

Internationale Tagung

Alte und neue Formen der Mehrsprachigkeit in der Alpen-Adria-Region - Beschreibungsmodelle, Herausforderungen und Lösungsansätze

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25. – 26.03.2021



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Programm

Donnerstag, 25.03.2021	
9:00 - 9:30	Begrüßung, Einführung
Moderator: Luca Melchior	
9:30 - 10:30	Rita Franceschini (Bolzano/Bozen), Keynote Was sollte der Begriff der Mehrsprachigkeit alles umfassen? What could be a comprehensive concept of multilingualism?
10:30 - 11:00	<i>Kaffeepause</i>
Moderator: Hans Karl Peterlini	
11:00 - 11:30	Ursula Doleschal (AAU Klagenfurt/Celovec), Forschungsschwerpunkt: Mehrsprachigkeit in Kärnten (und darüber hinaus) (Research focus: Multilingualism in Carinthia and beyond)
11:30 - 12:00	Marta Lupica Spagnolo (Potsdam), Narrative of emancipation through language learning: The case of Ex-Yugoslavian migrants in multilingual South Tyrol
12:00 - 12:30	Georg Gombos (AAU Klagenfurt/Celovec), Hin zu oder weg von Sprachen? Ein systemisches Modell individueller sprachlicher Orientierung und seine Bedeutung für Lehrer*innen Aus- und Fortbildung (Approaching or avoiding language(s)? A systemic model of individual language orientation and its implications for initial and in-service teacher training)
12:30 - 14:30	<i>Mittagspause</i>
Moderatorin: Isabella Matticchio	
14:30 - 15:00	Mojca Kompara Lukančič (Maribor), Večjezičnost v visokošolskih ustanovah (Multilingualism in higher education institutions)
15:00 - 15:30	Martina Ožbot (Ljubljana), Language attitudes of high-school students in a bilingual italian-slovene area
15:30 - 16:00	Rok Kobal (Primary School Koper/Capodistria), La posizione della lingua italiana nel sistema scolastico sloveno e le proposte per la rivitalizzazione e il miglioramento dell'italiano come lingua seconda tra i giovani dell'area bilingue (The position of the Italian language in the Slovenian school system and the proposals for the revitalization and improvement of Italian as a second language among young people in the bilingual area)
16:00 - 16:30	<i>Kaffeepause</i>
Moderator: Franco Finco	
16:30 - 17:00	Cristina Gavagnin, Jaime Climent de Benito (AAU Klagenfurt/Celovec), Mehrsprachige Studierende an der AAU Für eine panromanische LehrerInnenbildung? (Towards a pan-romance, plurilingual and pluricultural teacher training)
17:00 - 17:30	Susanna Pertot (Koper/Capodistria), Vpliv staršev na opredeljevanje jezikovne identitete šole: primer državnih šol s slovenskim učnim jezikom v Italiji (Parents-school negotiation of linguistic identity: The case of Italian state schools with Slovene as medium of instruction)
17:30 - 18:00	Andreas Hudelist (AAU Klagenfurt/Celovec), Literarische Wunschmaschinen im Alpen-Adria-Raum (Transtopian /s/p/l/aces. desiring machines of literature in the Alps-Adriatic-Region)

Freitag, 26.03.2021	
Moderatorin: Marina Jajić Novogradec	
9:00 - 9:30	Franco Finco (PH Klagenfurt/Celovec), Ortsnamen in der mehrsprachigen Region Friaul – Julisch Venetien (Place names in multilingual areas of Friuli - Venezia Giulia region (Italy))
9:30 - 10:00	Isabella Matticchio (AAU Klagenfurt/Celovec), Urban multilingualism in Istria. A study of the linguistic landscape of Pula-Pola and Rovinj-Rovigno
10:00 - 10:30	Fabiana Fusco (Udine), Promuovere il plurilinguismo e l'inclusione in età scolare: il progetto IMPACT-FVG 2018-2020 (Promoting plurilingualism and inclusion in schools: the IMPACT-FVG 2018-2020 project)
10:30 - 11:00	<i>Kaffeepause</i>
Moderatorin: Irene Cennamo	
11:00 - 12:00	Ingrid Gogolin (Hamburg), Keynote Sprachliche Diversität und Bildung: Herausforderung in Krisenzeiten Linguistic diversity: a challenge in times of crisis
12:00 - 14:00	<i>Mittagspause</i>
Moderatorin: Sara Blumenthal	
14:00 - 14:30	Marina Jajić Novogradec (Zagreb), Multilingualism in the Croatian education system from a curriculum perspective
14:30 - 15:00	Teo Banko, Vito Paoletić (Pula-Pola), Acquisizione e apprendimento linguistico in una scuola media superiore italiana in Istria: vantaggi e ostacoli del bilinguismo (Language acquisition and language learning in an Italian secondary school in Istria: bilingualism as advantage and hindrance)
15:00 - 15:30	<i>Kaffeepause</i>
Moderatorin: Caroline Schmitt	
15:30 - 16:00	Laura Campanale (Treviso), Competenze plurilingui e politiche linguistico-educative nelle montagne del Bellunese (Multilingual language competence and linguistic- educational policies in the mountains of Belluno)
16:00 - 16:30	Polonca Legvart (Maribor), Tatjana Vučajnk (AAU Klagenfurt/Celovec), Pogled v svet besed: prepoznavanje raznojezičnosti v prvem triletju osnovne šole (Insight into the world of words)
16:30 - 17:00	Abschied

Call for Papers

Alte und neue Formen der Mehrsprachigkeit in der Alpen-Adria-Region-Beschreibungsmodelle, Herausforderungen und Lösungsansätze

Mehrsprachigkeit ist ein historisches Wesensmerkmal der Alpen-Adria-Region, die in ihrer engeren Auslegung Kärnten, Friaul-Julisch Venetien und Slowenien umfasst, in anderen Lesarten jedoch einen größeren von Bayern bis Kroatien und von Westungarn über die Steiermark bis nach Venetien und Trentino-Südtirol reichenden Raum umfasst. Mehrsprachigkeit ist kein statischer Zustand, sondern ein dynamisches Phänomen, das Veränderungen und Entwicklungen durchläuft, die durch äußere Faktoren bedingt sind. In den letzten dreißig Jahren gab es zahlreiche Faktoren, die die Mehrsprachigkeit des Alpen-Adria-Raums weiter dynamisiert haben, u.a.: die Gründung neuer Staaten nach der Auflösung Jugoslawiens – mit der daraus folgenden „Herausbildung“ neuer Minderheiten –; die Anerkennung einiger historischer sprachlicher Minderheiten (und des Ausschlusses anderer) in Italien Ende der 1990er Jahre mitsamt sprachpolitischen Maßnahmen, die diese mit sich brachte; der Eintritt der meisten Länder der Region in die Europäische Union, welche die Wahrung der Reichtums „ihrer kulturellen und sprachlichen Vielfalt“ im *Vertrag über die Europäische Union* festgeschrieben hat, deren Politik in diesem Bereich aber manchmal widersprüchlich erscheint; die Verankerung der Mehrsprachigkeit und ihres Werts auf Verfassungsebene wie etwa im neuen Kärntner Statut von 2017; die intensivierte Binnenmobilität und Einwanderung aus Drittstaaten in der/die Region, die unterschiedliche Ausprägungen aufweist – von den Expats bis zu den Asylbewerbern – und die zu dem geführt hat, was u.a. als „Superdiversität“ bezeichnet wurde.; die Globalisierung, die dazu führt, dass in manchen Teilen der Bevölkerung ein „perzipierter Bedarf“ an (früh-)kindlichem Erwerb von „marktrelevanten“ Sprachen – neben Englisch z.B. auch Chinesisch, Russisch usw. entsteht. Gleichzeitig hat die Mehrsprachigkeitsforschung neue Ansätze und Methoden entwickelt, um dieses komplexe Phänomen angemessen zu beschreiben, z. B. die Erforschung rezeptiver Mehrsprachigkeit, die Analyse von Sprachbiographien und die Untersuchung von *linguistic landscapes*. Ziel der am 2. und 3. April 2020 an der Alpen-Adria-Universität Klagenfurt/Celovec stattfindenden Tagung *Alte und neue Formen der Mehrsprachigkeit in der Alpen-Adria-Region - Beschreibungsmodelle, Herausforderungen und Lösungsansätze* ist es, Expertinnen und Experten im Bereich der Mehrsprachigkeitsforschung in der Alpen-Adria-Region die Möglichkeit zu Diskussion und Austausch zu bieten. Sie ist offen für verschiedene theoretische und methodische Ansätze, darunter Soziolinguistik, Kontaktlinguistik, Angewandte Linguistik, Ethnographie und Sprachanthropologie, Historische Linguistik, Ökoluinguistik, Sprachdidaktik, Pädagogik und Erziehungswissenschaften. Die Vorträge (20 Minuten Vortrag + 10 Minuten Diskussion) können in einer der Sprachen des Alpen-Adria-Raums (Deutsch, Italienisch, Slowenisch, Bosnisch-Kroatisch-Serbisch-Montenegrinisch) oder auf Englisch gehalten werden, die Folien der Präsentationen bzw. die eventuellen Handouts sollten auf Englisch sein.

Call for papers

Old and new forms of multilingualism in the Alps-Adriatic region - descriptive models, challenges and possible solutions

Multilingualism is a historically characteristic feature of the Alps-Adriatic region - an area that includes Carinthia, Friuli-Venezia Giulia and Slovenia in its narrower interpretation, but in other readings stretches from Bavaria to Croatia and from western Hungary through Styria, to Veneto and Trentino-Alto Adige. However, multilingualism is not a static state, but a dynamic phenomenon that undergoes changes and developments influenced by language-external factors. In the last thirty years, many factors of dynamicity had an impact on multilingualism in the Alps-Adriatic region. One can name the creation of new states after the dissolution of Yugoslavia, with the consequent "formation" of new minorities, but also the recognition of some historical linguistic minorities (and the exclusion of others) in Italy at the end of the 1990s, together with the linguistic policies that this entailed. Furthermore the entry of most of the region's countries into the European Union, which, in the Treaty on European Union, has consolidated the preservation of the wealth of "their cultural and linguistic diversity", but whose policies in this area sometimes appear contradictory. But one can mention also the anchoring of multilingualism and its value at the constitutional level, as laid down for example in the new Carinthian Statute of 2017. Finally, the increased internal mobility and immigration from third countries to the region, which has taken on different forms - from expats to asylum seekers - and which has led to what has been termed 'super-diversity'; globalisation, which, in some sections of the population, has led to a 'perceived need' for (early) childhood acquisition of 'market-relevant' languages - in addition to English, also Chinese, Russian etc.

At the same time, research on multilingualism has developed new approaches and descriptive methods to approach this complex phenomenon, such as research on receptive multilingualism, the analysis of language biographies and the investigation of linguistic landscapes.

Aim of the conference *Old and new forms of multilingualism in the Alps-Adriatic region - descriptive models, challenges and possible solutions* is to offer experts in the field of multilingualism research in the Alps-Adriatic region the opportunity for discussion and exchange. It is open to various theoretical and methodological approaches, including sociolinguistics, contact linguistics, applied linguistics, ethnography and language anthropology, historical linguistics, ecolinguistics, language didactics, pedagogy and educational science. The conference will take place at the Alpen-Adria-Universität Klagenfurt/Celovec from 2nd to 3rd April 2020.

The lectures (20 minutes lecture + 10 minutes discussion) can be held in one of the languages of the Alps-Adriatic region (German, Italian, Slovenian, Bosnian-Croatian-Serbian-Montenegrin) or in English, the slides of presentations or handouts should be in English.

Abstracts

Ursula Doleschal (AAU Klagenfurt/Celovec)

Research focus: Multilingualism in Carinthia and beyond (Forschungsschwerpunkt: Mehrsprachigkeit in Kärnten (und darüber hinaus), talk in German)

The research focus “Multilingualism in Carinthia and beyond” has existed for about 15 years, producing a range of small investigations, mainly in linguistics, of individual and societal multilingualism in Carinthia. This research regards the traditional Carinthian language pair “Slovene-German” on the one hand: with language biographical interviews, observation and recordings of naturally occurring situations, among them in school, the analysis of pupils' texts, research on language attitudes. On the other hand more recent multilingual situations have also been investigated, which have been caused by migration from Ex-Yugoslavia and the former Soviet Union. This regards Russian and Ukrainian, Bosnian, Croatian, Serbian in contact with German. In my talk I want to give an overview of these investigations and point out areas which seem especially interesting for further research.

Narrative of emancipation through language learning: The case of Ex-Yugoslavian migrants in multilingual South Tyrol

This paper investigates how thirty-eight people who emigrated from the former Yugoslavian countries to trilingual South Tyrol make sense of their language learning trajectories in their language biographies. Most participants of this study have competence both in Italian and German, while a few also understand a south Tyrolean dialect (Lupica Spagnolo 2019). The interviewees report different motivations and strategies for learning these codes. In some cases, their narratives reproduce language ideologies widespread in the hosting society (Carlà 2015), while stories of personal learning experience are used for claiming affiliation to one local language group. For instance, numerous interviewees consider Italian – independently of their first language – as a “beautiful” language which can be successfully learned in informal contexts. However, two main contesting strategies are identified (cf. also Fairclough 1989/2000, Siegel 2006). Some interviewees spell out the (language) power relationships underlying language acquisition processes in South Tyrol. In doing so, they question – both at the content and formal levels (Pavlenko 2007) – the metalinguistic representations commonly associated with the target languages and their speakers. Nevertheless, they regard them as immutable. Thus, competences in German and/or in German dialects are considered to be indispensable for having a successful career in South Tyrol and, thereby, for standing out from other newcomers. By contrast, other participants propose alternatives to the dominant identities, by telling narratives of emancipation through language learning and speaking (Evans Davies 2007). Such acts of positioning are mainly taken in stories of exolingual communication, which depicts interactions between local population and newcomers.

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Approaching or avoiding language(s)? A systemic model of individual language orientation and its implications for initial and in-service teacher training (Hin zu oder weg von Sprachen? Ein systemisches Modell individueller sprachlicher Orientierung und seine Bedeutung für Lehrer*innen Aus- und Fortbildung, talk in German)

Multilingualism has been a disputed topic in many parts of the world, including the Alps-Adriatic region that has a number of different autochthonous languages and that also faces the influx of people with different first languages. People speaking other languages than the majority language are often confronted with prejudice and sometimes even hostility. Developing one's language repertoire including the minority and the majority language, and possibly adding other languages is a challenge for the individual. One way to deal with this situation is to develop a culture of multilingualism based on the acceptance of the language repertoire of individuals that includes institutional provisions (of which there are a number of different models in the Alps-Adriatic region). The language proficiency of individuals will be shaped by the experiences in a given society and within the educational institutions. The attitudes towards acquiring/learning and using (new) languages will be influenced - whether the individual will (confidently) approach them or rather avoid them out of fear of failure. The presentation will focus on describing some of the factors that influence the individual's language orientation such as societal, socio-economic factors, language use in the family, language maintenance motivation (Herdina/Jessner 2002), personal vision and aims, self-esteem and will argue for using these factors for reflection and discussion in initial and in-service teacher training. The systemic model is applicable both for autochthonous and allochthonous minority situations as it takes societal, institutional and individual factors into account.

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Multilingualism in higher education institutions (Večjezičnost v visokošolskih ustanovah, talk in Slovenian)

The paper focuses on the importance of knowledge and teaching English as a foreign language, among students, university professors and administrative staff involved in the tertiary education. We review the status of language learning over time and focus on modern concepts of language acquisition that are oriented towards using new technologies. In the paper, we present the English language e-learning tool called LanGuide, the correspondence resources and needs analysis, which was prepared within the cooperation between the Slovenian and Romanian university. We also outline the position of the English language skills and language learning in tertiary education. The EU Directives (hereinafter EU) (EU 2019) encourage their citizens to move internationally, including at university level, through Erasmus exchange programs for teachers, administrative staff and students, and at the same time focus on intercultural dialogue and understanding. In the context of language policy, the EU plays an important role in promoting foreign language learning and the knowledge of two foreign languages in addition to the mother tongue. Prominent authors (Schenk and Schmidt 2018; Standley 2015; Romaine 2013; Mezgec 2016; Nagode and Pižorn 2016) welcome foreign language learning and, in line with the EU language policy, promote the knowledge of two languages in addition to their mother tongue. In line with the EU language policy and the promotion of foreign language learning (EU 2019), LanGuide focuses on the internationalization of education and facilitates language acquisition using modern language technologies. LanGuide promotes the internationalization of higher education programs by providing language learning to students, teachers and administrative staff in higher education through language technologies and open access to language acquisition tools.

References

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Language Attitudes of High-School Students in a bilingual Italian-Slovene Area

Over the past couple of decades, the status and practice of Italian-Slovene bilingualism in some parts of the Region of Friuli Venezia Giulia where both ethnic groups are present has changed rather significantly. This seems to be at least partially a consequence of the developments which had brought about a new political order in Central and Eastern Europe and which have also had an immediate impact locally. Among other things, there has been a positive surge of mutual interest between the two ethnic groups and a change of attitude towards each other as well as towards bilingualism as a common societal practice. Such general social changes are also noticeable in various educational institutions in the area, where traditionally the students coming from the ethnic minority group always learned the language of the majority, whereas for those coming from the dominant group no obligatory contact with the language of the minority was foreseen. Now the situation has changed, since many Slovene schools are attended by some Italian students without any Slovene family background, whereas various Italian schools enable their students to learn Slovene.

In order to understand the new sociolinguistic context, one must investigate the actual language attitudes among the students themselves. The paper will report on the results of a study carried out among the students of select Italian and Slovene high schools in Gorizia/Gorica and Trieste/Trst, from which a decisively positive view of bilingualism emerges. It poses, however, specific challenges for which neither of the two communities was prepared.

References

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The position of the Italian language in the Slovenian school system and the proposals for the revitalization and improvement of Italian as a second language among young people in the bilingual area (La posizione della lingua italiana nel sistema scolastico sloveno e le proposte per la rivitalizzazione e il miglioramento dell'italiano come lingua seconda tra i giovani dell'area bilingue, talk in Italian)

The bilingual territory of Slovenian Istria, in which peculiar and unique historical, linguistic and cultural principles have coexisted for centuries, has always been distinguished by the importance of Italian culture and language. The latter represents the central core of this contribution, the objective of which is to offer a detailed presentation of the position of the Italian language in the Slovenian educational system, to specify the various factors that have gradually led to a decline in popularity and knowledge of Italian as a language of the social environment among young people along the Slovenian coast, and to propose a variety of possible solutions for the revitalization and improvement of Italian as a second language in schools in Slovenian Istria. For this purpose, two examples of good practice – the Welsh and Basque model – in the field of minority language revitalization will be presented. The success of these two models can fill us with hope that in the current situation, there is still room for an effective intervention for the Italian language.

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Towards a pan-romance, plurilingual and pluricultural teacher training (Mehrsprachige Studierende an der AAU Für eine panromanische LehrerInnenbildung?, talk in German)

Plurilingualism plays a central role in the new university curriculum for teacher education in Austria (Carinthia and Styria): schools are supposed to pay attention to the pupils' diverse mother tongues and to the multilingual characteristics of the territories. Even though numerous dissemination initiatives on the topic took place, achieving plurilingualism in the education system remains a challenge (Bredthauer Engfer 2018, Bredthauer 2018).

To this regard, far-reaching European projects (Bonvino 2011, Jamet 2016) stressed the key role of plurilingualism in the education (Balboni 2014; Luise 2013) and the Council of Europe developed several documents on plurilingual and pluricultural training of individuals, for instance the *Framework of Reference for Pluralistic Approaches to Languages and Cultures*, and the *Companion Volume to the Common European Framework of Reference for Languages*. In German-speaking countries at least, relevant theoretical and didactic books and papers were published (Rückl 2016, Reimann 2017), and even a set of textbooks for language teaching at schools (Rückl 2012).

But all this knowledge often remains confined to university: few dissemination initiatives involve teachers, and they therefore keep adopting a monolingual perspective. A further challenge will be set (2020) by the recent introduction of plurilingualism as a proper subject at high schools (students could even choose to take the topic at their *Matura*, or final examination).

In this context, our lecture describes a project concerning a training in plurilingual and intercultural competences for future teachers of French, Italian and Spanish. Furthermore, a group of students reflected about plurilingualism through a survey (Melo-Pfeifer, Reimann 2018) and then prepared didactic materials, based on the pluralistic approaches, with the aim to use them in the schools.

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Parents-school negotiation of linguistic identity: The case of Italian state schools with Slovene as medium of instruction (Vpliv staršev na opredeljevanje jezikovne identitete šole: primer državnih šol s slovenskim učnim jezikom v Italiji, talk in Slovenian)

The Slovene community in Italy always perceived the school with Slovene as medium of instruction as an agent of Slovene language and identity. Today the increase of pupils from not Slovene speaking families cast a shadow on that view. Assuming that parental positive attitudes to L2 and the L2 community promote positive attitudes among children towards learning their additional language and becoming new speakers of the Slovene language, schools and Slovene organizations offer seminars, discussion groups and workshops to not Slovene speaking parents. The paper reports on these initiatives since their start in 2003. Furthermore, vignettes of parents' personal narratives illustrate the changes in their attitudes occurred over time.

The author argues that the case of the school with Slovene language as the language of instruction in Italy can be considered as an example of how the intergenerational transmission of a minority language can not necessarily be always threatened only by obsolete power dynamics (that the minority perceives as persecutory) between the minority and the majority. On the contrary, it can be closely linked to on-going historical and cultural changes, to new negotiations on the social level, and to economic interests of some subgroups of the minority itself, which act to maintain a certain status quo.

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- Pertot, S. (2012), *Kaj je to za ena šola: slovenska ali dvojezična? Predstave staršev o ciljih in delovanju šol s slovenskim učnim jezikom v Italiji*. = *Ma che scuola è questa: slovena o bilingue? Le percezioni dei genitori circa le finalità e l'assetto delle scuole con lingua di insegnamento slovena in Italia*. In: Dapit, R./M. Bidovec Sinkovič (eds.), *Zbornik Mednarodnega posveta Večjezičnost in izobraževanje: izkušnje, rezultati in izzivi v prostoru med Italijo in Slovenijo = Atti del Convegno internazionale Plurilinguismo e educazione: esperienze, risultati e sfide nello spazio tra Italia e Slovenia* (Udine, 6 – 7 September) Università degli Studi, Centro internazionale sul plurilinguismo: Udine, pp. 151-177.

Transtopian /s/p/l/aces. desiring machines of literature in the Alps-Adriatic-Region (Literarische Wunschmaschinen im Alpen-Adria-Raum, talk in German)

Bakhtin's understanding of heteroglossia shows us, that a language can neither be a closed system that can be separated from other languages, nor that the border(s) are fluid and have to go crazy every now and then, but that the use of language borders in the sense of monolingualism serves normative verification or obsolete identifications. Concepts such as plateau, fold, rhizome or small literatures by Gilles Deleuze and Félix Guattari emphasize the character of change and mobility.

With the help of both concepts, in this paper I want to map the polyphonic literature of different writers for example like Milan Rakovac discussing the dialogic principle.

For Stuart Hall, identity formations of people who speak languages that people in their environment do not understand is characterized by a mediating position. This is also where a transtopian space is created, which not only collects and allows the different languages, but also allows something new to emerge.

The analysis presented in the lecture should make the process of identification and language transparent. The concept of heteroglossia should help to reveal possibilities of description that go beyond normative attributions. With Deleuze and Guattari there are connecting lines in the root network that can create something new. This can be also observed in Deleuze and Guattari's concept of desiring machine. Desiring machines produce nomadic positions that create a multitude of possibilities, potentially infinite possibilities. This is accompanied by schizo-analysis, which connects different subject positions and eludes the Oedipal capitalist definition of the subject. Subjects are divided by the incisions of desiring machines and are multiplied by them. The selection of subject positions multiplies and potentially reaches infinite possibilities. The desiring machine makes an incision in other machines, while these in turn make an incision in the desiring machine. Texts of writers from the Alps-Adriatic-Region will be therefore discussed as transtopian spaces and places.

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Place names in multilingual areas of Friuli - Venezia Giulia region (Italy) (Ortsnamen in der mehrsprachigen Region Friaul - Julisch Venetien, talk in German)

Friuli - Venezia Giulia is Italy's most north-eastern region with its own particular cultural and historical identity. It borders Austria to the north and Slovenia to the east. In addition to Italian, several other languages and dialects are spoken in the region: Friulian (belonging to the Rhaeto- Romance family), Slovene dialects, German (Austro-Bavarian) dialects, Venetian dialects. Many areas of the Friuli are multilingual and many localities have different names in different languages or dialects: e.g. *San Leopoldo / La glesie / Leopoldskirchen / Djepolje Vas* a village in the municipality of Pontebba. In addition to the national laws, the region Friuli - Venezia Giulia has issued various laws to protect the different linguistic communities of its territory. These laws contain specific rules concerning toponymy. This speech will consider the consequences of and the problems pertaining to the enforcement of these laws by local authorities (regions, provinces, mountain communities, municipalities): i.e. standardisation and normalization processes of toponyms (writing, morpho-phonology, etc.), the relationship between the standard and local variants of toponyms, official (or co-official) processes of Friulian, German or Slovene denomination, (bilingual and trilingual) road signs and highway codes, the effects and reactions of the local communities. The speech will be aided by the projection of photographic material on the various linguistic communities which was gathered throughout the region.

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Urban multilingualism in Istria. A study of the linguistic landscape of Pula-Pola and Rovinj-Rovigno

Research has shown that the linguistic landscape (LL) can provide interesting information both on the sociolinguistic background and on the diglossic situation of bi- and multilingual communities (eg. Ben-Rafael 2004, Ben-Rafael et al. 2006; Cenoz and Gorter, 2006; Landry and Bourhis, 1997; among many others). Therefore, the study of LL in officially bilingual territories, such as the Istrian County, where both Croatian and Italian are official languages and where other dialects coexist, is particularly useful to study the relationship of power and language prestige, the implementation of language policies (Backhaus 2007) and language revitalization practices (Blackwood 2015). In this paper I will analyze the LL of Pula-Pola and Rovinj-Rovigno, two of the seven officially bilingual cities of the County by collecting a corpus of digital photographs of *top-down* and *bottom-up* signs in the city center, following Ben-Rafael's et al. definition (2006). A sign will be considered "any piece of written text within a spatially defined frame" (Backhaus 2007, 66). All the signs will be coded by adopting 6 categories from the 9 analytical coding categories suggested by Backhaus (2007): *languages contained*, language combinations, *top-down vs. bottom-up*, *part writing*, *codepreference* and *visibility*. Given the preliminary nature of this research, it will not be possible to consider layering and geographical distribution. However, if present, linguistic idiosyncrasies and/or neologisms will be taken into consideration. The results will shed light both on how language policies are implemented with respect to the official bilingualism and on the spread of multilingualism in the County.

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**Promoting plurilingualism and inclusion in schools: the IMPACT-FVG 2018-2020 project
(Promuovere il plurilinguismo e l'inclusione in età scolare: il progetto IMPACT-FVG 2018-2020,
talk in Italian)**

Impact-FVG (2018-2020) is a project that aims at favouring the inclusion of foreign minors in primary and secondary schools of the Friuli Venezia Giulia Region (especially in the provinces of Udine and Pordenone). The beneficiaries of the project (about 1,000 students) were minors with a migration background, that is, either foreigners or children with at least one foreign parent, who participated in a sociolinguistic survey through the administration of a questionnaire similar to the one used by Marina Chini (Chini 2004 and Chini et al. 2018). Not unlike the findings of other studies, even in north-eastern Italy the linguistic repertoires have undergone a partial restructuring with the entry of the Italian language alongside or sometimes in substitution of the language of the country of origin. Over the years, however, the codes present in the repertoires have changed, as have also the uses of speakers. In order to shed light on these uses, the questionnaire was integrated with a section aimed at investigating the use of the various codes present in the linguistic repertoire of the speakers, also in relation to scholastic and extrascholastic study activities aimed at enhancing the curricular subjects. The aim was to understand the attitudes that informants have with respect to their own languages of origin and to put them in relation with actual uses. It is hoped that the data collected will contribute to the extension of guidelines for the promotion of plurilingualism in schools and for the development of inclusive approaches that enhance the skills of all the pupils in the class.

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Multilingualism in Croatian education system from a curriculum perspective

Aronin & Hufeisen (2009: 3) claim that the main strands of multilingualism seem to be situated in the framework of several research domains, such as sociolinguistics, psycholinguistics, neurolinguistics, pragmalinguistics, teaching and the common curriculum. Recent studies of multilingualism mostly deal with investigating sociolinguistic (Makarova Tominec 2015) and psycholinguistic aspects (Letica Krevelj 2014) with regard to various individual factors. According to Wei & Moyer (2008: 4) a multilingual individual is anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading). Therefore, the recent growth of research into multilingualism has expanded into many new areas (Kemp 2009: 11). The aim of our study is to analyze Croatian curricula from a multilingual perspective. Learning more than one foreign language as an obligatory or an elective subject in Croatian schools has become an inevitable trend of the Croatian education system. We will try to look at the number of languages being learned as well as the order of languages being learned with respect to the multilingual perspective development in the contemporary education.

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Language acquisition and language learning in an Italian secondary school in Istria: bilingualism as advantage and hindrance (Acquisizione e apprendimento linguistico in una scuola media superiore italiana in Istria: vantaggi e ostacoli del bilinguismo, talk in Italian)

Bilingualism has long been a matter of fact in Istria and we firmly believe it should stay such in future, too. Bilingualism and, above all, the education of bilinguals are not primarily our scientific interest, but they are doubtlessly both our job and our everyday life. Even though the prospective conference aims at gathering the academic community and the call for papers addresses researchers willing to discuss theoretical and methodological approaches based on the diverse fields of linguistics, we as teachers are primarily concerned with the everyday efforts made by bilingual secondary school students when learning/acquiring a language. What we intend to present is an insight into the experience we have made while teaching bilinguals and into the thoughts and concerns that keep our minds busy.

After sketching the sociolinguistic situation at our school, we want to share with the audience some considerations on teaching Italian (mostly as a second language) to Italian-Croatian bilinguals and on teaching them German (foreign language): bilingualism is surely an advantage, but is it possible to consider it a hindrance under certain circumstances, and why? Should there actually be a difference between language acquisition and language learning when teaching bilinguals?

With our contribution to the scientific discussion at the conference we hope both to get some theoretical and methodological advice by experts and we also wish to share with them some aspects they should consider in further research.

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Multilingual language competence and linguistic-educational policies in the mountains of Belluno (Competenze plurilingui e politiche linguistico-educative nelle montagne del Bellunese (talk in Italian))

This contribution analyses the presence of multilingual communities in the mountainous area in the Province of Belluno, which for centuries, has been affected by the seasonal emigration of ice-cream makers to the German-speaking territories. The sociolinguistic reference data were extracted from my doctoral thesis *Venetian ice-cream makers: a sociolinguistic analysis* (Peter Lang: Frankfurt a. Main, 2006) and are based on quantitative analysis (196 completed questionnaires) and a qualitative one with two types of interviews “structured with a fixed response” and “structured with a free response”.

Despite the 1999 Law on the Protection of Minorities, very few measures have so far been put in place to improve the local linguistic heritage. However, there has been a renewed interest in the linguistic policies of these territories following the passing of the new Statute of the Veneto region in 2015. This is reflected in schools with a greater diffusion of the German language in middle schools, as well as some innovative experiments of Ladin using the CLIL method.

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POGLED V SVET BESED: PREPOZNAVANJE RAZNOJEZIČNOSTI V PRVEM TRILETJU OSNOVNE ŠOLE

UVOD

Stari Slovani očitno niso poznali koncepta raznojezičnosti in ko so pri selitvah naleteli na germanska ljudstva, ki jih niso razumeli, so si to razlagali, da sploh ne govorijo, da so »nemci« – nemi ljudje. Tako jih poimenujejo v vseh slovanskih jezikih. Današnji svet je 'babilonski stolp' in je raznojezičnost splošen pojav skoraj vseh družbenih okolij, vendar pa jo morajo otroci na nekakšen način vključiti v svoj jezikovni razvoj, ki je zelo intenziven tudi v začetnem šolanju. Ne obravnavamo učenja materinščine, niti učenja tujih jezikov, ampak nas zanima otrokov odnos do raznolikosti jezikov. Izhajajoč iz Skupnega evropskega jezikovnega okvira, govorimo o raznojezičnosti kot značilnosti nekega družbenega okolja, ki je v jezikovni ponudbi šole širša od zgolj angleščine kot edinega tujega jezika (Trim in dr., 2001, 17). Pomembno se nam zdi ugotoviti, ali se pri učencih prvega triletja že izoblikuje jasna predstava o »maternem« in »drugih« jezikih?

TEORETSKI OKVIR

Zaznavo o različnih jezikih si otroci pridobijo spotoma, ker jim jo posreduje »besedilno okolje, ki jih obdaja« (Saksida, 2010, 68). Iz desetletja v desetletje je bolj večkulturno ne le zaradi priseljevanja prebivalstva, ampak tudi zaradi raznojezičnih sporočil v vseprisotnih medijih in v vizualnem urbanem okolju. Večina otrok se že zelo zgodaj poda v avanturo razumevanja in sporazumevanja v drugačnem jeziku od maternega. S to izkušnjo se pojavijo na pragu prvega razreda, v katerem bodo skoraj zanesljivo naleteli na sošolce z drugačnim jezikom in z njimi preživeli kakšnih 1.000 ur do konca šolskega leta. Kakšno predstavo ali koncept raznojezičnosti si ob tem izoblikujejo in ali jim lahko pri tem pomagamo? Poseben in ne tako redek »primer« so dvojezični otroci, ki se zaradi dvo- ali raznojezičnosti v družini razvijajo drugače in so potrebni posebne pazljivosti (Volterra, Taeschner, 1978; Marjanovič Umek, Zupančič, 2004).

Ne bomo zahajali v teoretsko razhajanje med 'nativisti' (Chomsky) in 'funkcionalisti' (Halliday) o razvoju jezika pri otroku, lahko pa iz pedagoške izkušnje potrdimo, da se začetne tri razvojne faze – protojezik, tranzicijski jezik in jezik odraslih – razpoznajo ob vstopu v šolo, ko je v sklopu opismenjevanja treba z vso pozornostjo spremljati in podpirati tudi še oblikovanje otrokovega govora. Njihov besednjak je skromen in ne poznajo slovničnih pravil. Učenci se ozirajo na vse strani, da bi oponašali, kako govorijo drugi v njihovem okolju (Tomasello, 2005, 86). V pretežni meri so 'lovci na besede' in še precej nespretni v tvorjenju povedi, za kar prav tako iščejo vzorce v okolju. Topač kaže na velik pomen jezikovne vzgoje, kar na podlagi socialnega konstruktivizma poudarjajo funkcionalistične razlage razvoja jezika (Halliday, Webster, 2006). Zavedati se je treba neposredne povezanosti in soodvisnosti med govorom in mišljenjem pri porajajočem se znanju: »Vloga govora je v oblikovanju miselnih konceptov znanja potrjena tako na ravni teoretskih konceptov kot tudi na

ravni izsledkov empiričnih raziskav, ki kažejo, da ima prav govor najvišjo napovedno vrednost za znanje otrok» (Marjanovič Umek, L., 2011, 77). Učitelj/ica mora dobro poznati jezikovni kod učenca, da lahko vzpostavi medsebojno razumevanje, sicer se izobraževanje hitro spremeni v učenje na pamet, kar je slabo ali nikakršno učenje.

ŠOLA NA JEZIKOVNIH STIČIŠČIH

Slovenija je del regije Alpe-Jadran, kjer so geografske in historične danosti razlog velike jezikovne pestrosti in prepletanja (Pivec, 2020). Upošteva tudi številne dialekte lahko identificiramo bogastvo jezikovnih stikov (Language Contact) kot tudi stičnih jezikov (Contact Language) v oblikah dvo-ali raznojezičnosti, jezikovnih interferenc, mešanja jezikov, jezikovnih otokov itd. V današnji šoli ni razreda, v katerem učenci ne bi prihajali iz dveh, treh ali še več različnih jezikovnih okolij. Da bi vse to zajeli in razumeli, je priporočljivo poznavanje »ekologije jezikov« (Collaoni, 2017). Stični jezik lahko neposredno doživimo v razredu, v katerem so učenci romskega porekla, ker je način »pidgin« govora del njihove kulturne tradicije. To je na primerih stika romščine z angleščino, španščino, francoščino itd. dobro proučeno (Winford, 2003). Že Kopitar je jezikovno situacijo Balkana obravnaval kot »Sprachbund« in se trudil dopovedati, da gre za jezikovne kontakte, ne za jezikovne konflikte. Čas po Kopitarju je žal prinesel bistveno več gradiva za »Konfliktlinguistik« kot za »Kontaktlinguistik« (Schneider-Mizony, 2014).

Pomembna izkušnja za oblikovanje odnosa do raznojezičnosti je čezmejno sodelovanje osnovnih šol in pouk z uporabo sosedskih jezikov, kar EU tudi posebej podpira kot model Euregioschool. Pri nas so glede tega posebej uspešni na Obali s številnimi skupnimi projekti koprskih in tržaških pedagoških strokovnjakov in osnovnih šol, ki so omogočili tudi nastanek didaktike kontaktnih jezikov (Cavaion, 2014; Cavaion, 2019)). Ozreti pa se je treba tudi po spoznanjih in praksah, ki nastajajo pri vključevanju otrok priseljencev v šolo, še posebej didaktična priporočila (Jelen Madruša, 2015).

Sodelujemo v Erasmus+ projektu Kultura, sobivanje in jezik skozi zgodbe za lepšo prihodnost – Kultur, Koexistenz und Sprache durch Geschichten für eine bessere Zukunft (KuKoZu). Namen projekta je oblikovanje partnerstva za izmenjavo dobrih praks na področju razvijanja osnovnih jezikovno-komunikacijskih kompetenc pri učencih razrednega pouka šol iz dveh sosednjih držav, Avstrije in Slovenije; razvijati in krepiti mreže sodelovaja med učenci in učitelji, povečati zmogljivost za mednarodno delovanje v regiji ter primerjati pedagoške izkušnje, deliti ideje, prakse in metode pri razvoju večjezičnosti in učenju jezika. Zaradi izrednih razmer z epidemijo imamo veliko omejitev in zelo si želimo, da bi se razmere čimprej normalizirale in nam omogočile načrtovano sodelovanje v polni meri.

IGRA »BESEDOVANJE«

Besedovanje nam pomeni spretnost uporabe besed (retorika je premočan sinonim), za razliko od besedičenja kot praznega govorjenja. Spodbuda za igro je otrokom ljuba pesmica Toneta Pavčka

»Besedovanje«. V angleščini bi rekli »palaver«, kar se navezuje na grško besedo parabolé in pomeni govorjenje s sorodnimi besedami, pojem pa je prevzet iz portugalsčine, v kateri »palavra« predstavlja lingua franca nekdanjih mediteranskih pomorščakov in trgovcev (Merriam-Webster).

Igro za cel razred ali za manjšo skupino vpeljemo s pomočjo »gledališča kamišibaj«, za katerega pripravimo zgodbe oz. scenarije z naborom ilustracij iz otroškega vsakdana, ki merijo na raznojezičnost neposrednega družbenega okolja šole. Povzete so iz medijev, reklamnih plakatov, sveta zabave, otroške književnosti, tehnike, športa, kulinarike itd. ter vemo, da se prikazani pojavi ubesedujejo v različnih jezikih. Učenci na podlagi svoje izkušnje predlagajo ustrezna poimenovanja ilustracij, za katera obenem ali na podlagi skupinskega pogajanja opredelijo jezik, kateremu poimenovanje pripada. Pozorni smo do jezikovne različnosti in kompetence učencev in jih spodbujamo k aktivnemu sodelovanju.

Odkrite besede zapisujemo na papirni displej, razvrščene po jezikih in seznam širimo pri naslednjih »besedovanjih«, ki se dogajajo na vsak drugi mesec. V pogovoru opozarjamo na sorodnosti in razlike med jeziki, pri slovenskih besedah pa smo posebej pazljivi do književne rabe, ki jo učenci preverjajo v SSKJ, dostopnem v razredni knjižnici. Besede iz drugih jezikov lahko preverimo preko spleta.

SKLEP

Kot učitelji lahko razred spremljamo skozi celo triletje ter tudi preko igre »Besedovanje« spremljamo njihov jezikovni razvoj. V tem razdobju se njihov odnos do raznojezičnosti iz nezavednosti razvije v zavestno razlikovanje jezikov oz. v koncept raznojezičnosti, ki ga dojamejo in sprejmejo kot splošno značilnost človeštva. Nedvomno prispeva h kulturni integraciji razredneskupnosti.

Igra je popestritev pouka slovenskega jezika in krepi motivacijo za učenje tako slovničnih pravil kot tudi književne vzgoje. Sega v medpredmetna področja, ker se prepleta s spoznavanjem narave in družbe, a tudi z drugimi učnimi vsebinami. Ponuja prilžnosti za umetnostno in domoljubno vzgojo in za nastavke kritičnega mišljenja.

»Besedovanje« ni tekmovanje!

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