1945
- Discrimination and negative language ideologies
- Revitalization activities and language documentation by Tymoteusz Król (the youngest natural speaker) since around 2000-2001
- Broader language revitalization activities since 2011-2012 by yoiung activists with institutional support; language at school since 2012
- New speakers, theatre group, language materials, reversal of negative idologies
- Legislative initiatives for the recognition as a regional language

Ukrainian immigrants

- Ethnic and linguistic discrimination & negative attitudes
- Little institutional support
- Language transmitted and used in in-group contexts
- Convergent language accommodation
- Children immersed in Polish at schools
- Language conflict and variation among immigrants (Ukrainian, Russian, Surżyk)
- Impact of Polish?

Nahuatl
1521 – present
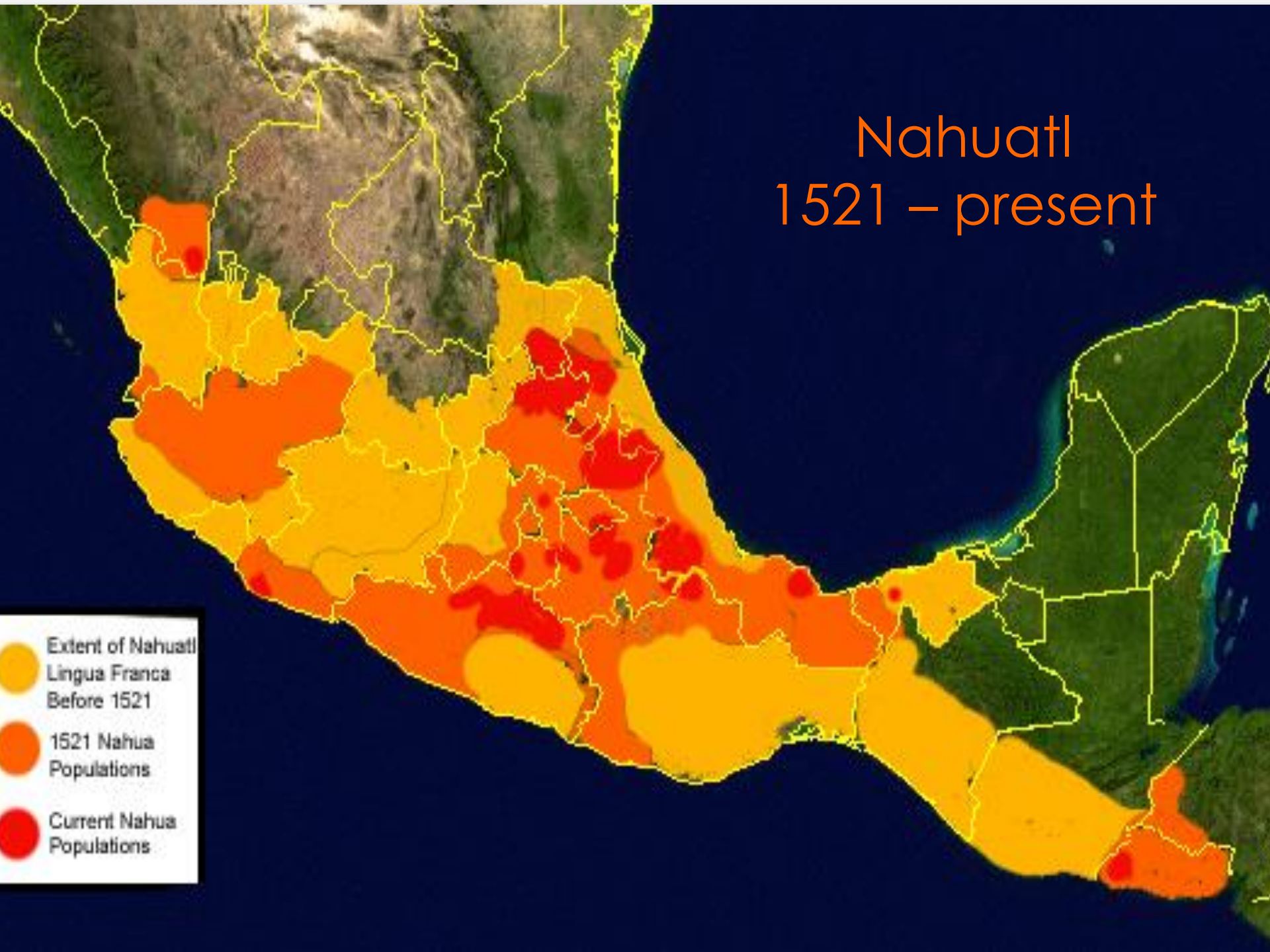
Extent of Nahuatl
Lingua Franca
Before 1521

1521 Nahua
Populations

Current Nahua
Populations

Nahuatl

- Low percentage of speakers within a population

- Broken or weak language transmission

- Loss of functions in language use and its failure to expand to new domains of modern life and media

- Proliferation of negative attitudes, racism and discrimination

- Very limited presence at schools, lack of materials, lack of immersion programs

- lack of consensus regarding standardized orthography

- "ghost speakers" (Grinevald & Bert 2011)

- Mexican multilingualism = unstable, conflictive and substitutive bilingualism

- Committed activists, writers, poets, teachers

Preliminary assessment of the sociolinguistic situation

	Lemko	Wymysorys	Ukrainian	Nahuatl
Intergenerational transmission	X	–	XXX	X
Other forms of acquisition	X	X	–	–
Institutional support	X	X	–	–
Community support	X	X	?	X
Economic value	–	x?	?	–
Negative language ideology	XX	X	XXX	XXX
Varying proficiency	XXX	XXX	?	XXX
Advanced language change	XXX	X	?	XXX
Convergent accommodation	XXX	XXX	XXX?	XXX

EGIDS scale (Lewis & Simons 2010)

Level	Name	Description
0	International	"Lingua Franca" used for communication between nations and regions.
1	National	Language used in education, work, mass media, and government at the national level.
2	Provincial	Language used in education, work, mass media, and government within an administrative region of nation.
3	Whole Community	Language is commonly used in work and mass media, though it lacks "official" status.
4	Educational	Language in vigorous use. Also exists in standardized form sustained by educational system.
5	Developing	Language in vigorous use. Also used in standardized form by some, but not widespread.
6A	Vigorous	Language is used by the community (all ages) but is under threat.
6B	Threatened	Language is used by the community (all ages) but is losing users.
7	Shifting	Language is being understood and spoken by adults, but is not being transferred to the next generation.
8A	Moribund	Only remaining speakers of the language are elderly.
8B	Nearly Extinct	All remaining fluent speakers are elderly, with little opportunity to use the language.
9	Dormant	Not used for communication except a few words perhaps. Has role in ethnic identity and heritage.
10A	Extinct	Language not used for communication or cultural identification. Adequate documentation exists for language.
10B	Forgotten	Language not used for communication or cultural identification. Inadequate documentation of language.

State of endangerment – preliminary assessment

EGIDS	Lemko speakers	Wymysorys community	Ukrainian (migrants)	Nahuatl communities
EDUCATIONAL				
DEVELOPING			XX	
VIGOROUS			X	
THREATENED	XX		X?	X
SHIFTING	XXX	X		XX
MORIBUND	XXX	XX		XXX

Essential components

- Community-support and non-institutionalized forms of support

- Language attitudes & internalized ideologies

- Language use & practices, communication accommodation (divergent & convergent)

- Language transmission and use (inter and cross-generational)

- Language competence/proficiency – profiles of speakers

- Utility, opportunities, motivation

- Emotional involvement

- Acculturation strategies

Not only 'instutional' but also community support

- forms of social creativity and distinctiveness in order to preserve the self-esteem of the group and maintain their way of life, language, customs and identities.

- community support includes strategies that have developed with the aim of preserving the vitality of the group and the local way of life, including religious/political organisation, festivals, belief, (Esteban-Guitart, Viladot, Giles 2014) as well as grass-root and community-based initiatives

Language attitudes & ideologies

- Covert and overt ideologies, external, internal, internalized
- Language purism and mixing
- intolerance of variability – divergent accommodation
- Perceived status of the language (language vs dialect etc.)
- Fear of stigmatization
- Prejudice regarding multilingual environment and socialization in a mniority language
- Problem of disparity between declared language atittudes and actual practices common in shifting communities

Language uses & practices

- domains and registers of language use, diglosia

- usage networks

- forms of transmission and ways of language socialization

- language maintenance behaviours

- discrimination and stigmatization of language use

- divergent and the other convergent accommodation as motors of language shift (Furbee and Rogles 1993);

- markedness & language choices (rational actor model; Myers-Scotton 1998)

Language competence/proficiency profiles of speakers

- Speakers typology based on self-assessment of language skills and confidence

- Language skills and confidence versus domains and networks of use

- Proficient speakers, semi-speakers, rusty speakers, passive speakers/quasi speakers (speakers' **continuum**)

- Necessity to develop proficiency tests for heritage L1 and L2 language!

Utility & opportunities for speakers

- Lanugage economic value (cf. Linguanomics - Hogan-Brun 2017; economics of language - Grun 1996, 2003)

- Perceived language value hierarchy

- Sense of usefulness

- Language & job market

- Parents' strategies and prejudice in language socialization and transmission

- Non-material benefits/opportunities

Motivation/emotional involvement

Social and psychological factors, such as beliefs and motivations affecting the behaviour of individual language users and their emotional identification with the language and ethnic identity

Vitality & acculturation strategies

Table 15.1 Toward a communication–relevant typology of acculturation

	Assimilation	Integration	Separatism
Host ideologies	Civic or assimilationist	Civic	Ethnicist
Acculturation orientations	Concordant	Concordant	Discordant
Immigrant vitality	Low	Medium/high	High
Host vitality	High	High	High
Immigrant communication	Fully accommodative	Accommodative	Non-accommodative
Host communication	Non-accommodative	Accommodative	Non-accommodative
Host prejudice	Potentially discriminatory	Social tolerance	Discriminatory
Intergroup contact spaces (inclusion of host community in self)	High	Medium	Low
Richness of self{-}host experiences	High	Medium	Low

(Bonilla, Giles, Speer 2011, Table 15.1)

- Intergroup processes are shaped, to a large extent, by the vitality of the groups that are in contact

- Vitality depends on four crucial social psychological factors: perceived strength differential, intergroup distance, utilitarianism and intergroup discordance (Ehala 2010)

Table 1. *Interethnic processes as a function of dominant and subordinate group vitality.*

		Dominant group	
		$V_d > 0$	$V_d \approx 0$
ordinate group	$V_s \approx 0$	Segregation	Integration or separation
	$V_s < 0$	Marginalisation	Assimilation

Summary

Karolina Hansen

Summary

- Different minorities
- Goal: vitality also as a predictor variable, not only a diagnosis
- Solution:
  - Combining earlier approaches
  - Adding a few new elements
  - Pre-testing before

Thank you!