



16th LangUE Speakers' abstracts

Thursday 9th June 2022

Morning (10.30)

Carmen Silvestri (University of Essex)

Family language practices and policy: exploring children's agency

This doctoral project on heritage languages investigates how children perform and negotiate identities in context of superdiversity by analysing multilingual practices and pedagogy in an Italian complementary school in London. In order to assess the research environment, a questionnaire on language background and multilingual practices was distributed to families with children of primary school age who speak Italian as a heritage language (HL). In this presentation, I illustrate the results of the quantitative and qualitative analysis on the responses to the questionnaire completed by 85 families (260 participants). I analyse how families report on language policy and practice, their strategies for the maintenance of the HL and the impact of the Covid-19 pandemic on the HL maintenance. Whilst most research on family language policy (FLP) base their analysis on the language(s) used to communicate between two members of the family, this questionnaire was designed to understand how each member of the family speaks with each other member. For example, this study includes an exploration of the language use of Parent 1 with Parent 2 and of Parent 2 with Parent 1, and so on.. Although results align with most studies on FLP (e.g., CurdtChristiansen & Morgia, 2018; De Houwer, 2007), this approach allowed for a deeper analysis of FLP in relation to language shifts between minority and majority languages and it allowed to gain a better understanding of monolingual-multilingual dynamics. In addition, I present correlations between reported proficiency in the HL and language practices. The focus on parental input in studies on bilingualism and FLP have left under researched the significance of siblings as active agents in FLP (Kheirkhah & Cekaite, 2018). In this presentation, I highlight the determinant role of siblings' language practice in HL language proficiency by means of quantitative analysis. Finally, I explore language maintenance strategies employed before and after the pandemic and how parents report on the impact of the pandemic on HL development. Contrasting results emerged, and perceived changes in proficiency are directly related to FLP and parents' language skills.

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Thursday 9th June 2022

Morning (11.30)

Orlyn Joyce Esquivel (University of the Philippines Diliman)

An initial morphosyntax of the Ayta Magbukun language

According to historical records, the Ayta Magbukun speakers first arrived in the mountainous ranges of Mariveles, in the southern tip of Bataan Province—to which they have expanded and settled in other parts of the province throughout the years. Their language, also called as Ayta Magbukun [ayt] (can be referred to as Mariveleño, Magbikin, Ayta Magbukon, Aeta Magbukún, or Bataan Ayta) is one of the least known and understudied subgroups of Negrito located in the central part of the Philippines. It is listed in the Ethnologue, as a threatened language (Lewis & Simons, 2010), with an estimated 500 native speakers remaining (Moseley, 2010). Moreover, this study presents a first attempt to describe the various constructions of the language, including the lexical and grammatical elements that form the constructions and their general interpretation. The data is mainly gathered from a remote fieldwork in Barangay Biaan, Mariveles, Bataan—to which three language consultants and two encoders volunteered from the Ayta Magbukun community. Due to limitations brought by the COVID-19 pandemic, other genres of data, such as natural conversational data or oral narratives, were not gathered. Moreover, this study is descriptive in nature and applies the typologically informed framework of the Basic Linguistic Theory (BLT) introduced by Dixon (1997). In the analysis, this description of Ayta Magbukun is only limited to the features observed from the data directly elicited from the native speakers consulted in this study, which focuses on the morphosyntactic structures and processes. Furthermore, the researcher will also provide some linguistic comparisons with areal languages in Bataan and other Negrito languages by using several sets of data with justifications from earlier works. In line with this, this study only intends to highlight the distinctive features of Ayta Magbukun in terms of its Austronesian alignment and Negrito identity.

Keywords: Ayta Magbukun, Philippine Indigenous language, Austronesian, Basic Linguistic Theory, syntax, morphology

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Friday 10th June 2022

Morning (10.30)

Rajiv Ranjan Mahto (Maulana Azad National Urdu Univ. Lucknow)**When Mother-tongue is not the Medium of Instruction: A Case Study of an Indian State**

In Ellis' (1997) opinion, any language that is learnt subsequent to the mother tongue is a 'second' language. When a policy making body opts for a second language as the medium of instruction (L2MI), it not only bypasses inclusiveness but also ensures the presence of an unabridged void in the students' comprehension. Skutnabb-Kangas (2014) holds this as a wrong choice of language for teaching. She holds non-mother-tongue based education (MTBE) as the primary reason due to which the indigenous, tribal and minority (ITM) children are pushed out early from school education. There is a plethora of linguistic researches which establish the linguistically heterogenous character of the Indian state of Jharkhand. Abbi (1997) calls it a 'melting pot' for the prevalence of Austroasiatic, Dravidian and Indo-Aryan group of languages here, whereas the Peoples' Linguistic Survey of India (2018), for instance, documents eighteen mother-tongues in the state. However, the state sponsored education is imparted not through these mother-tongue/s but through L2 Hindi as medium of instruction (MoI). Thus, English language education in the state is via a second language (a case of L2MI) rather than through the learners' L1. Thereby, practically, the target language, i.e., English, becomes the L2 and the present MoI, i.e., Hindi, becomes the L1 for all. And the actual L1 goes out of the picture. The present paper highlights the faulty policy i.r.t. MoI hypothesises that MTB-MLE would be more productive for English language education in the region. To establish the prevailing disparity, a mother-tongue survey was conducted at various schools in rural Jharkhand. The survey was based on a structured questionnaire and interview with members of speech community. The gathered data of 1042 students reveals that Hindi as a mother-tongue was reported by almost a negligible percentage. Key terms: Mother-tongue, Medium of Instruction, Multilingual Education and Linguistic Diversity

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Friday 10th June 2022

Morning (11.30)

Orlyn Joyce Esquivel (University of the Philippines Diliman)

Aspect system of Ayta Magbukun and other Philippine languages: Distinctions from the perspective of the Two-Component theory

Generally, few descriptions of the aspect systems of Philippine languages exist in the literature, lacking attention to the considerable complexity of these systems. This study deals with the aspectual meanings linked to voice systems in the Philippine languages, specifically Ayta Magbukun, Ilokano, Kapampangan, and Tagalog within the framework of Smith's (1997) Two-Component theory of aspect. For the elicitation of data, the researcher used a Tagalog sentence list containing 570 clauses or sentences. The informant selection targeted speakers with either Ayta Magbukun, Ilokano, or Kapampangan as their first language. Thus, a language background survey was conducted to ensure that all the participants satisfy the criterion. The aspect systems of these Philippine languages are mainly realized by the particular use of the grammatical device—affix. All forms are mentioned in the indicative or general mode of the languages being compared. Since the voice and aspect systems in the Philippine languages are closely intertwined, it is necessary to highlight some discussions of the voice systems as well. Based on the analyses, the situation types are idealizations, pulled out from the temporal classifications of actual situations that Filipinos make on perceptual and cognitive grounds. Moreover, the notion of the completion process is standardly associated with viewpoints—in relation to the outcome/s or intended meaning/s of a sentence. In the light of the examples, verb constellations (verb and its arguments) may be associated with several situation types. This distinction is due to the aspectual choice of the speaker. Sentences may present varying possibilities—they may focus on the beginning of a situation or another aspect; they may present an event as a sub-part, as part of a pattern of situations, or as a class of situations.

Keywords: Aspect system, Ayta Magbukun, Two-Component theory, Philippine languages

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Friday 10th June 2022

Afternoon (15.00)

Lucia Vlášková (Masaryk University)

Czech Sign Language compounds: preliminary description and typology

Compounding is among the core processes in sign language (SL) word-formation (Quer et al. 2017). While compound is a relatively straightforward notion in spoken languages, it is more complicated in SLs due to an ongoing discussion about definitions of morphemes, stems and affixes (Zwitserlood 2012), as well as the modality-specific possibility of simultaneous articulation by two hands. SL compounds are understood as morphologically complex, consisting of two (or more) independent lexemes that may introduce a new meaning (Quer et al. 2017). The distinction from set phrases is the phonological reduction/assimilation: shortening or loss of stress, deletion of the movement repetitions, assimilation of movement or place (Zeshan 2004). Among several typological classifications proposed (e.g. Brennan 1990), the most thorough is Santoro (2018) on French and Italian SL. Santoro categorizes SL compounds wrt: (i) syntax: subordinate (complement and attributive) vs coordinate (coordinated and hypernym); (ii) semantics: endocentric vs exocentric; (iii) prosody: sequential vs simultaneous; (iv) lexicon: native (core signs, classifiers, size and shape specifiers) vs non-native (fingerspelled or name signs, loans) vs mixed. The current work aims to apply Santoro's typology to (deeply understudied) Czech Sign Language (ČZJ). Only Mladová (2009) comments on ČZJ compounds, but her typology is insufficient and needs to be elaborated further. We will utilize the online sign language dictionary *Dictio*, the largest database of ČZJ signs to date, and categorize all the compounds (and set phrases for their formal closeness) into their respective types. Thus, the contribution of this work is threefold: (i) empirical: an extensive systematic typology of ČZJ compounds; (ii) theoretical: an attempt to answer questions raised by Santoro about the cross-linguistic nature of the combinatorial gaps in compound production; (iii) applied: classification and possible correction of compounds and set phrases in *Dictio*.

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