



BOOK OF ABSTRACTS

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KEYNOTES



#K1

Linguistic and cultural heterogeneity in super-diverse contexts: The example of South Tyrol, Italy

Barbara Gross

Free University of Bozen-Bolzano, Italy / Goethe-University Frankfurt, Germany

Today, educational institutions are characterized by linguistic and cultural super-diversity, and this generates new individual and social opportunities, but also poses additional challenges for educational actors.

In this presentation, linguistic and cultural heterogeneity in educational institutions will be examined from the perspective of critical and intercultural education and by using the example of a multilingual border region in Italy – South Tyrol, where German, Italian and Ladin are officially recognized languages. Results from empirical studies in this region regarding both autochthonous and allochthonous/migration-related linguistic and cultural diversity and its implications for educational (in)equity (Gross, 2022) will be addressed and discussed. On the one hand, findings from a study with 400 primary school pupils on the factors influencing second language learning (Gross, 2019) will be presented, and on the other hand, results from a study on heritage language education for learners with direct and indirect migration experiences (Gross, 2021).

The presentation aims to discuss future perspectives in relation to majority and minority languages, necessary competences in an international and globally interconnected world, to contribute to diversity-sensitive pedagogy, and to dismantle linguistic hierarchies and ethnocentrism in European education systems.

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Gross, B. (2022). Eterogeneità e diseguaglianze educative. Prospettive dalla Pedagogia interculturale. FrancoAngeli.

Biography

Barbara Gross, Ph.D. in Education, worked as a primary school teacher and in adult education. Since 2018 she is a researcher at the Faculty of Education at the Free University of Bozen-Bolzano, Italy, and since 2020 a lecturer at the Goethe-University Frankfurt, Germany. Her research interests include linguistic and cultural diversity in educational institutions, (in)equity and heterogeneity especially in kindergarten and primary school, intercultural pedagogy, and teacher education. For her research activities and results she received two awards in 2019 and 2020. In addition to her position-related research activity she has recently concluded a project as principal investigator on heritage language education in South Tyrol. Currently she leads an ESF-project to prevent early school leaving.

More information: <https://www.unibz.it/en/faculties/education/academic-staff/person/35122-barbara-gross>

#K2

Minor languages negotiating the rise and fall of the Public Sphere

Joep Leerssen

University of Amsterdam / Maastricht University

Language standardization is arguably a modern, even late-modern process. It is related to the rise of print, the widespread distribution of texts, and the "official" use of language for educational and governance purposes. The parameters of that process are nation-state formation and the development of a public sphere. Minor languages and "dialects" can even be defined as those variants which are limited in their written standardization owing to a lacking or arrested nation-state autonomy or separate public sphere.

That definition allows us to identify strategies of minor-language survival in the uncongenial nation-state paradigm of late modernity: a recourse to antiquarian/philological status (e.g. Frisian and Provençal); a recourse to orality (lyricism, folklorism, song and transcribed speech, e.g. Breton, Scots English); a recourse to subsidiarity: communitarian small-case intimacy and possibly a hermetic, carnivalesque subversion of major-language dominance (Walloon, Limburgish, Kölsch, Viennese); a recourse to literary/cultural anticonventionalism.

In recent decades, however, the public sphere as characterized by Habermas en (implicitly) Anderson has been eroding, with print media being replaced by a new orality of audiovisual and social media. How does this shift affect the relationship between major and minor languages?

Biography

I am Professor of Modern European Literature in the department of European Studies at the University of Amsterdam. In addition I hold a part-time research professorship at Maastricht University, where I work on the transnational aspects of the culture and history of the Limburg region. A comparatist by formation, I study post-1800 cultural history mainly as a transnational circulation of ideas and mentalities; the emphasis is on literary and discursive sources, which I analyse in their rhetoric and poetics as well as historically. My research interests are:

- nationalism and the history of national movements
- the survival of 19th-century cultural nationalism as 20th-century banal nationalism and 21st-century ethnopolitism
- the rhetoric and history of cultural and national stereotyping and ethnic characterization (“imagology”)
- the history of border regions and cultural minorities, especially in the Low Countries
- the history of the humanities since 1800, especially philology digital humanities: the database-assisted capture, analysis and visualization of complex communicative networks, cultural practices and ideological diffusion patterns

More information: <https://leerssen.nl/> or https://nl.wikipedia.org/wiki/Joep_Leerssen.

#K3

Towards inclusive automatic speech recognition

Odette Scharenborg

Delft University of Technology

Automatic speech recognition (ASR) is increasingly used, e.g., in emergency response centers, domestic voice assistants, and search engines. Because of the paramount relevance spoken language plays in our lives, it is critical that ASR systems are able to deal with the variability in the way people speak (e.g., due to speaker differences, demographics, different speaking styles, and differently abled users). ASR systems promise to deliver objective interpretation of human speech.

Practice and recent evidence however suggests that the state-of-the-art SotA ASRs struggle with the large variation in speech due to e.g., gender, age, speech impairment, race, and accents. The overarching goal in our project is to uncover bias in ASR systems to work towards proactive bias mitigation in ASR.

In this talk, I will present systematic experiments aimed at quantifying, identifying the origin of, and mitigating the bias of state-of-the-art ASRs on speech from different, typically low-resource, groups of speakers, with a focus on bias against gender, age, regional accents and non-native accents.

Biography

Odette Scharenborg is an Associate Professor and Delft Technology Fellow at Delft University of Technology. She has an interdisciplinary background in automatic speech recognition and psycholinguistics, and uses knowledge from how humans process speech to develop inclusive automatic speech recognition systems that are able to recognise speech from everyone, irrespective of how they speak or the language they speak.

Since 2017, she is on the Board of the International Speech Communication Association (ISCA), where she currently serves as Vice-President. From 2018-2021, she was on the IEEE Speech and Language Processing Technical Committee. Since 2018, she is a Senior Associate Editor of IEEE Signal Processing Letters. In 2025, she will be the General Chair of Interspeech Rotterdam.

Odette is an active proponent of diversity and inclusion and is involved in many national and international initiatives to promote diversity, gender equality, and inclusion.

More information: <https://odettescharenborg.wordpress.com>.

#K4

It Fryske bynwurdsysteem: in enklityske ûnderskikker en in Doubly-Filled Comp

Jarich Hoekstra

Christian-Albrechts-Universität, Kiel (Germany)

It moderne Westerlauwersk Frysk hat in tipelsinnich bynwurdsysteem. Sa foar 't each hat it trije ûngelikense ûnderskikkers (complementizers) ta syn foldwaan: njonken in ûnderskiker fan it THAT-type (1a) en ien fan it IF-type (1b), dy't ek út oare Germaanske talen bekend binne, hat it ek noch in enklityske ûnderskikker (1c):

(1)

- a. dat [dɔt] 'that'
- b. oft [ɔt] 'if'
- c. 't [t] ?

By oft fyt men foarmferkaat (as, at). Boppedat is de distribúsje fan 'e trije ûnderskikkers yn it earste oankommen frijwat in tizeboel. De ûnderskikker dat oppenearret him yn deklarative bysinnen (2a) en de ûnderskiker oft ferskynt (ûnder oaren) yn polêre freegjende bysinnen (2b):

(2)

- a. Hy seit , dat er jûn komt.
- b. Ik freegje, oft er jûn komt.

Mar yn freegjende bysinnen mei in fraachwurd, yn betreklike bysinnen en yn bywurdlike bysinnen is de situaasje net fuortendaliks dûdlik. Ferlykje bygelyks de patroanen yn (3)

(3)

- a. Ik frege, wa *dat / oft / 't jûn kaam.

- b. Hy wist net, hokker *dat / oft / *'t se bedoelde.
- c. De studint, dy *dat / *oft / 't dêr rint...
- d. De boer, dy syn hynder *dat / oft / *'t stellen is...
- e. Doe *dat / *oft / 't ik thúskaam...
- f. ...nei dat / *oft / 't er de bern op bêd brocht hie...

Yn myn lêzing wol ik besykje om de distribúsje fan 'e trije ûnderskikkers yn it Frysk te ferklarjen en de parameters fêst te stellen foar de fariaasje binnen it Fryske bynwurdsysteem en mei de bynwurdsystemen fan 'e oare (West)Germaanske talen. De lêzing revidearret foar in part in earder (ûnpublisearre) artikel fan mines oer itselde ûnderwerp (Hoekstra 1993).

References

Hoekstra, Jarich. 1993. *The Split CP Hypothesis and the Frisian Complementizer System*.
Ûnpublisearre hs., Fryske Akademy, Ljouwert.

Biography

Jarich Hoekstra (berne 1956 yn Hitsum) studearre skandinavistyk en frisistyk aan 'e Ryksuniversiteit Grins. Hy wurke fan 1981 oant 1999 as leksikograaf en grammaticaal ûndersiker by de Fryske Akademy en wie fan 1999 oant 2022 professor foar frisistyk aan 'e Christian-Albrechts-Universität in Kiel (Dútslân). Yn 1997 promovearre er mei in dissertaasje oer 'The syntax of infinitives in Frisian'. Yn syn ûndersyk leit er him benammen út op 'e morfology en de syntaksis fan it (Westerlauwersk, East- en Noard)Frysk út in ferlykjend (West)Germaansk eachweid.

SESSIONS

#S1

How to be Frisian and Free: New Perspectives on Medieval Frisia

In this session, several aspects of medieval Frisia and the Free Frisians are highlighted. Some of the papers refer to the exhibition 'Vrijheid, Vete en Vagevuur' (Freedom, Feud and Purgatory) at the Fries Museum.

1. Reanalysing the Viking Presence in Fryslân

Hilbert Vinkenoog (University of Cambridge)

The Vikings are famous for their seafaring and raiding exploits from the monasteries of Britain and Ireland, to the great rivers of Eastern Europe and even to continents beyond; North Africa, western Asia, and North America. Mainstream histories of the Viking Age often overlook their presence in and impact on the Frisian coastal area, limiting it to occasional raids. By collating recent strands of research, ranging from numismatic mapping, close reading of contemporary textual sources to DNA analysis, this presentation will attempt to reanalyse the Viking presence in the terpen area of the Northern Netherlands. In so doing, it will give evidence for a more complex relationship between the Vikings and the people of this region than has previously been suggested. In addition, the question will be asked of how varied the Viking presence was across Frisia, being facilitated by both political and geographic factors and their influence on the relationship between different cultural groups. It will explore why previous histories have been hesitant to approach the Viking Age in Frisia, and why different methods of research might be necessary for this region as opposed to the patterns of Scandinavian settlement in Britain and Ireland. Finally, it will seek to address why this region of Frisia was never subjected to the same political domination by the Vikings as the aforementioned insular countries and Normandy during the same period.

2. Free Frisians and their Various Forms of Capital

Dr. Nelleke IJssennagger and dr. Han Nijdam (Fryske Akademy)

Anthropology and Sociology distinguish several forms of capital other than classic economic capital, such as social, cultural and symbolic capital. In this paper, these forms will be explored for medieval Frisia, starting in the early and ending in the late middle ages.

The early medieval Frisians were traders who travelled far and wide and gave their name to the North Sea (Mare Fricum) and who together with their Anglo-Saxon neighbours (and distant relatives) started minting coins again. But what came first: their trade or their cultural networks which enabled them to trade in the first place? In this respect, travelling and having connections can be seen as a form of social capital, which can be reflected in textual and material expression, or even in souvenirs. Also, the shared (material) culture between the Frisians, Scandinavians and Anglo-Saxons can be seen as a form of cultural capital.

One of the interesting questions then is how one form of capital can be transformed into other forms. One example of the high middle ages can be found in the Old Frisian compensation tariffs and the legal practice of paying valuables in order to compensate loss of embodied honour. Yet another case is how land could be transformed into silver and gold, and how alienable or inalienable the various types of capital were.

3. Frisian Nobility Uncovered: the Case of Rienk Hemmema

Prof.dr. Hans Mol (Fryske Akademy)

There has been much debate about the nature and the origins of the Frisian Freedom (ca. 1100-1500) and its most important actors, the Free Frisians. Had they originally been one group of freeholders, the richest of which grew into 'chieftains' (hoofdelingen) at the end of the middle ages? Or can we discern two estates, that of the freemen and the nobility? It now seems almost certain that the latter is the case. That means that the community that collectively called themselves 'Free Frisians' consisted of

two layers, of which the nobility constantly had to take care to remain a caste of its own, closing its ranks for the freeholders who were only inches behind them.

This paper shows how the case of the Frisian nobleman and agricultural entrepreneur Rienk Hemmema (c. 1541 - c. 1574) led to the definitive uncovering of the existence of a Frisian nobility.

4. Castles in a Land without a Lord

Dr. Diana Spiekhour (Fries Museum)

The building of castles as well as the right to fortify were essential instruments in the construction of territorial lordship in the German empire during the high and late Middle Ages. Castles not only protected the land of a territory-under-construction but they also served representative, administrative, legal and economic purposes during the establishment and consolidation of a principality.

The Frisian lands form an exception because there was no top-down control from a territorial ruler. This situation is also reflected in an extremely high number of castles. In most literature, the castles on the Dutch side of the medieval Frisian border are presented as quite homogeneous buildings that could protect its owners against small-scale violence during feuds. On the basis of the castelological motte-and-bailey model, these castles are often described as two-part structures. The main castle consisted of a stone tower which was enclosed by a moat. The appurtenant farm often was surrounded by a moat as well.

There are however two reasons to suspect that Frisian castles show more variation on closer inspection. First, new research in neighbouring medieval territories has shown that castles could be surrounded by elaborate earthworks that determined a large part of their defensibility. Archeologists in Friesland and Groningen have often focused on the main castle (the tower) without investigating the adjacent area and project the 'motte-and-bailey' model to 'fill in' the missing information. Whether such earthworks could have been part of Frisian castle complexes too has not been looked into so far.

Second, the historic research of the past two decades has shown that the Frisian society was not as egalitarian as previously thought. The nobles who constituted the governance in the various legal districts (the so-called landsgemeenten) differed among each other in power and wealth, which might also have been reflected in castle architecture. In this presentation I will therefore investigate whether there is more variation in the appearance of Frisian medieval castles.

5. De problematische Oudfriese standsaanduiding ‘etheling’

Dr. Oebele Vries (Fryske Akademy)

In Oudfriese teksten komt enkele keren de standsaanduiding etheling voor. Wordt hiermee een ‘edele’, die een herenleven leidt, bedoeld, zoals Noomen (2009) stelt? Of heeft Kölker (2015) gelijk, dieponeert dat ethelingen “nicht einfach als Adlige” te identificeren zijn? Maar wat zijn zij dan wel, als zij geen edelen zijn? Het doel van deze inleiding is te laten zien dat de interpretatie van het begrip etheling problematisch is. Illustratief daarvoor is de eind 19de, begin 20ste eeuw gevoerde heftige discussie over dit onderwerp, die inmiddels compleet in vergetelheid lijkt te zijn geraakt.

6. Medieval Fierljeppen: New Insights into the Frisian Cletsie

Casper van Dijk MA (Fries Museum)

A unique element of modern Frisian culture is Fierljeppen. A sport whereby a long pole is used to jump over a body of water, also known in English as pole-vaulting. The origins of the sport can be traced back to medieval times (1200 – 1550), where spears with a fork at end of the shaft were similarly used to cross small ditches and rivers. This spear was called a *cletsie*. Research into the medieval *cletsie* has primarily been done through analysis of textual and historical sources, due to the absence of physical remains of the *cletsie*, until now. In research for the new Middle Ages exhibition of the Frisian Museum (*Freedom, Feuds, Purgatory: The Middle Ages in the North*), six archaeological objects have been

recognised as the fork of *cletsies*. Four are part of the collection of the Frisian Museum and another two are housed in the Northern Archaeological Depot (NAD) in Nuis.

In this paper, the six *cletsie*-feet are discussed and compared with historical texts and imagery to come to new conclusions concerning the type and development of the *cletsie*. Thereby demonstrating the idiographic strength of interdisciplinary historical research. Moreover, the unique position of the *cletsie* in Frisian society will be examined. Frisia was not the only wetland where pole-vaulting was used as a (military) tool in traversing the landscape; however, a clear distinction can be made between Frisia and the surrounding lands concerning the socio-cultural value of the tool. The paper ends with the downfall of the *cletsie*. Like many other unique Frisian phenomena, this occurred with the introduction of the incorporation of Frisia into the larger centralised administration of the Low Countries.

#S2

The resilience of Frisian shipping and maritime transport (ca. 1650-1820)

The goal of this session is to contribute to a better understanding of the resilience of the Frisian maritime transport sector in the early Modern Period in the period ca. 1650-1820. During the larger part of this period the Frisian maritime transport developed into a major economic sector indispensable to the Republics rise to primacy in European trade. During its heydays in the 18th century up to almost 60% of Dutch shipping volume to the Baltic was provided by Frisian shipmasters. Its share in the overseas transport to the harbors at the North Sea- and European Atlantic coasts was equally considerable, though not yet quantified. This ascent of the Frisian shipmaster in the Dutch maritime transport system was due to a gradual shift from west to east in which Frisian skippers took over the predominant position of shipmasters originating from Holland. The ascent of a Frisian maritime sector represented a resilient response to the agrarian crisis in the period 1650-1750. Since then shipping and its interrelated maritime culture are until today important markers of Frisia's identity.

This session addresses research questions that relate to the dynamics of Frisian maritime shipping against the background of changing market conditions and commodity flows as well as its dealings with imminent challenges and commercial setbacks. Resilience of Frisian shipping will thus be investigated from the angles of longer term developments and specific case studies. Each paper presentation will be scheduled for 20 minutes followed by a common discussion at the end the panel.

1. De kracht van de Friese koopvaardij, 1600-1800

Jan Willem Veluwenkamp (former RUG and scholarly manager of the Sound Toll Registers Online project) will explore the long term causes of the sector's sustainability in the 17th and 18th centuries as it was firmly rooted in the distribution of regional agricultural produce and regionally

produced seashell lime, peat and bricks and tiles to nearby cities like Amsterdam and Hamburg. He will show that this was the foundation of the expansion of the Frisian transport network to the Baltic Sea area and the French Atlantic coast.

2. De Friese houtvaart rond het midden van de 17^{de} eeuw: complementariteit en specialisatie

Hanno Brand (Fryske Akademy/RUG) focusses on **the patterns of change in the Frisian wood transport sector from Norway, the Northern German coasts and the Baltic during the second half of the 17th century**. He will tackle the overarching theme through an investigation into the way complementary trading routes added to the Frisian shipmaster's flexibility and to what extent the sector's viability depended on a narrow specialization path.

3. Frisia and Agder in Norway. Competing clusters of the maritime transport system in the 18th century?

Arne Solli (Bergen University) explores **the patterns and effects of migration patterns from Norway to the Low Countries and Frisia in particular**. Migration and the integration of a foreign maritime labor force are indicators for the resilience and viability of the maritime transport sector. Solli's focus will be on migration patterns in the early 18th century by departing from the 1701 Norwegian Census and Citizen Books of various towns. He opens new perspectives on how the Dutch and Frisian maritime sector acted as a pull-factor against the background of the increasing demand of crew and knowledge.

4. Friese scheepvaart in de nasleep van het 'Jaar zonder Zomer', 1816-1819

Werner Scheltjens (Bamberg University) addresses **the overarching theme from the angle of the effects of natural catastrophe on the changing patterns of trade during a phase in which Frisia's**

maritime sector was in decline. He will link a short lived revival of Frisians grain trade from the Baltic to the devastating consequences of the outburst of the Tambora volcano (1815) and the interrelated global crop failures and grain shortages resulting from that catastrophe.

5. Follow up: workshop ‘A history of Frisian maritime trade and transport, 1200-1800’

The framework of the conference represents an opportunity to organize a workshop as follow up to the former session. The intended workshop will be geared to the writing and publication of both a printed and digital handbook on Frisian maritime history. The participants of the workshop will be invited to discuss a preliminary project plan designed to investigate the long-term development of the Frisian maritime sector between ca. 1200 and 1800. The project fits the overarching theme of the conference since a long term approach invites to focus on matters linked to sustainability and resilience. Aim of the project is to offer the reader’s public an up-to date overview of the state of art of Frisian Maritime History to be written by re-known authors in the field. The workshop will define the general outlines of the handbook, its geographical scope, the subsequent themes and period under scope as well as the overall organization of the project. The latter relates to the composition of an editing board, an advisory council, authors to be approached and finances to be found.

Also a working program will be discussed as will the realization of a website or digital platform on which chapters will be published. In order to discuss the various aspects of this endeavor a wide range of specialists from the Low Countries will be invited. Invitees will be chair holders in maritime history and archaeology, representatives of the Dutch Maritime Portal, the Dutch Maritime Journals, Maritime foundations and museums, envisaged authors, advisors and financial contributors. The workshop will also consist of three pitches by scholars who will address topics relevant to the over-all theme of the handbook.

#S3

De fearkrêft fan it Frysk: plak en bydrage fan Tony Feitsma yn in spanningsfol fjild fan krêften

Tony Feitsma skreau al: it soe faaks wittenskiplik nijs gjirriger wêze om nei te gean wêrom oft it Frysk net ferdwûn is, as wêrom't it der noch is. Yn tal fan plakken en fermiddens hawwe minsken op in gegeven stuit it Frysk loslitten. Dochs hawwe de Iju yn in lyts part fan it eardere Fryske taalgebiet it Frysk al fêsthouden, en hjir en dêr hat it Frysk net (of hast net) geografysk mar al maatskiplik terrein weromwûn.

Fearkrêft hat te krijen mei taalfitaliteit. Dy hat te krijen mei ynfrastruktuer fan in taal, mooglikheden om in taal te brûken, en taalwil. Yn dizze sessy wolle wy benammen dat lêste aspekt útdjipje, ek al hat Tony oer de oare beide ek it nedige wol skreaun.

Taalwil sitte ek wer ûnderskate kanten oan. (1) Fryskskâligen hâlde bewust fêst aan it Frysk as taal fan de húshâlding yn in maatskiplike omjouwing dy't dy taalkar net as fanselsprekkend befoarderet. Dat fêsthâlden oan it Frysk as omgongstaal en taal fan 'e húshâlding, as buorlu of tiidgenoaten it loslieten, en dat brûken fan it Frysk yn domeinen dêr't it net of net mear brûkt waard of wurdt, moat of in bewuste kar wêze of west hawwe fan minsken. Hja witte (wisten) dat se ek oars kieze koene, mooglik is der sels maatskiplike druk om oars te kiezen, mar se kieze sa. (2) Net-Fryskskâlige minsken wurde útnûge en stimulearre om Frysk derby te learen en Fryskskâlige likegoed as net-Fryskskâlige minsken wurde útnûge en stimulearre om it Frysk te brûken yn fermiddens en domeinen dêr't se dat foarhinne net diene. Tony Feitsma hat har dêr yn har legereskoaltiid al foar ynset, en it is in reade tried troch har karrière. Mar ek dan jildt: minsken moatte der wol foar kieze om op dy útnûging yn te gean.

Foarsitter: **Alex Riemersma**

1. Fearnkrêft yn meartalige fermiddens

Hilda Schram

As wy Tony Feitsma yn har minder optimistyske mominten leauwe meie, dan soe it logysk wêze dat minsker der net foar kieze om it Frysk troch te jaan of it te learen. Hoe is it te ferklearjen, dat de realiteit oars is, dat der noch altiten nije ginneraasjes Fryskpraters by komme? Yn dat ramt: wat bart der eins krekt, as de Fryske taaloerdracht yn 'e húshâlding net slagget? As bern fan Frysktalige en Frysk pratende âlden blikken dogge by wize fan sprekken fan har earste wurdsjes ôf Hollânsk te praten?

De Stifting Frysktalige Berneopfang (SFBO) hat in tal jierren lang bestudearre, wat der krekt yn sokke húshâldingen plakfynt. Wat binne de faktoaren of omstannichheden, dat ek hiele lytse bern yn Frysktalige húshâldings Hollânsk beginne te praten? Wêr en fan wa leare se dat? En hoe komt it, dat it Frysk praten fan 'e âlden en eventuele âldere broerkes of suskes net oernommen wurdt? Ut it ûndersyk komme net allinnich tindinzen nei foaren dy't oant no ta yn 'e taalsosjologyske literatuer net opmurken binne, mar kinne ek beliedsdoelen ôflaat wurde dy't helpe kinne om dizze blykber natuerlike, mar foar it Frysk net winsklike, úntjouwing om te bûgen.

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- ... (mear literatuer kin neilevere wurde)

2. Fearnkrêft yn 'e Fryske leksikografy

Liuwe H. Westra

Yn 'e jierren '60 hat Tony Feitsma koart mar fûleinich polemisearre mei Douwe Tamminga nei oanlieding fan dy syn rubryk 'Op 'e taelhelling'. Tamminga hie yn in stik oer it twatal 'muoike en tante' de útspraak dien, dat dat lêste wurd al sa lang yn 'e Fryske sprekaal foarkaam, dat it hast as eigen oanmerke wurde koe. Dat wie Tony Feitsma net nei 't sin, slimmer: hja fûn de útspraak fan Tamminga 'hiel gefaarlik'

De diskusje hoe frjemd of hoe eigen oft ynterferinsjes of lienwurden yn it Frysk binne is fansels al folle âlder, en giet ek noch altiten troch. In al te geve noarm yn dit stik fan saken wurdt gau ôfskildere as âldfrinzich of twingend, in al te losse noarm kriget de beskuldiging fan it prijsaan fan in Frysk as kultuertaal en de earste stap fan it ûfsakjen fan it Frysk nei in dialekt fan it Hollânsk. Wêr komt de wil wei om de geve foarm te brûken? In beschrijwing fan wat der yn 'e wurdboeken bart (ynklusyf it ONFW), mei sydstapkes nei it belied by Bibeloersetting yn 'e jierren '70 en anno no. Fearnkrêft hat te krijgen mei it stribjen nei erkenning fan eigenheid en mei it net prijsaan wollen fan in kultureel besit. Hokker rol spylje wurdboeken en autoriteiten dêryn?

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3. Fearnkrêft yn 'e Fryske literatuer: Gysbert Japiks, Joast Hiddes Halbertsma en Obe Postma

Sigrid Kingma

Gysbert Japiks, Joast Hiddes Halbertsma en Obe Postma wiene allegear dichters foar wa't it net yn 'e reden lei om yn it Frysk te dichtsjen. Tony Feitsma is ien fan 'e earsten dy't eksplisynt de fraach steld hat, wêrom oft dizze trije yn it Frysk skreaune. Yn hoefer hawwe har ideeën dêroer stân holden? En wat seit dat oer de fearnkrêft fan it Frysk, as men sjocht nei de aspekten fan ynfrastruktuer en gebrûksmooglikheden? Oars sein: hokker mooglikheden en helpmiddels hiene dizze Fryske skriuwers, en hoe funksjonearre Fryske literatuer yn 'e mienskip fan harren tiid? Wat brochten har Fryske pinnefruchten, dat Hollânske literatuer net bringe koene? Yn it ferlingde dêrfan: hoe wurket dat yn dizze tiid? Wêrom kiest in dichter foar in taal - of kiest in taal foar in dichter? Hoe posisjonearret in dichter him mei in taal? Hoe wurket twatalich dichtsjen, in betreklik nij fenomeen? Tony Feitsma hie it mier oan twatalige projekten: dêr waard it Frysk allinnich mar minder fan, ornearre se. Is dat sa? Of is it Frysk sa fearnkrêftich, dat Fryske gedichten noch altyd in mearwearde hawwe neffens Hollânske gedichten? En wat is dy mearwearde dan?

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4. De wurkgroep Frije Fryske Universiteit: yntellektuelen en plattelân

Redbad Veenbaas

Yn 1968 rjochten studinten yn gearwurking mei doe noch haaddosint Tony Feitsma de Wurkgroep Frije Fryske Universiteit op. Yn dy wurkgroep kwam twa tema's oan 'e oarder dy't ek oars yn it tinken fan Feitsma in wichtige rol spilen:

- de rol fan de yntellektueel as kritysk-distansjearre foar de macht oer
- de Fryske Beweging as plattelânsbeweging dy't it opnimme moat tsjin in machtige stedske elite.

Dizze tema's waarden bestudearre aan de hân fan resp. One Dimensional Man fan Marcuse (1964) en Peasant Society and Culture fan Redfield (1956). Yn dizze lêzing sil op it aljemint komme hoe't beide tema's it tinken fan Feitsma bynfloede hawwe en yn hoefieren dit tinken yn de hjoeddeiske omstannicheden noch aktueel is. Dêrby moat ferdiskontearre wurde dat minsken mei in universitére of HBO-oplieding súnt in krusjale rol ferfolje oan de boppekant fan de arbeidsmerk, sadanich sels dat der praat wurde kin fan in nije twadieling yn sosjale stratifikaasje. Fierder is de tsjinstelling stêd-plattelân minder skerp as foarhinne en binne minsken út Fryske talige húshâldingen tsjintwurdich fanselssprekkend twatalich. Omtinken foar it Frysk hat dêrom hjoeddedei minder te krijen mei emansipaasje fan bewenners fan it plattelân as mei behâld fan en/of kar foar in eigen identiteit. As mienskipstaal is it Frysk lykwols noch altyd in taal fan it plattelân.

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#S4

Nije perspektiven op de 'Richthofenkolleksje'

Karl von Richthofen (1811-1888) hat yn 1858 tsien midsiuwske hânskriften mei Frysk rjocht oankocht: de 'Richthofenkolleksje'. Yn 1922 – dit jier dus sekuer 100 jier lyn – kaam de samling werom nei Fryslân. Tresoar beskôget it hjoeddedei as syn absolute topkolleksje. Mei reden, want it is de grutste en wichtichste samling fan midsiuwske Fryske rjochtsboarnen. De Richthofenkolleksje fertelt ús op unike wize oer de taal, it rjocht en de mienskip fan de midsiuwske Friezen, en hoe't dy yn de rin fan de iuwen besjoen en bestudearre waarden – yn Fryslân mar ek dêrbûten.

Om it iuwfeest te fierien hat Tresoar yn 2020 ûndersyksgroep Pastei opdracht jûn om yn twa jier tiid de kolleksje te ûntsluten en te bestudearjen. Pastei sil yn trije, ynhâldlik keppele lêzings ferslach dwaan fan syn wichtichste fynsten út dat skoft. Dy fynsten binne op it mêd fan allerhanne dissiplines (filology, kodikology, paleografy, historiografy, skiednis), bestrike allerlei ûnderwerpen (provenâns, boekbannen, ûnûntdutsen teksten, datearring, metodology) en meardere tiidrekken (fan de lette midsiuwen oant en mei de 21e iuw).

Yn in ynteraktive sessy nûget Pastei de oanwêzigen graach om de fynsten kritysk te hifkjen en mei te tinken oer noch útsteande fragen.

Undersyksgroep Pastei bestiet sûnt 2014 en is sûnt 2020 in stifting. Pastei bestiet út **Riemer Janssen**, **Herre de Vries** en **Anne Popkema**. Sjoch foar mear ynformaasje en publikaasjes: <http://pastei.frl>.

#S5

Multilingual projects in Fryslân

Both the Mercator European Research Centre on Multilingualism and Language Learning and the research group Multilingualism and Literacy of NHL Stenden University of Applied Sciences have developed and carried out several projects concerning multilingualism in the Frisian context. In this workshop, we wish to present the contents and results of some of these projects. We will discuss the outcomes of these projects and the opportunities and challenges of these and future projects on multilingualism in the province of Fryslân.

Six different projects will be presented. After each presentation there will be time for clarification questions. At the end of the workshop, Durk Gorter will take the lead in a general discussion.

Project 1: OWL+ - Ownership and Leadership: Pathways for (Endangered) Languages' Use in School

Katharina Thomas

OWL+' vision is to create pathways for under-resourced languages in educational settings and to create them in close cooperation with language communities, specifically educators and community leaders (such as councils and local initiatives). The project members' expertises lie on different under-resourced languages: Latgalian (LV), Mirandese (PT), South Saami (NO), and West Frisian (NL). We draw on the experiences and approaches from the different circumstances the languages face in education and will create tools that combine the knowledge and best practices. Our tools include a professionalisation module for educators and a handbook with activities and guidance how to keep teaching materials relevant and creative in order to secure the long-term support. Drawing on the diverse situations of endangered-languages we want to create tools that will aid a variety of educators whose languages receive varying degrees of support.

Are you an educator of Frisian or another under-resourced language? OWL+ is an ongoing project we love to hear from you! Get more information about OWL+ and how to engage with us on <https://owlplus.eu/>.

Project 2: VirtuLApp

Ydwine Scarse

Society is becoming more and more diverse and multilingual, and so are classrooms. The VirtuLApp (Virtual Language App) project group addresses the needs of teachers concerning multilingual education, and supports them to gain more knowledge about and tools for multilingual education, integration of minority and migrant languages and less language separation. VirtuLApp offers an innovative multididactic approach which primary school teachers can use in the classroom in any situation, by providing knowledge on multilingual didactics, application of that knowledge and tools to use in the classroom. During the workshop, information is shared on the toolkit to support teachers in a multilingual classroom, and the multilingual game BabelAR! is highlighted.

More information on the project can be found on www.virtulapp.eu.

Der komt hieltyd mear ferskaat en meartaligens yn ús omjouwing en dus ek yn 'e klaslokalen. De projektgroep VirtuLApp (Virtual Language App) is rjochte op it ferlet fan learkrêften oangeande meartalich ûnderwiis en stipet harren om oangeande meartalich ûnderwiis mear kennis en helpmiddels te krijen om sa in bettere yntegraasje te hawwen fan minderheids- en migrantetalen en om mei minder taalskieding te wurkjen. VirtuLApp biedt in ynnovative multydidaktyske oanpak dy 't leararen yn it basisûnderwiis yn elke klasse brûke kinne, troch kennis aan te bieden oer meartalige didaktyk, mar ek de middels aan te bieden om dy kennis yn de praktyk ta te passen. Yn de workshop wurdt ynformaasje jûn oer de toolkit om learkrêften te stypjen yn in meartalige klasselokaal en wurdt it meartalige spul BabelAR! taljochten.

Mear ynformaasje oer it projekt is te finen op www.virtulapp.eu.

Project 3: Taal yn Byld/ TaalTroost

Janke Singelsma

For the Taal yn Byld project, pupils' home languages are made visible in the classroom. Pupils ask parents or other family members about nice sentences or sayings in the home language. The aim of the project is to strengthen the connection between school, pupils and parents. The sentences, sayings or verses are discussed in class and pupils visualise them by making a drawing or a poster. This increases pupils' awareness of each other's home languages and backgrounds, but also increases parental involvement. The TaalTroost project derived from Taal yn Byld and made it possible to do the project online during times of covid.

More information on the project can be found on <https://www.inspirerendmeertaligonderwijs.nl/taal-yn-byld/>.

Project 4: 3M – Meer kansen Met Meertaligheid

Laura Nap

During the 3M project, researchers and primary school teachers collaborated to develop a toolbox with multilingual activities for primary education. These activities are based on the holistic model of multilingual education, which consists of approaches ranging from acknowledging different languages in the classroom to the active use of these languages in instruction. Teachers from six schools have used this toolbox to integrate multilingualism in their lessons. Half of these teachers also followed a professionalisation program, in which they were guided individually and as group in implementing multilingualism and stimulating pupils' active participation in these activities. During the project, research has been done on what happens in classrooms when teachers implement multilingual activities and on the attitudes of both teachers and pupils.

The toolbox is available at <http://3mproject.nl/toolbox/>.

Project 5: Global Citizenship and Multilingual Competences

Jan Ybema

How to be a Frisian and a global citizen at the same time? How should we deal with social diversity and multilingualism in this age of globalisation, or how can we make sustainable choices when it comes to our food or our clothing? In the ongoing project Global Citizenship and Multilingual Competences (GCMC) we develop modules for secondary school teachers to increase their citizenship education skills and to make the link with multilingualism both in the classroom and in society at large. GCMC wants to build bridges between the local and the global, between the small language and the world language, between regional and migrant languages. The modules created at Mercator/Fryske Akademy address issues such as translanguaging in the classroom, minority language policy and rights, and social prestige of languages. The modules will be tested in school classes and at the end of the project they will be made available online via the website <https://gcmc.global>.

Hoe kinst yn dizze globalisearjende wrâld bewust kieze wêr't dyn iten en dyn klean weikomme, hoe kinst omgean mei maatskiplik ferskaat en meartaligens – hoe kinst in Fries wêze en tagelyk in wrâldboarger? Yn it rinnende projekt Global Citizenship and Multilingual Competences (GCMC) wurde modules ûntwikkele foar learkrêften yn it fuortset ûnderwiis om har feardichheden mei boargerskipsûnderwiis te fergrutsjen en dêrby de keppeling te meitsjen mei meartaligens yn 'e klasse en maatskippijbreed. GCMC wol brêgen slaan tusken it lokale en it mondiale, tusken de lytse taal en de wrâldtaal, tusken regionale en migrantetalen. De module dy't by Mercator makke wurdt, giet yn op saken as taalwickseljen yn 'e klasse (translanguaging), minderheidstaalbelied en -rjochten en it sosjaal prestiizje fan talen. De modules wurde yn 'e lespraktyk hifke en oan 'e ein fan it projekt wurde se online tagonklik fia de website <https://gcmc.global>.

Project 6: Equal opportunities through multilingual PABOs

Charlie Robinson-Jones, Laura Nap & Amanda van Dijk-van 't Noordende

During the Comenius Senior Fellowship project Gelijke kansen door meertalige pabo's (Equal opportunities through multilingual PABOs), multilingualism was more embedded in the primary teacher training programme at NHL Stenden University of Applied Sciences. For example, multilingualism and diversity were integrated into the new DBE (Design Based Education) curriculum to create a continuous learning line, and a transition programme was set up for highly qualified refugees who would like to follow a higher vocational education programme. To give languages more space within the primary teacher training programme, the possibilities of the Content and Language Integrated Learning (CLIL) approach and its potential benefits were also explored. In this workshop, we will present the findings of research on (1) the transition programme for highly qualified refugees, (2) pre-service primary teachers' views of multilingualism in education and experiences regarding their training for teaching in multilingual classes, and (3) the implementation of CLIL within the primary teacher training programme.

'Gelijke kansen door meertalige pabo's: de pabo in en voor een meertalige en multiculturele maatschappij': <https://www.nwo.nl/en/projects/40518865554>.

#S6

Lapekoer Gabe Skroar 1822-2022

Dit jier is it 200 jier ferlyn dat de earste printinge útkaam fan de Lapekoer fan Gabe Skroar. It is in samling koarte ferhalen en gedichten skreaun troch Joast en Eeltsje Halbertsma. Gabe Skroar wie oarspronklik de fiktive auteur fan 'e stikjes mar letter waard er ek haadpersoan. By lettere printingen waard de samling útwreide. Se binne no better bekend yn de titel dy't de einredaksje meikrige nei it ferstjerren fan de bruorren Halbertsma: Rimen en Teltsjes, neffens de Fryske wikipedia "it nasjonale boek fan 'e Fryske literatuer".

Oer it ginneraal wurde de koarte ferhalen better ûntfongen as de gedichten (fan Eeltsje Halbertsma) dy't frijwat klisjeemjittich binne. De ferhalen dêrfoaroer binne peareltjes fan fertelkeunst, dy't in goed en komysk byld jouwe fan it Fryske folkslibben yn de 19e iuw. De ferhalen yn Rimen en Teltsjes litte har goed ferlykje mei syn Hollânske wjergader, de Camera Obscura, fan Nicolaas Beets. Beide jouwe in goed humoristysk byld fan it folkslibben yn de 19e iuw. It ferskil is lykwols dat de Camera him fierhinne beheint ta de boppelaach, de middenklasse, wylst de Rimen en Teltsjes ynzoomt op it gewoane folk.

No is der op it plattelân ek minder sosjale stratifikaasje as yn 'e stêd, en dat draacht ek by oan it ferskil, plus dat it Frysk in amper skreaune folkstaal is, wylst it Hollânsk in skriuw-en sprekaal is dy't it mooglik makket om troch jins taalgebrûk sosjale hierargy út te drukken. Tsjintwurdich binne der noch altyd deselde ferskillen tusken Nederlânske kultuer en Fryske kultuer as yn de 19e iuw, en dat lit sjen hoe 'resilient' dat ferskil is. Yn 'e Workshop komme de tema's fan taal, identiteit en humor yn 'e lêzingen wiidweidich aan 'e oarder. De lêzingen sille de basis foarmje foar stikken op sirkwy.nl.

Foarsitters binne **Meindert Reitsma** (Tresoar) en **Eric Hoekstra** (Fryske Akademy).

1. Gabe Skroar op 'e nij ferhelle

Hein Jaap Hilarides

'Natuurlijk heette hij eigenlijk geen Gabe Skroar, want hij was de zoon van boer Pibe Rommerts. Gabe Pibes was dus zijn naam. Maar ze noemden hem Gabe Kleermaker, want als boerenzoon met een ongelukkig been moest hij zittend werk doen en was 'skroar' geworden. Nou ja, eigenlijk was Gabe Skroar ook geen kleermaker maar een verzinsel - een verzinsel van de Halbertsma's. Joost kwam ermee op de proppen toen hij in 1822 de eerste gedichten van Eeltje liet drukken alsof het versjes waren die waren geschreven door een kreukele kleermaker Gabe. Ze waren zogenaamd gevonden onder zijn kleermakerstafel in een lappenmand, de Lapekoer fan Gabe Skroar.'

'Een paar zinnen van Joost in dat eerste bundeltje verzen waren genoeg om Gabe tot leven te wekken: Gabe met zijn manke poot, zijn levenslust, zijn speelse, gevoelige en melancholieke liedjes en zijn uitdagende praatjes. Iedereen had het over Gabe Skroar. In de volgende jaren kwamen de Halbertsma's met verhalen waarin Gabe de hoofdrol speelde: ze laten Gabe op pad gaan en met iedereen praatjes aanknopen. Zo op het oog praatjes van niets, maar ze zijn nooit zonder betekenis. Met zijn snedigheid en spot bestrijdt Gabe namelijk vooroordelen en neemt hij het op tegen al te geleerde dominees, inhalige dokters, gierige koopmannen, hooghartige jonkers en bijgelovige flapdrollen. Gabe werd de held van de Rimen & Teltsjes en heeft vele levens.'

Yn 2017 skreau Alpita de Jong dizze ynlieding by in boekje oer Gabe Skroar. It boekje waard útjûn troch Uitgeverij Louise omdat De lapekoer fan Gabe Skroar 200 jier lyn ferskynd wie. Utjouwer Eddy van der Noord frege my oft ik de ferhalen yn de lettere Rimen en Teltsjes fan de bruorren Halbertsma op 'e nije ferhelje woe.

Foar it boekje ha ik de hiele Rimen en Teltsjes trochwest. De teltsjes oer Gabe Skroar foarmje dêryn ien ferhaal. De bruorren Halbertsma beschriuwde aventueren fan Gabe mei klanten, famkes, in hynder (It Noarger rún), minsken fan adel, boeren en notabelen. De ferhaaltsjes jouwe in kolderyk byld fan de 19e-iuwske maatskappij.

Ut dy koarte ferhalen ha ik, yn oerlis mei Eddy van der Noord, in kar makke. It ferhaal dat oerbleaun is, ha ik in bytsje oanpast. It is ien koart ferhaal wurden. De foalchoarder wêryndik de ferhalen set ha, stiet hjirûnder:

1. Unrjochtfurdige lapen
2. Klûntsje knippe
3. De reis nei de jichtmasters

Master Freark

Toon Wever

Doctor Pfificus

De duvelbander

4. De boask tusken Gabe en Wobbel

5. It famke (liet)

Foar de workshop sil ik fertelle hoe't ik ta myn kar kommen bin en hoe't ik te wurk gien bin by 'De nije aventouren van Gabe Skroar'. Dêrneist sil ik de koarte ferhalen fan de Halbertsma's ferlykje mei in pear oare koarte ferhalen fan skriuwers út dy tiid, en besprekke hoe't Gabe Skroar him ferhâldt ta de rest fan de ynhâld fan Rimen en Teltsjes.

2. Gabe Skroar en de ûntmytologisearring fan Joast Halbertsma

Eric Hoekstra

Jensma (1998: 202-207) jout yn 'e seksje "Een vader en een zoon" in ûntheisterjend en ûntmythologisearjend ynsjoch yn wa't Joast Halbertsma wie as heit (Het rode tasje van Salverda. Burgerlijk bewustzijn en Friese identiteit in de negentiende eeuw). Ik slút dêrby aan en sil sjen litte dat Halbertsma syn ideologyske opfettingen foar in part keas op grûn fan syn langst om by de 19e-iuwske yntellektuele elite te hearren. Troch dy ambysje rekke er de minsklike kant kwyt: net inkeld foar syn

soannen oer, mar ek as it gie om begryp foar Iju dy't oars tochten as hysels. Halbertsma syn satire yn De Lapekoer is ûnmeilydsum en sûnder empaty, hiel oars as Gysbert Japicx yn syn humoristysk wurk sjen lit. In analyse fan trije moppen út De Lapekoer sil dat dûdlik meitsje.

Ynsjoch yn Halbertsma syn ideology helpt ek om te begripen wêrom as er sokke skriklike apekoal op it aljemint brocht yn publikaasjes lykas "Het buddhisme en zijn stichter". Dat giet fierder as ûnskuldig spekulaasje, mar falt earder yn de kategory "fake facts". Mar it falt ek te ferklearjen út syn opportunistysk elitêr stribjen en de dingen dêrt er yn leauwde.

Hoewol ideolooch fan 'e Fryske vrijheid, wie er dat net as it om de ôfskiedingen yn de 19e iuw gie, in anti-elitêre grass roots beweging. Hjir wiis ik ek op klisjeetinken oangeande it net-frijsinnich kristendom fan it sljochtweihinne tsjerkefolk, dêrt de Canon fan de Fryske Skiednis him bygelyks skuldich oan makket. Dit ropt ek de fraach op nei de aard fan dûmny Halbertsma syn kristendom.

Omtinken foar de swarte kant fan Halbertsma mis ik yn de besteande literatuer, dy't almeast heech fan Joast Halbertsma opjout (e.g. De Jong 2009, Knooppunt Halbertsma). Projektarje de Iju har eigen humanistysk foarútgongsleauwe, har fertrouwen op wittenskip en globalisearring, har fertrouwen op it hearlike sukses fan in yntellectuele hegerein op Halbertsma? Sadwaande sil ik as korreksje op it besteande byld fan Halbertsma syn swarte kant wiidweidich oan 'e oarder stelle. Myn lêzing is eksploratyf en stelt fragen by it besteande narratyf dat foar master opslacht, net inkeld oangeande Joast Halbertsma, mar ek oangeande de opfettingen dy't yn ús tiid baas binne.

3. Notysje Diskusje Fryske Letterkunde

Eric Hoekstra, Fryske Akademy & Meindert Reitsma, Tresoar

Wy wolle de diskusje staljaan troch in rige stellingen mei-inoar te bepraten.

1. Út de fêste middelen fan de ynstituten op it mêd fan Fryske kultuer is yn de ôfrûne 10 jier gjin jild begrutte foar Letterkunde ('de wittenskiplike stúdzje fan literatuer'), en dat sil yn de kommende 10 jier ek net barre.

NB: wy hawwe it no dus net oer literatuerbefoarding of identiteitsundersyk of histoaryske kultuershiednis: it giet no om suvere Letterkunde, lykas it edysjewurk en de stúdzjes fan Abe de Vries oer 19 iuwske literatuer.

2. Jild foar Letterkunde kin inkeld by de provinsje weikomme op basis fan in plan:
 - a. Dêr't de spilers yn it fjild yn gearwurkje.
 - b. Dat in praktyske maatskiplike poat hat (Tresoar, AFUK, Skriuwersbûn, boekannels, ûnderwiis, ...) – mar dêr kin de teoretyske poat (RUG, FA) op meiliftsje.
 - c. Lyksa sil omtinken foar âldere letterkunde meiliftsje moatte op it omtinken foar de hjoeddeistige letterkunde (as by Trijetalige Skoalle: Frysk liftet mei op Ingelsk).
 - d. Der moatte plakken by ynstellingen beskikber komme om jonge letterkundigen oan te fiterjen ûnderfining op te dwaan
3. As men it mei 1 en 2 lykfine kin, soe men in Wurkgroep oprichtsje kinne, dy't yn gearspraak mei de spilers yn it fjild, en benammen de Provinsje, in plan opstelt, en yntsjinnet.

#S7

Seelter Frisian

Recently the first version of the Grammatik des Saterfriesischen (Slofstra, Hoekstra & Leppers 2021) came out, an extended version of the kurze Grammatik des Saterfriesischen written by Pyt Kramer (1982/1996). Saterfriesischen or Seelter Frisian is one of the three languages comprising the Frisian language family. It is the smallest language of Europe, and a threatened language. The session Seelter Frisian wants to bring together those studying Sater Frisian and interested parties in order to generate ideas for advancing the scientific infrastructure of the language and to review existing materials.

There is a tremendous amount of challenging work to be done. Where a national language can afford to pay specialists to study phenomena like, say, 17th century orthography in the work of Writer So-and-so, a small language is lucky if an amateur identifies the set of phonemes and designs an orthography at all. In our workshop we want to identify blank areas in the study of the language.

At this session, we will also investigate the possibility for establishing a society for the study of the Sater Frisian language, possibly as part of an inter-Frisian network or a network uniting the coastal regional and minority languages alongside the Waddenzee. Recently, linguists have come to realise that Frisian is actually a language family comprising officially recognised three languages. In addition, regional languages like Westfries (of the province North Holland), Gronings and Ostfriesisch Platt all three arise out of a language switch of speakers of Frisian who began to speak the language of the dominant powers that be (Dutch, Plattdeutsch in the time of the Hanze). This provides us with the perspective that the languages around the Waddenzee need to be studied in their unity.

1. Resilience and the acoustic analysis of Sater Frisian vowels

Heike Schoormann

(Discussant: Wilbert Heeringa)

2. A critical constructive discussion of the Grammatik des Saterfriesischen

Jarich Hoekstra

(Discussants: Eric Hoekstra, Bouke Slofstra)

3. Explaining the East Frisian language to East Frisians (and others)

Menno Aden

(Discussant: Arjen Versloot)

4. A research proposal foar ‘Taal yn Saterlân’: language resilience, language policy

Edwin Klinkenberg

(Discussant: Jelske Dijkstra)

5. Establishing a Society for the study of the Sater Frisian language

Eric Hoekstra, Bouke Slofstra & Henk Wolf

(Discussants: all)

#S8

Taalplan Frysk 2030

During the workshop we will give an update on the developments of 'Taalplan Frysk 2030'. A longitudinal research project in which several organizations participate, commissioned by the Province of Fryslân. We started in 2021 by creating so called Research-Practice Partnerships (Penuel & Gallagher, 2017). The idea is to collaborate with schools and teachers to improve educational practices focusing on the Frisian language and culture. We use Educational Design Research (van den Akker et al., 2006) as a research method in trying to design, develop and evaluate educational programs, processes, and products.

The responsibility of the province of Fryslân is to protect and to promote the Frisian language. On a macrolevel, one of the goals is that (more) people will be able to speak, read and write Frisian well. More specifically the main goal of Taalplan Frysk is that all primary and secondary schools implement the curriculum for all attainment targets (or core objectives) for Frisian, set by the government.

On the meso- and microlevel (school and classroom), a variety of eight organizations are involved in assisting schools in all thinkable ways to reach their ambitions for the Frisian culture and language.

Most important design criteria of our approach are:

- Multilingual perspective: learners as multilingual practitioners in a multilingual society (Meyer, 2016)
- Dialogic perspective: improve student engagement and attainment by improving the quality of classroom talk (Alexander, 2008)
- Sociocultural perspective: learning to read and write by using and producing texts in a meaningful context (Gee, 2008)

1. Introduction of Taalplan Frysk 2030

Nynke Anna Varkevisser, Klarinske de Roos & Albert Walsweer

First, we will provide the participants with some historical background about Frisian in education. Then we will show you some relevant data from research we conducted, that was used as a starting point for Taalplan Frysk 2030 (Varkevisser & Walsweer, 2018). A team of so-called skoalbesikers (educational researchers) visited from 2016 until 2018 all 423 schools for primary education and 71 locations with first grades for secondary education. The interviews at the schools were carried out with the help of a semi-structured questionnaire. The data was described in an online module and with this information, a ‘language plan’ has been drawn up for each school. The Provincial Executive have assessed all language plans and formally assigned a ‘language profile’ to the schools. The language profiles are directly related to whether the school fulfils the attainment targets for Frisian.

Now (2020 – 2022) all schools are visited for the second time, not only by a skoalbesiker, but also by a skoalstiper (school adviser). The skoalstiper is a key element of our approach to create Research-Practice Partnerships.

2. The work of a ‘skoalstiper’ in the longterm educational policy Taalplan Frysk 2030

Bernadet de Jager, Klarinske de Roos & Albert Walsweer

In the context of the Taalplan Frysk 2030 policy, the core element in coaching schools to improve and expand their education of Frisian, is offering each school a so-called skoalstiper. This is a process supervisor that coaches, teaches en monitors schools in implementing Frisian and multilingual education. The ambitions of the school are the starting point of a process of implementing the curriculum. In collaboration with the school, the skoalstiper translates this ambition in a long-term plan for implementing qualitatively good Frisian education that covers all nationally set goals.

The ambitions and the questions of schools are also the starting point for designing and developing teaching materials and teaching methods on the macrolevel.

During the workshop we will present the design principles and assumptions we used to define the way the skoalstipper work with schools and show examples of products, such as materials, pedagogy and methods.

3. Taalplan Frysk 2030 in vocational education and in the university of applied sciences

Fokke Jagersma, Babs Gezelle-Meerburg & Gerbrich de Jong

I hear and I forget.

I see and I remember.

I do and I understand.

I reflect and I learn.

NHL Stenden university of applied sciences has a social constructivist approach towards learning, called Design Based Education. Students work in multidisciplinary teams in close cooperation with the industry and professional field on real life cases. They not only feel responsible, but actually are responsible for the projects and the outcomes of the projects. Design Based Education meets the ambitions of Taalplan Frysk 2030 and Kurrikulum.frl. It connects the relevant stakeholders in the so-called triple helix: university, government and the field of education closely work together to create new ideas and innovations.

As well in secondary vocational education it is important to implement the professional experience into language learning and conversely. It means when students take subject-oriented practical lessons, attention is also paid to language and communication. And in the language lessons, in addition to spelling and grammar, attention is also paid to professional practice on the basis of internship assignments. For the Frisian language this method is of added value to train students in the Frisian

language, but also to give students the opportunity to renew the use and visibility by companies in the professional sector in which the student in question works. This way of working fits in seamlessly with the shared ambitions of the partners within Taalplan Frysk 2030.

In this presentation we will showcase some of our projects, share with you what students learn and what they delivered during the projects. We will show you some of the prototypes and artefacts.

PAPERS



#001

Can translanguaging save minority languages? The cases of Basque and Frisian

Durk Gorter

University of the Basque Country & Ikerbasque - Basque Foundation for Science

Translanguaging is an analytical concept widely used in studies on multilingualism and language learning nowadays, also in the Basque Country and Friesland (Cenoz & Gorter, 2022; Duarte & Van der Meij, 2020). A distinction can be made between spontaneous translanguaging and pedagogical translanguaging. On the one hand, spontaneous translanguaging refers to the discursive practices of multilingual speakers that have not been planned by the teacher and which take place both at school and outside school. On the other hand, pedagogical translanguaging refers to pedagogical strategies planned by the teacher inside the classroom. An outline of the core characteristics of pedagogical translanguaging in terms of type of programme, type of students, aims, organisation and approach will be given.

The aim of this contribution is to explore the relationship between pedagogical translanguaging and support for the minority language in the context of multilingual education. In this paper different aspects of translanguaging will be analyzed as related to the protection and promotion of minority languages, in particular in the context of Basque and Frisian. The similarities and differences of the two contexts will be discussed, including its strengths and weaknesses. Examples from interventions in multilingual education involving those two minority languages will be examined and compared in order to see how pedagogical translanguaging can be at the same time a threat for the survival of minority languages and an opportunity for their development. A set of principles that can strengthen pedagogical translanguaging in a context of regional minority language use will be discussed and elaborated further. The results of projects that have used pedagogical translanguaging are also related to monolingual and multilingual ideologies in language teaching.

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#002

Student language use out- and inside the trilingual classroom in the Dutch province of Friesland

Eabele Tjepkema

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There is growing evidence indicating that language development is related to exposure to the target language in- and outside the school, and thus also at home (Gathercole et al., 2013; Rhys and Thomas, 2012). Regarding minority language use in peer interaction, Thomas and Roberts (2011) show that students switch to the national language in the schoolyard, considered to have a higher status, which may have a negative effect on the opportunities for the use of the minority language. In the multilingual classroom, the pedagogical concept of translanguaging originally included planned bilingual language use for content learning. In current practices however different language use patterns are observed (Lewis et al., 2013).

These issues will be referred to in this presentation on the basis of data from Frisian trilingual primary schools, in which Frisian, English and Dutch are used as languages of communication and schooling in content-based education (Tjepkema, 2021). The research question that will be addressed is: Which languages are used by students at home, in the schoolyard and in the trilingual classroom, and how is student language use related to vocabulary- and reading comprehension development?

Regarding the student home and schoolyard languages, data have been collected with questionnaires in seven trilingual primary schools ($n= 165$ pupils). Furthermore, data have been collected by event sampling observations of 51 content-lessons in the three target languages in the same seven schools, for which an observation instrument was developed (Tjepkema, 2021). Student language development in the three target languages was assessed using vocabulary and reading comprehension tests specifically developed for evaluation in Dutch primary schools.

Analyses show that Frisian is the main spoken home language, but that Dutch is the dominant schoolyard language. Additionally, relations were found between home- and schoolyard languages and Frisian language development. In the multilingual classroom different student language use patterns can be observed in the three target language lessons, and relations are found between Dutch- and Frisian language development and their language use patterns.

This study provides relevant evidence for future research and policy with respect to the stimulation of language planning in the multilingual classroom, and maybe with an effect on out of school peer interaction.

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#003

Daar Kunnen We Meer Mee Doen: Een Typologie van Attitudes, Kennis en Vaardigheden rondom Meertalig Basisonderwijs in Friesland

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Omdat leerkrachten cruciaal zijn in het faciliteren van de meertaligheid van leerlingen in basisscholen, zijn hun meertalige competenties en hun positieve taalattitudes fundamenteel (Blömeke et al., 2015; Haukås, 2016). De attitudes van leerkrachten beïnvloeden hun perceptie en verwachtingen van de leerlingen (Snell & Lefstein 2018) en indirect ook de prestaties van leerlingen (Agirdag et al., 2013). Voor het verbeteren van taalonderwijs en de leerprestaties van leerlingen is het daarom noodzakelijk om te kijken naar de attitudes, kennis, en praktische vaardigheden van leerkrachten rondom meertaligheid (De Angelis 2011).

Binnen het framework van Dominant Language Constellations (DLC), onderzoeken wij de zelfreflectie van basisschoolleerkrachten op individueel en collectief niveau (Björklund et al, 2020). Het huidige onderzoek vindt plaats binnen het 3M project, waarin meertalige activiteiten benut worden om thuistalen in te zetten als waardevolle, positieve bron van kennis, en daarmee meertaligheid en het leren te bevorderen. De studie richt zich op het creëren van meer inzicht in de attitudes, kennis en praktische vaardigheden, en daarbij een typologie te ontwikkelen van DLCs in relatie tot de eerdergenoemde dimensies. Op basis van 23 semigestructureerde interviews met basisschool leerkrachten uit Friesland zoeken wij antwoorden op de volgende vragen: (1) welke patronen van DLCs

komen voor onder basisschoolleerkrachten in Friesland? (2) Hoe ontwikkelen we een typologie op basis van attitudes, kennis, en praktische vaardigheden?

Resultaten tonen aan dat leerkrachten geloven in het belang van meertalige pedagogiek en het inzetten van de thuistalen in het onderwijs. Verder benadrukken zij het belang van reeds ontwikkelde activiteiten als handvatten om meertaligheid in hun onderwijs te implementeren. Op basis hiervan tonen wij verschillen tussen tolerant, semi-geïntegreerd, en inclusief meertalig onderwijs.

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#004

Patroanen yn code-switching by Nederlânsk-Fryske twatalige bern

Femke van Seijen

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Voorgaand onderzoek toont aan dat code-switching veelvoudig voorkomt onder tweetalige kinderen, al vanaf een jonge leeftijd (Meisel, 1994). Er zijn verschillende theorieën rond de vraag waarom kinderen deze strategie toepassen; bijvoorbeeld dat ze hiermee lexicale gaten opvullen in hun non-dominante taal door middel van hun dominante taal (Nicoladis & Genesee, 1997). Ook taalinput zou een rol kunnen spelen in het gebruik van code-switching (Meng & Miyamoto, 2012).

In het huidige onderzoek werd de focus gelegd op Nederlands-Friese tweetalige kinderen. Hierbij werd gevonden dat de frequentie code-switches naar het Fries significant afnam over de spanne van twee jaar. Daarnaast werden er significante correlaties gevonden tussen het code-switchinggedrag en de scores op expressieve-taalvaardigheidstests in beide talen. Dit bleken positieve correlaties met de Friese en negatieve met de Nederlandse expressieve taalvaardigheid te zijn. Tot slot werd er een correlatie gevonden tussen de frequentie code-switches en de Friese input bij de eerste twee meetmomenten, maar niet bij de laatste. Ook werd duidelijk dat de Nederlandse expressieve taalvaardigheid op alle meetmomenten de frequentie code-switches negatief voorspelde; de Friese voorspelde de frequentie alleen op het derde meetmoment positief.

Voor vervolgonderzoek is een diepere analyse van het effect van taalvaardigheid en input op code-switchinggedrag, alsook van andere mogelijke factoren, nodig om hier een duidelijker beeld van te krijgen en meer kennis te verwerven; in het bijzonder binnen de Nederlands-Friese context.

#005

Re-voicing cultural landscapes: The Frisian strand

Berber Aardema

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Antine Zijlstra

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The European Charter for Regional and Minority Languages recognizes more than 200 European national minorities, each with their own distinct identity. Intangible cultural heritage (ICH), defined by UNESCO as the ‘traditions of living expressions inherited from our ancestors and passed on to our descendants’, plays a key part in the construction and enactment of these identities. Inevitably, these identities and their culture exist in a center-periphery relationship with the majority, where they might be undervalued, othered, commodified, or cut off from certain resources.

The research project Re-voicing cultural landscapes: narratives, perspectives, and performances of marginalized intangible cultural heritage (Re:voice) (JPICH, Horizon 2020) examines three of these marginalized identities and their intangible cultural heritage (ICH) through local cultural events, with the aim of making these marginalized cultural landscapes more visible and resilient. Three universities across Europe have teamed up to explore three minority cultures; (amateur) theatre in Frisia, the Netherlands; festivals in Cornwall, the UK; and festivals and cultural gatherings in the Livonian area of Latvia and south-west Estonia. The main goal is to get a better understanding of the interplay between minority and majority perspectives, narratives and performances of ICH, taking an inter-disciplinary and cross-nation perspective.

The presentation will focus on the Frisian strand of Re:voice and, specifically, its research on three theatrical events that can be seen as representative for the Frisian staple theatre tradition: an amateur performance in a village setting, a semi-professional open air performance with a regional scope, and a performance of the professional Frisian theatre company Tryater, that operates on a transregional level. These theatrical events are chosen because they take place at different geographical levels and

levels of professionalism and, thereby, offer the possibility to research the impact of changing circumstances on Frisian theatre as ICH. Special attention will be given to the influence of the increasing diversity in the communities it functions in and the way this affects processes of identity building. The preliminary results of the pilot conducted at the performance *It gelok fan Fryslân* (Happiness of Frisia) will also be discussed briefly.

#006

Formulas in Frisian Folktales

Jonathan Roper

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One of the most notable characteristics of folktales is that they tend to begin with formulas such as ‘Once Upon a Time’ and conclude with formulas such as ‘Happy Ever After’. Less obviously, the transition from the introductory set-up to the narration proper is often also marked by a traditional formula, and epithets, numerals and snatches of dialogue occurring within folktales may also be formulaic. Work on such folktale formulas has been done on cognate languages to Frisian (Holbek 1984, Karsdorp 2013, Kilanova 2006, Ranke 1979, Roper 2022), but not so much on Frisian (van der Kooi 1984), despite the existence of a large number of twentieth century folktale transcriptions, such as are found in Poortinga (e.g. 1976, 1977, 1978, etc.) and Jaarsma (2014), as well as in the holdings of the Meertens Institute.

This paper investigates opening and closing formulas in Frisian folktales, what their most popular forms were, how variable they were in oral tradition, and what the alternatives to them were, both within the genre of folktale and as well as in other oral narrative genres, such as joke and legend. Furthermore, it is important to see whether prolific narrators, such as Roel Piters de Jong and Steven de Bruin, had their own preferred formulas, and whether certain formulas are over-represented in the work of particular collectors, such as Poortinga or Daarsma, and consider what these preferences of teller and collector might reveal. This paper will also place the Frisian data in an international context.

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#007

Wêr bliuwe de froulju?

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De Gysbert Japiks Priis, de foarnaamste priis foar Fryske literatuer (sûnt 1947), is mar troch 4 froulju wûn, ferlike mei 32 mannen (dêrfan wûnen 2 him ek noch 2 kear!).(1) Noch gjin 20% fan 'e ynhâld fan Frysk literêr tydskrift Ensafh is ôfkomstich fan froulju.(2) It tal dichtbondels dat troch froulju útbrocht is yn 'e lêste 5 jier is 30% fan it tal dat troch manlju útbrocht waard.(3) Mar by Dichterskollektif Rixt (oprjochte yn 2018) binne hast likefolle froulju oansletten as manlju. (4) En de tredde Dichter Fan Fryslân is frou.(5)

Dichtsje froulju wol, mar hawwe se net de ambysje en/of de tiid om har wûrk oan te bieden by in tydskrift en har wûrk te bondelen? Hoe sjogge Fryske dichteressen har eigen posysje yn it Frysk literêre fjild? Wat binne de ûntjouwingen fan 'e ôfrûne tritich jier?

Om dêr mear ljocht op te smiten set de Redaksje Literêre Rigen in bondel mei ynterviews mei Fryske dichteressen op. De bondel kin besjoen wurde as in ferfolch op it boek fan Jelma Knol, ‘út syn aerden wei froulik’: de Fryske dichteressen en it misferstân, dat yn 1993 útkaam.(6)

Yn dizze lezing gean ik yn op de eftergrûnen en opset fan de nije ynterviewbondel.

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#008

Antropology fan de 'stim': hoe't dichterskollektif RIXT har manifestearret yn it politike kulturele lânskip fan Fryslân

Eelke Veltman

Fan it jier 2018 ôf waard dichterskollektif RIXT yn it libben rôpen. De reden dêrfoar kaam yn earste ynstânsje benammen út de diskusje oer it oppeneарjen fan de ‘Dichter fan Fryslân’, yn it ramt fan de Kulturele Haadstêd. RIXT hat, as ‘reaksje’ dêrop, in ‘Dichter fan de moanne’, sadat it omtinken foar de dichters yn Fryslân ferspraat wurdt. RIXT wol gedichten publisearje oer aktuele saken yn en bûten Fryslân, om de fitaliteit en aktualiteit fan de Fryske poëzy oan in breed publyk te toanen. It kollektif syn ambysje is om de poëzy ynternasjonaal op de kaart te setten, want mear ynternasjonale kontakten en útwikseling soe de Fryske poëzy fitalisearje moatte.

Dit ûndersyk besiket derachter te kommen op watfoar manieren RIXT (lês: de RIXT dichters) har manifestearret yn it politike kulturele lânskip fan Fryslân. Hoe krije de fyzje en ambysjes yn de praktyk foarm en hoe komt dat gear mei de skriuwyntinsjes fan de dichters sels. Wêr lizze de swierrichheden en watfoar (taal)diskusjes spylje der yn it kollektif? Troch soksoarte fragen te stellen yn kwalitative fraachpetearen mei de dichters besykje ik antwurd jaan te kinnen op de haadfraach. De kwalitative data besykje ik te analysearjen aan de hân fan in relatyf nij fjild yn de antropology, nammentlik de antropology fan de ‘stim’. Stim betsjut hjir sawol de letterlike, materiële ‘stim’ as de politike metafoar fan ‘stim jaan’ (oan minderheden). In analyze tusken materiële stimmen en harren metafoaryske politike mobilisaasjes is belangryk, om’t sa begrepen wurde kin hoe’t sosjale bewegings al of net by steat binne om harren ‘stim’ effektyf lûde te litten (Faudree 2013; Minks 2013; Schäfers 2017).

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#009

A platform for the transcription of Frisian (and other languages)

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Domenique van der Niet

Humain'r

Abstract volgt.

#010

Digital access to Frisian: what is in it for other low resource languages

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Recently 'Frysker.nl' was launched as a digital service for those who want to use the Frisian language. Frysker.nl can be seen as an example of language solutions built with reusable, open components. Several language resources are used under frysker.nl which are maintained at the Fryske Akademy (FA).

These resources are accessed using a service based on graphql technology. The service offers powerful functions which intelligently query (combinations of) resources, furthermore a translation function is available which calls an "oersetter"ⁱⁱ (translator) based on neural machine translationⁱⁱⁱ (NMT). The graphql service is used in a user-friendly website, in mobile apps and in embeddable widgets. Development around a graphql schema^{iv} enables us to guarantee a stable entry point for consumers such as web and app developers, while internally data and software can be improved.

Other low resource languages can benefit from the solutions developed and maintained at the FA. In the two bottom layers, data and service(s), components are developed open and reusable. This resulted in a standardized dictionary format and software libraries and applications^v on top of that format. For corpora as well we developed a standardized format^{vi} and software^{vii}. The NMT based "oersetter" is freely available and usable for other language pairs using your own parallel data. The graphql "languageapi" is available as well^{viii} but needs some adaptions before it runs for other languages. Especially the dictionary solution is directly usable, convert your data, for example via xslt, and the solution runs.

Using the oersetter implies the collection of parallel material, adaptation of scripts and training the software. De languageapi is generic, as is the implementing software, but only where it queries the

standardized dictionaries and the oersetters. In our paper we elaborate how our solutions can be used, what this requires in terms of expertise and size of tasks and what can be expected of the FA.

#011

Frisian Text-to-Speech Using Cross-Lingual Transfer Learning: An Experiment with 5 Source Languages

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Speech synthesis, also called text-to-speech (TTS), is the generation of artificial speech, with wide-ranging applications such as speech-enabled assistants and translators, language learning tools, and speech-based accessibility devices. Since the 2010s, neural-network based TTS (neural TTS) has been the dominant architecture, producing much higher speech quality than its previous paradigms (Tan et al., 2021). However, neural TTS usually requires a large amount of high-quality training data. Accordingly, it is not obviously applicable to low-resource languages (LRLs), i.e., languages that lack sufficient training data to facilitate research in speech technology and thus may fall behind in the age of far-reaching speech applications.

To overcome this, one approach is to train neural TTS models utilizing training data from other languages (called “source languages”) to make up for the lack of data in the language being synthesized (“target language”). This approach has been proven to be effective by e.g., Korte et al. (2020), but there remains a critical question: According to which criteria should source languages be selected? The convention is to select languages that are in the same language family with the target language, but a meta-analysis by Do et al. (2021) called this into question.

Therefore, we propose an alternative approach, which measures the similarities in phoneme inventories and distributions between the source and target languages. To verify this, we trained 5 TTS

models in Dutch, Finnish, French, Japanese, and Spanish, each on 9 hours of data, and used transfer learning to fine-tune these models to a 30-minute mini dataset of Frisian. In a listening experiment, we invited Frisian speakers to listen to sentences synthesized from these models and evaluated them on naturalness and pronunciation accuracy. Results showed statistically significant differences in the listening scores among the source languages, in descending order: Dutch, Finnish, French, Spanish, and Japanese. This order corresponds to that of our phoneme similarities metric, confirming its value as a criterion for source language selection.

Meanwhile, language family classification did not significantly affect the listening scores. We believe this finding is valuable in aiding TTS research for LRLs, which prioritizes data efficiency. For future research, we plan to verify this outcome with a directly multilingual model (as opposed to transfer learning, as in this study) and to extend the scope to an even wider range of languages.

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#012

Automatically computing acoustic differences between pronunciations

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An important source of acoustic variability is the presence of accent or dialect information in the speech signal. Despite recent advances in speech representation learning using deep neural networks, variability in speech is often poorly modelled (Koenecke et al., 2020). Traditionally, pronunciations are represented using phonetic transcriptions. However, transcribing speech using a phonetic alphabet is time consuming, labour intensive, and prone to errors. Furthermore, fine-grained pronunciation differences may not be adequately represented by a set of discrete phonetic symbols (Mermelstein, 1976).

We therefore present a fully automatic acoustic-only measure for comparing pronunciations. We use two datasets that contain (non-)native American English speech, and compute the similarity between each non-native speaker and native American English speech. Acoustic neural embeddings are computed for each speech sample using the English wav2vec 2.0 large model (Baevski et al., 2020). Subsequently, the sample embeddings are split into word-level embeddings using automatically obtained time alignments. For word pairs between a non-native and native speaker, scores of

pronunciation similarity are computed using dynamic time warping. Scores are averaged across all words to obtain a measurement of acoustic distance between a non-native and native speaker. To compute a single distance score for a non-native speaker and native speech, the distances between the non-native speaker and all native speakers are averaged. We evaluate how well these distances match human perception by correlating them with available human judgements of similarity. We compute the correlation using each of the hidden layers in the model on a held-out development set to investigate which layer is most suitable for our task.

Our results show that the hidden layers of the English wav2vec 2.0 large model contain useful acoustic information, as we obtain a strong correlation of $r = -0.87$ ($p < 0.0001$) between the acoustic distances and human judgements of native-likeness. In contrast, Wieling et al. (2014) reported a correlation of $r = -0.77$ ($p < 0.0001$) on the same data by using a distance measure based on transcribed speech. Most importantly, the acoustic distance measure computes pronunciation distances more efficiently.

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#013

Dialect recognition in Fryslân

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In this talk, we introduce a new approach to study spoken Frisian and its varieties based on perceptual recognition (see Pinget & Voeten, forthcoming). (Western) Frisian is essentially dialectal. The position of its dialects is strong, which is similar to the language situation in Norway and in Luxembourg, but different from many other European countries. Frisian consists of three main dialect groups: Klaafrysk (Clay Frisian), Wâldfrysk (Wood Frisian) and Súdwesthoeksk (Southwestern variety). These dialects are mutually intelligible and differ mostly at the lexical and phonetic level. Some Frisian linguists further distinguish two subvarieties within Clay Frisian: main Clay Frisian and Northern Corner Frisian (Duijff, 2002) and there are a number of peripheral Frisian dialects (e.g., in Hindeloopen, on Terschelling and Schiermonnikoog) and Frisian-Dutch and Frisian-Saxon contact varieties (Bloemhoff, Haan & Versloot, 2013). In addition, the three dialect groups are far from monolithic, whereby a small number of isoglosses actually overlap and virtually every village has its own dialect (Hof, 1933).

Within the Frisian varieties, the picture arising is thus more one of a dialect continuum than very outspoken dialect boundaries. The question therefore arises how this complex linguistic situation is represented mentally. How do listeners perceive the linguistic variation across space? We hypothesize that Frisian listeners are able to distinguish between the main dialect groups, but have more difficulties pinpointing or narrowing down the more specific area of the speakers' origin.

In this presentation, we outline the design of an online dialect recognition experiment and explain how it allows to investigate the mental representations of this complex Frisian linguistic situation. The speaker design will be discussed, and as far as possible the listener design, together with their implications for the results.

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#014

Exploring the linguistic landscape of Fryslân with LED-A

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In order to explore a dialect landscape and to reveal spatial patterns dialectologists may measure linguistic distances among local dialects. Kessler (1995) found the Levenshtein distance very suitable for measuring linguistic distances among Irish Gaelic dialects using phonetic transcriptions. Other scholars followed him by applying the method to dialects from other language families. The Levenshtein distance is a numerical value of the cost of the least expensive set of insertions, deletions or substitutions that would be needed to transform one string into another (Kruskal 1999).

In this paper we measure Levenshtein distances among language and dialect varieties in the province of Fryslân which include Frisian varieties, Frisian-Dutch contact varieties and Low Saxon varieties. We will show how these distances can easily be calculated and visualized with LED-A. Multiple variants of the Levenshtein distance are available in LED-A. We will especially focus on PMI Levenshtein, which learns segment distances based on the alignments that are generated by the algorithm (see Wieling et al. 2009, Wieling 2012). Both aggregated and individual word distances can be obtained on the basis of whole words or only on the basis of vowel or consonant substitutions or insertions/deletions.

Visualization techniques include cluster analysis, multidimensional scaling, area maps and so called RGB maps in which each variety is assigned a unique color based on the results of multidimensional scaling.

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#015

Frisian verb classes without class-features

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In this paper, we offer an account of the differences and similarities between the paradigms of two regular (so-called ‘weak’) verb-classes in Frisian, building on the analysis by Merkuur (2021). Traditionally, differences between classes are analyzed by using class features (e.g., Embick & Halle 2005), whereas the similarities between the paradigms are more or less taken for granted. In our analysis we make use of phrasal spell-out (Caha 2009; Caha et al., 2019; Starke 2014a; 2014b) which allows us to analyze the class differences in terms of a difference in size. Some verbs spell out more morpho-syntactic features than others. If all morpho-syntactic features need to be phonologically realized, this results in (partly) different paradigms. More specifically, we will show that Class-I verbs spell out a tense-node, which needs to be spelled out by a separate morph in Class-II verbs. In addition, we show that the same means can be fruitfully applied to account for the paradigms of ‘strong’ verbs.

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#016

Solving the Old Frisian Riddles of the Three Brothers: Folklore, Orality, and Freedom

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One rather enigmatic text found in the corpus of Old Frisian literature is the Riddles of the Three Brothers. While it is an oft-attested text (six different witnesses), it has been severely understudied. This is, however, not that surprising: one is dealing here with a specific folkloric genre that is not by necessity opaque to scholars in the fields of philology, history, or law. In order to understand the form and function of this text, we must understand its folkloric context, which I will provide in this presentation.

First, I will discuss the different instantiations of the three distinct riddles to be found and their solutions that is provided in a later manuscript (Codex Roorda). After that, the Riddles of the Three Brothers will be examined as attestations of Old Frisian folklore. More specific than a riddle, the Riddles of the Three Brothers are identified as quispels: a type of folkloric riddle in which the ridlee has to reconstruct the scenario that led to the situation described by the riddler. It will be argued that the Riddles of the Three Brothers has functioned in an oral setting as a didactic and recreative tool.

#017

Friese droogmakerijen en polders in de vroege 17e eeuw: particulier of algemeen belang?

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Abstract volgt.

#018

„My Frisian cousins have introduced us to some of the language“ – Der Status des Nordfriesischen bei Nachfahren nordfriesischer Auswander*innen in den USA

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In den ersten Dekaden nach dem zweiten Weltkrieg (ca. 1946-1966) wanderten ca. 500 Bewohner*innen der nordfriesischen Inseln Föhr und Amrum nach New York City aus und verstärkten dort die bereits existierende nordfriesische Gemeinschaft. In dieser Auswanderergemeinschaft war das Fering-Öömrang (nordfriesische Mundart der Inseln Föhr und Amrum) die vorherrschende Sprache der Auswanderer (erste Generation), was sich in den späten 1970er Jahren aufgrund von Sprachwechsel zum Englischen (ab der zweiten Generation) und sozioökonomischer Faktoren änderte (vgl. Kortum 1977). Der Sprachwechsel hin zur Dachsprache ist in mehrsprachigen Migrationsgemeinschaften die Regel (vgl. Salmons 2022); bei diesem Prozess spielen allerdings mehrere Faktoren eine unterschiedlich starke Rolle, z.B. Sprachprestige und Sprachbewusstsein (vgl. Brown/Bousquette 2018 und Kasstan/Auer/Salmons 2018). Die Herkunftssprache kann auch nach dem Sprachverlust Auswirkungen auf die Identitätskonstruktionen der Migrationsgemeinschaften besitzen, und zwar in symbolischer anstatt kommunikativer Form (vgl. Brown/Hietpas 2019 und Kühl/Peterson 2018).

In meinem Vortrag erläutere ich kurz, wie sich der Sprachwechsel bei den nordfriesischen Auswanderern und deren Nachfahren (zweite bis vierte Generation) seit der Auswanderung in den USA vollzog. Im Anschluss gehe ich anhand von Daten, die ich in neun Interviews und 48 Fragebögen mit Nachfahren nordfriesischer Auswanderer*innen erhoben habe, unter anderem auf Faktoren wie

das Prestige der friesischen, deutschen und englischen Sprache bei den Teilnehmenden sowie aktive und passive friesische Sprachkenntnisse in Verbindung mit der Sprachbiographie der Teilnehmenden ein. Abschließend erörtere ich Gründe dafür, dass nordfriesische Nachfahren kaum über aktive Sprachkenntnisse verfügen, dennoch aber dem Nordfriesischen einen sehr hohen emotionalen Stellenwert in Bezug auf ihre Identität beimessen.

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#019

'Dat fyn ik ûnfatsoenlik': Ideologies of politeness and linguistic minorization in globalized world

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We live in a world where minoritized and indigenous languages seem to be undergoing process of re-appreciation, as communities re-value their 'locality' while increasingly embracing globalization. This 'glocalization' is oftentimes described as a period of intense diversity, but the fact is that linguistic diversity is at an all-time low, and not even the recent re-valorization and reclamation movements seem to be enough to stop it.

In any contexts where a minoritized language is spoken, the majority language of the area enjoys a monopoly of use: its speakers never have to question whether it is appropriate to use their language in a particular context. However, the use of minoritized languages is highly 'marked', often viewed as ethnically, politically, culturally or religiously loaded. Speakers of the majority languages seem to think that the only reason one would use a minoritized language in a public setting is to exclude them from the in-group. Answering a majority language speaker in a minoritized language is therefore impolite, a face-threatening act (Brown & Levinson 1978). Curiously, the thought never occurs to them that their indiscriminate use of the majority language imposes a grouping many may not feel at ease with.

In this presentation I will analyze the ideologies of politeness that have long dictated these dynamics of language use in minoritized contexts. I will focus on the attitudes and behaviours towards the use of minoritized languages in Western Europe, particularly Frisian in Fryslân (Belmar & Pinho 2020; Belmar 2021a), and Catalan in Catalonia (Belmar 2021b), to argue that any language plan that intends to normalize the use of the minoritized language needs to a) redefine politeness and b) normalize bi/multilingual conversations.

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#020

Attitudes, Theory of Planned Behaviour and the Intelligibility of Frisian

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Although research has been done on the topic, it remains incredibly difficult to determine the intelligibility of Frisian for non-speakers with a Dutch language background. Research on the intelligibility of Frisian finds vastly different rates across different tasks, ranging from 19,5% in a word translation task (de Vries, 2010) to almost 85% in a reading comprehension task (Belmar & Pinho, 2020). Adding to this difficulty of determining the intelligibility is the persistent idea, often expressed on social media, that Frisian is an unintelligible language.

This idea that Frisian is unintelligible might very well originate in the negative attitudes people hold towards the language: Although speakers themselves consider the language positively, it is negatively regarded by non-speakers (Hilton & Gooskens, 2013). More specifically, non-speakers that live in Fryslân tend to regard the language the most negatively (Hilton & Gooskens, 2013). Trying to understand a language that is closely related to one's own, like Frisian is to Dutch, but that one does not actively speak requires extra effort. One needs to, for example, rely on receptive skills and consider the context of an utterance to determine its meaning. If one holds negative attitudes towards a language, one's motivation to put in this effort is arguably lower which could result in a lower (perceived) intelligibility (Gooskens, 2006).

This project sheds more light on the intelligibility of Frisian for Dutch non-speakers and the potential effects of the present negative attitudes. The intelligibility for non-speaking pre-service teachers in Leeuwarden was measured using an auditory cloze test. The link between the measured intelligibility and attitude constructs like dynamism, attractiveness and superiority (cf. Zahn & Hopper, 1985), implicit attitudes, and constructs from the Theory of Planned Behaviour (Ajzen, 1991) are explored.

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#021

New speakers' attitudes towards West Frisian and its varieties: Lessons for language planning

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Classified by UNESCO as a minority language in danger of becoming extinct, West Frisian – primarily spoken in the Dutch province of Fryslân – is being protected and promoted by means of provincial language planning. To date, the main focus has been on encouraging ‘traditional’ speakers to use their language. However, it has become important to extend the focus to encouraging more ‘new’ speakers to learn West Frisian. ‘New speakers’ are defined as individuals who did not grow up speaking a minority language but who are learning it later on in life, as adults. Research from around the world shows that, in contexts where many traditional speakers shift to majority languages, new speakers can play a key role in ensuring the maintenance of minority languages.

To develop planning measures that promote the learning of West Frisian among future new speakers, it is important to study the language attitudes of current new speakers – because language attitudes influence what languages individuals decide to learn. Notably, the promotion of a particular language is inextricably connected with the question of which variety of that language should be advanced. The variety of West Frisian generally learned by new speakers is the one taught at Afûk (Algemiene Fryske Ûnderrjocht Kommisje): a standardised variety that is different from the varieties used by most traditional speakers.

This paper presents the first investigation of the attitudes that new speakers hold not only towards West Frisian itself but also towards the variety of Frisian taught at Afûk. Data were collected from 325

Afûk students. A questionnaire was used to elicit participants' attitudes towards West Frisian in terms of the main evaluative dimensions of language attitudes: status (linked with utilitarian value) and solidarity (linked with social identity). Attitudes towards Afûk Frisian were elicited in terms of two key strata in new speakers' perceptions of varieties: authenticity (linked with social and territorial roots) and anonymity (linked with legitimacy derived from standardisation).

Data collection has just been completed. The questionnaire yielded both qualitative and quantitative data, but the focus of this talk will be on the latter. These data will be analysed statistically, using factor analysis, t-tests, and multiple regressions. We hypothesise (1) that new speakers hold more positive attitudes towards West Frisian on the solidarity dimension than on the status dimension; (2) that their attitudes on the solidarity dimension correlate negatively with their evaluations of Afûk Frisian in terms of authenticity; and (3) that their attitudes on the status dimension correlate positively with their evaluations of Afûk Frisian in terms of anonymity. The findings of this study will be discussed in terms of their implications for future language planning measures to ensure the continuing vitality and resilience of West Frisian in Fryslân.

#022

Sporen van de ‘Friese Vrijheid’ in publieke discussies over landschappelijke ingrepen

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Deelnemers aan publieke discussies over ruimtelijke ingrepen in Fryslân maken met enige regelmaat gebruik van zogenaamde ‘identiteitsclaims’. Dat zien we bijvoorbeeld bij tegenstanders van het ‘Deltaplan voor het Noorden’. In hun pleidooi tegen de aanleg van de Lelylijn en de bouw van 45.000 woningen doen zij een beroep op Friese exclusiviteit; de ruimtelijke ingrepen zouden ‘het open Friese landschap’ aantasten, en door verhuizingen naar Fryslân zouden de Friese taal, cultuur en ‘mienskip’ onder druk komen staan. Voorstanders beroepen zich in hun argumentatie op nagenoeg dezelfde kwaliteiten van Fryslân, maar dan als ‘unique selling point’ in de (inter)nationale concurrentieslag om kapitaalkrachtige toeristen, ondernemers, werknemers, nieuwe inwoners en afzetmarkten voor Friese diensten en producten.

Eenzelfde argumentatieve patroon kan naar ons idee in meerdere discoursen worden aangewezen. Waar tegenstanders van ruimtelijke ingrepen Friese identiteitsclaims inzetten om externe ‘bedreigingen’ aan te wijzen, gebruiken voorstanders vergelijkbare identiteitsclaims voor het schetsen van ‘kansen’ die ruimtelijke ingrepen met zich meebrengen. In deze bijdrage doen we een eerste poging om de onderscheidende kenmerken van dit argumentatieve grondpatroon te beschrijven, en sporen van haar ontstaansgeschiedenis bloot te leggen. Deze sporen traceren we door patronen in actuele publieke discussies te vergelijken met die in enkele discussies over ruimtelijke ingrepen en politieke omwentelingen in de negentiende en twintigste eeuw.

Het Friese zelfbeeld dat aan deze discussies ten grondslag ligt kan getypeerd worden als een zogenaamde verzetsidentiteit, vergelijkbaar met die van andere kleine gemeenschappen die zich

voortdurend tegenover de culturele en politieke hegemonie van grotere machten moeten bewijzen. Vooral in het geval van reële of ingebeeldte dreiging, als het ‘eigene’ op de een of andere manier in het geding komt of dreigt op te lossen in een groter geheel, worden het eigen erfgoed en de eigen cultuur factoren van groot politiek belang. Een dergelijke reflex zien we bijvoorbeeld in de vroege negentiende eeuw, als Fryslân onderdeel wordt van het sterk gecentraliseerde Koninkrijk der Nederlanden. Maar ook in recentere tijden, in reactie op de door Ronald Plasterk voorgestelde ‘megaprovincies’ en rondom het voornoemde ‘Deltaplan’ zoeken tegenstanders in Fryslân toevlucht tot een vast repertoire aan beproefde ‘crowd symbols’ (Elias Canetti). Hierbij spelen processen van standaardisering (taal, volksgebruiken) en canonisering (literaire en historische grootheden) een grote rol. Ook de canonisering van het ‘karakteristieke Friese’ landschap, de voornaamste identiteitsclaim tegenover het verstedelijkte westen, moet in dit kader gezien worden. We betogen dat de ontwikkeling van het beschreven patroon sterk samenhangt met toenemende verheerlijking van het abstracte concept ‘Friese Vrijheid’ zoals die in de loop van de afgelopen twee eeuwen gestalte kreeg. Door huidige debatten in dit licht te interpreteren zullen we aantonen hoe het negentiende-eeuwse ideaalbeeld van Fryslân als een ‘vrije’ plattelandsprovincie doorwerkt in het heden.

#023

De histoaryske fearkrêft fan it Frysk as taal oan de hân fan begripen as ‘útfinen fan de taalidentiteit’, ‘ferbylde mienskip’, ‘tekstuele mienskip’, ‘polityk-geografyske identiteit’ en ‘útfûne tradysje’

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It Frysk hat troch de iuwen hinne in grutte fearkrêft sjen litten yn de foarm fan syn taalidentiteit. De taalstatus fan it Frysk mei yn ús tiid dûdlik wêze, mar dy hat sûnt de midsiuwen yngripende feroaringen ûndergien. Ferskillende begripen kinne dêr in ferhelderjend ljocht op smite.

Yn de tiid fan de ‘Fryske vrijheid’ yn de lette midsiuwen hat it ‘Freesk’ him mei in eigen taalidentiteit losmakke fan it ‘Dútsk’ (Meijering 1983). Lloyd (1991) beskriuwt it konseptueel losmeitsjen fan in oertaal oan de hân fan it útfinen fan in eigen identiteit mei in eigen taalnamme. Yn Fryslân ûntstie de idee in oare mienskip te wêzen dy’t dus in oare taal prate. Twa besibbe begripen ‘ferbylde mienskip’ (Andersson 1983) en ‘tekstuële mienskip’ (Stock 1983) wurkje dat fierder út; yn in ferbylde mienskip hawwe de leden in mentaal byld fan har affiniteit mei dy mienskip en by in tekstmienskip steane skreaune teksten sintraal by it sjen fan in mienskiplike identiteit.

Nei’t sa yn de lette midsiuwen in dûdlik ôfbeakene identiteit ta stân kommen wie, loste dy yn de rin fan de sechtjinde iuw wer op doe’t it Frysk as offisjele (skriuw)taal ferdwûn. By de polityk-geografyske ienwurding fan de konfederale Republyk kaam de beneaming ‘Vriesch’ ûnder it begryp fan it ‘Nederlandtsch’ te fallen, lykas der doe ek in Hollânske subvariëteit fan dat Nederdútsk bestie. By ‘Vries’ gie it om beide de taal fan de stêd en dy fan it plattelân (‘Stadfries’ en ‘Landfries’, Hilarides 1715).

Dy identiteit as diel fan it Nederlandtsk soe fuortbestean oant yn de romantyk, doe’t healwei de njoggentjinde iuw it Frysk op ’e nij ‘útfûn’ waard as selsstannige taal (as in foarm fan útfûne tradysje

(Hobsbawm en Ranger 1983). Troch te ferwizen nei in fier ferline waard in nasjonale identiteit konstruearre dy't de ienheid fuortsterke en ûnder oare it standardisearjen fan de eigen taal legitimearre. It Frysk fearre op 'e nij as taal op.

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#024

Vernacula haec. *) Vroeg-modern Fries in zowel regionaal als Europees meertalig perspectief

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In vergelijking met de aandacht voor de cultuurgeschiedenis van het middeleeuwse Fries in de afgelopen decennia, is de bestudering van vroeg-moderne Friese taal en teksten een weinig betreden onderzoeksgebied. Ik wil hier graag verandering in brengen. Het Fries, zoals het voortleefde en zich ontwikkelde van midden 16e tot begin 19e eeuw, is een onmisbaar onderdeel in het grotere verhaal van de geschiedenis van de Friese taal. Het is het tijdperk waarin het Fries in Westerlauwers Friesland toch niet uitstierf.

Met nieuwe perspectieven op de Friese teksten uit die tijd hoop ik zowel dit onderdeel van het talige cultuurhistorische erfgoed van Friesland meer toegankelijk te maken, als een bijdrage te leveren aan de comparatieve studie van taalgesciedenis en literatuur in ‘kleinere’ talen in de vroeg-moderne tijd. In mijn paper stel ik voor om op twee niveaus de studie het Midfriese tekstcorpus te revitaliseren:

- 1) de regionale cultuurhistorische context van het Fries als taal die geschreven (en gedrukt) werd door geletterde mannen, tussen het Latijn, Nederlands en andere schrijftalen
- 2) een Europees comparatief perspectief: het Fries in vergelijking met andere ‘kleinere’ talen in vroeg-modern West- en Midden-Europa

De geschiedenis van het Fries zal ik plaatsen in een groter narratief van ‘kleinere’ talen, – talen (niet per se hedendaagse ‘minderheidstalen’) die naast Latijn en meer dominante geschreven moderne taal een nog bescheiden plek op papier innamen. In dit cultuurhistorische narratief is ook aandacht voor factoren als verschillende religieuze en politieke groepsidentiteiten en technologische innovaties in boekproductie.

Als case-study van gedrukt vroeg-modern Fries neem ik in dit paper de *Friesche Boere-Practica* (1640) van Petrus Baardt. Dit is een speelse tekst die creatief reageert op Latijnse en volkstalige literaire tradities. Deze paper is een verkennende voorstudie voor een dissertatie op het gebied van vroeg-modern Fries, – ook in dat opzicht wil ik ermee bijdragen aan de resilience van de academische frisistiek.

) Vernacula haec: ‘deze dingen in de volkstaal’ – de eerste woorden van Petrus Baardts Latijnse voorwoord op zijn *Friesche Boere-Practica

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#025

Das Protokollbuch des nordfriesischen Seminaristenclubs in Tondern 1874-1894

Frühestes Zeugnis eines gesamtnordfriesischen Bewusstseins entdeckt

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Im 19. Jahrhundert und insbesondere im deutschen Kaiserreich waren Studentenverbindungen wichtige und machtvolle Selbstorganisationen der akademischen Elite. Nach ihrem Vorbild formierten sich auch außerhalb der Universitäten ähnliche Gruppierungen, so Schülerverbindungen an Gymnasien oder auch Seminaristenverbindungen im Umfeld von Lehrerseminaren, den nichtuniversitären Ausbildungsstätten für Volksschullehrer.

Ein solches Seminar war in der Stadt Tondern angesiedelt, die heute zu Dänemark gehört, bis 1920 aber ein wichtiges Zentrum für den Norden der Region Nordfriesland war. 1874 gründete sich hier der „Friesenclub“ der Tonderaner Seminaristen, auch „Frásk Géll“ (Friesische Gilde) genannt. In dieser Seminaristenverbindung wurden Nordfriesen aus fast allen Dialektgebieten Mitglied, die in Tondern zu Volksschullehrern ausgebildet wurden und später häufig in Nordfriesland tätig waren. Ziel war ausdrücklich, neben Geselligkeit ein gesamtnordfriesisches Bewußtsein zu fördern, kulturelle Vorträge auf Friesisch zu halten, darüber dialektübergreifend zu diskutieren und friesische Lieder zu singen. Warum es kaum Nachrichten über die „Frásk Géll“ gibt, warum die ehemaligen Mitglieder auch nach 1894 nichts über sie berichteten, liegt weitgehend im Dunkeln. Allerdings gab es offenbar Ende des 19. Jahrhunderts ein Verbot des preußischen Staates, dass Seminaristen eigene Clubs, Vereine oder Verbindungen betreiben, die an universitäre Studenten-Verbindungen erinnern. Die sozialen Grenzen zwischen Akademikern und Volksschullehrern wurden damit betont, ein Beispiel der sozialen Schichtungen im Deutschen Kaiserreich.

Im Jahre 2019 wurde das Protokollbuch der „Frásk Géll“ entdeckt, das von der Gründung 1874 bis zu seiner Auflösung 1894 geführt wurde – weitgehend in friesischer Sprache. In der Geschichte der friesischen Bewegung Nordfrieslands stellt diese Entdeckung ein neues Kapitel dar, denn der Club war seiner Zeit mit einem gesamtnordfriesischen Bewußtsein weit voraus. Selbst der älteste lokale Friesenverein gründete sich erst 1879.

Das Protokollbuch der „Frásk Géll“ wurde inzwischen durch das Nordfriisk Instituut transkribiert und übersetzt, die Auswertung steht noch am Anfang. In diesem Vortrag sollen das Manuskript erstmals der wissenschaftlichen Öffentlichkeit vorgestellt und der Arbeitsstand vorgetragen werden. Im Mittelpunkt stehen folgende Fragen: Woran manifestiert sich das gesamtnordfriesische Bewusstsein des Clubs? Wo liegen Gemeinsamkeiten und Unterschiede zu den in aller Regel deutschnational geprägten Studentenverbindungen, lässt sich womöglich eine nationalemanzipatorisch friesische Haltung erkennen? Inwieweit haben Mitglieder des Clubs die friesische Bewegung Nordfrieslands beeinflusst? Und nicht zuletzt: Was lässt sich über das Protokollbuch als Quelle zur friesischen Sprache in Nordfriesland mit seinen zahlreichen Dialektgebieten sagen?

#026

Hinweise auf einen geografischen Gebrauch der nordfriesischen Richtungspartikeln innerhalb von Gebäuden

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Meine Dissertation trägt den Titel Der Kompass der Nordfriesen und befasst sich aus raumlinguistischer Perspektive mit der sprachlichen Kodierung absoluter Orientierung am Beispiel der Himmelsrichtungen und Richtungspartikeln im Nordfriesischen. Maßgeblich inspiriert wurde diese Arbeit von Lokalisationen wie kar. del tod Nôarden ‚runter nach Norden‘, wi. ep jitter Horbel ta ‚rauf nach Horsbüll‘, mgh. dat åäster likapundäl Boord ‚das östliche senkrechte Brett [am Tisch]‘, wfö. Det wiar de Hukstuul üüb e Waastereeg faan e Boosel ‚Das war der Eckstuhl auf der Westseite des Tischs‘ usw., die aus der standardsprachlichen Perspektive des Hochdeutschen Fragen aufwerfen: heißt es nicht rauf nach Norden? Wieso ist Horsbüll oben, obwohl das Kirchspiel nicht mal einen Meter über dem Meeresspiegel liegt, und warum kann die Position von Möbel(teile)n mit den Himmelsrichtungen beschrieben werden, wenn Europäer nach der gängigen Lehrmeinung eigentlich daran gewöhnt sind, nur geografische oder größere immobile Objekte auf diese Weise zu lokalisieren? Ich habe dargelegt, dass die vier genannten Angaben und vergleichbare nordfriesische Lokalisationen durch ein absolutes Orientierungsvermögen ihrer Urheber ermöglicht wurde, das auf der charakteristischen Topographie Nordfrieslands sowie auf davon abhängigen siedlungsstrategischen Traditionen beruhte.

Nun lassen die in Der Kompass der Nordfriesen dokumentierten Daten den Schluss zu, dass sich das identifizierte System der Richtungspartikeln (stark vereinfacht: rauf/runter-Achse mit kreuzender rüber-Achse), d. h. ihr „geografischer Gebrauch“, nicht auf den Innenbereich von Gebäuden erstreckte – im Gegensatz etwa zu einem in vielen Details vergleichbaren System der in Mexiko gesprochenen Sprache Tzeltal oder auch zur nordfriesischen Verwendung der Himmelsrichtungen.

In meinem Vortrag möchte ich deshalb (mögliche) Belege für einen solchen Gebrauch der Richtungspartikeln wie beispielsweise bök. aale Griss lupe aw e Bausemteele, inj glojd er ap baj e Keh en en auser fönг ick noch jüst bajt Äderbinj ast ap to e Haingste welj ,alle Ferkel laufen auf dem Stallboden, eines rannte da rauf zu den Kühen und ein anderes bekam ich gerade noch am Hinterbein [zu fassen], als es rauf zu den Pferden wollte' oder bök. díl öñ e Lü ,runter in die erste Scheune' diskutieren und klären, inwiefern sie auf die Existenz einer rauf/runter-Achse schließen lassen, die Sprecher des Nordfriesischen zur Beschreibung von Bewegungen heranzogen, deren Ausgangs- und Zielorte sich im selben Stockwerk eines Gebäudes befanden. Dabei möchte ich herausarbeiten, wie sich das für diesen Zweck gesammelte Material zu den Ergebnissen meiner Dissertation verhält.

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#027

In grutskalich ûndersyk nei de klankûntwikkeling yn it Frysk en Nederlânsk by jonge Frysktalige bern

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Fryske Akademy

Hast de helte fan de bern yn Fryslân wurdt mei it Frysk grutbrocht (Provinsje Fryslân, 2020). Eins groeie al dy bern twatalich op, want se hearre ek Nederlânsk om harren hinne. Meastal ferrint de ferwerving fan beide talen goed, mar in inkeldke kear is dit net it gefal en dy bern komme by de logopedist. Om ûndersyk te dwaan nei steurnissen yn de klankûntwikkeling ha logopedisten sânt 2021 de beskikking oer de Fryske ferzje fan de Speakaboo-app. Dit ynstrumint bringt de klankûntwikkeling fan ûnder oare it Frysk en it Nederlânsk yn kaart. Mar it ûntbrekt logopedisten noch oan kennis oer de foloarder fan de Fryske klankûntwikkeling. Dy kennis is needsaaklik om in goed terapyplan op te setten.

Dêrom wurdt de Speakaboo-app fan september 2022 ôf yn in grutskalich ûndersyk by 320 fan hûs út Frysktalige bern tusken 2;6-6;0 jier brûkt, mei as doel om mear ynformaasje te garjen oer de klankûntwikkeling yn it Frysk en Nederlânsk. Taalferskillen yn beide talen kinne nammentlik liede ta in ferskil yn de foloarder fan klankûntwikkeling (MacLeod et al., 2011) ferlike mei dy fan ientalige bern. Sa ferwachtsje wy dat Frysktalige bern yn it Frysk in gruttere fariaasje sjen litte by de ûntwikkeling fan it kontrast yn lûdlingte (ferlykber mei Kehoe, 2002), omdat it Fryskolle mear lûden hat dan it Nederlânsk. Fierder is it mooglik dat de /r/ op in oar momint ferwurven wurdt troch Frysktalige bern, omdat dy klank yn it Frysk allinnich as tongpunt-r (alveolêre trilklang) korrekt realisearre wurdt. De tongpunt-r is it dreechst om te meitsjen.

Per leeftydsgroep wurdt op trije nivo's sjoen nei it persintaazje bern dat de klank korrekt realisearret (nei de metoadyk Priester & Goorhuis-Brouwer, 2013; Macleod et al. 2011):

- Customary level: op syn minst 50% fan de bern yn in leeftydsgroep realisearret de klank korrekt
- Acquired level: op syn minst 75% fan de bern yn in leeftydsgroep realisearret de klank korrekt

- Mastered level: op syn minst 90% fan de bern yn in leeftydsgróep realisearret de klank korrekt.

Dizze yndieling jout ynsjoch yn hokfoar klanken earder en letter ferwurven wurde. Tidens de posterpresintaasje wurdt de metoadyk fan dit ûndersyk fierder úteinset en kin in demonstraasje jûn wurde fan de Speakaboo-app.

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#028

t.b.a.

#029

Let's talk about the future: Expressing future events in Fering-Öömrang

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"Germanic languages form the "futureless area" of Europe (Dahl 2008:325). They do not have a dedicated future morpheme, and all of them can use the present tense in the expression of future events. However, several Germanic languages have developed periphrastic constructions for expression of the future (Harbert 2007:297). In the Fering-Öömrang dialect of North Frisian, three different periphrastic constructions have been noted. Two involve modal verbs, either *skal* 'shall' or *wal* 'want', as shown in (1), (2), hence governing the plain infinitive I. In the third option, a lexical verb *kem* 'come' is used as an auxiliary with infinitive II as in (3) (Arfsten et al. 2021:119).

- (1) Ik skal maaren en kleet kuupe.

ik skal maaren en kleet kuupe
1SG shall.1SG.PRES tomorrow INDEF dress buy.INFI
'I will buy a dress tomorrow.'

- (2) Det wal'r wel ei du.

det wal=r wel ei du
DEF.D.F/N want.3SG.PRES=3SG.M PARTICLE NEG do.INFI
'He supposedly won't do that.'

- (3) A termiinen kem uun't bleed tu stunen.

a termiin-en kem uun=t bleed
DEF.A.M date-PL come.3SG.PRES PREP=DEF.A.F/N newspaper
tu stunen

TO stand.INFII

'The dates will be published in the newspaper.'

According to Ebert (1994), use of the modal verbs with a future reading is restricted to expressions of obligation, intention, and prediction. It is not at all clear, however, how widespread these constructions are in actual language use. Thus, in this talk, I will explore the usage of future expressions in a corpus of modern literary texts in Fering-Öömrang, compiled from a creative writing competition from 2001–2020. My talk will address the following questions: Do we find periphrastic constructions at all for the expression of future? Where do we find them? And which means do writers use alternatively to convey a future reading of an event?

Glosses: 1 = first person, 3 = third person, DEF = definite (two paradigms: A & D), F/N = feminine/neutral, INDEF = indefinite, INF1 = infinitive I, INF2 = infinitive II, M = masculine, NEG = negation, PL = plural, PRES = present, SG = singular

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#030

Self-reports in Frisian context: utility, (dis)advantages and validity

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Research methods based on self-reports have often been criticized, perhaps even more so in the Frisian context (cf. De Haan 2010). Whether it is about language use or proficiency, the willingness to tell the truth may be limited, making such studies questionable or even useless without further investigation. On the other hand, multiple studies have shown that self-reports are quite valid, even if not matching the reality entirely (e.g. Bachman and Palmer 1985, Mistar 2011). So what is true? Can we utilize self-reports and if so, in what kinds of situations? In this presentation, we will relate to these questions based on a large-scale study on Frisian language use.

In the fourth sociological study in Fryslân (Klinkenberg et al. 2018), speakers of Frisian were asked to fill in an online questionnaire about the use of various Frisian words (both standard Frisian variants and borrowings from Dutch) and grammatical constructions (Stefan 2022). About 250 participants were subsequently invited for an in-depth interview, which allowed for a direct comparison between self-reported and tested language use. Therefore, a couple of tasks were performed, such as picture naming and translation tasks. The results show that tested language use largely aligns with the reported language use, thus confirming that self-reports are valid in the Frisian context.

However, we did find differences between the two methods. Borrowings from Dutch, e.g., occurred (slightly) more often during the interview than in the questionnaire, which suggests that speakers of Frisian consider standard Frisian variants to be better than borrowings, even if they would not

(consequently) use them themselves. Although very few of these differences were actually significant, we can conclude that self-report studies are suitable for indicating general patterns in a society, but less suitable for a (detailed) study of personal performance. In general, our participants were clearly inclined to select the questionnaire options corresponding to their actual language use. Moreover, many of them showed the ability to adjust their language use, which suggests that their knowledge of Standard Frisian should not be underestimated.

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POSTERS

#P001

Meerlectale geletterdheid: Een Noors concept toegepast in de Fries-Nederlandse context

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Het Noors kent twee standaardschrijftalen: het Bokmål wordt door ca. 85% van de Noren gebruikt, en het Nynorsk door de resterende 15%. Er zijn lexicale, morfosyntactische en (in de spelling tot uitdrukking gebrachte) ‘fonologische’ verschillen tussen de twee standaarden, maar ze zijn onderling volledig verstaanbaar. Een analyse van schoolresultaten laat zien dat Nynorsk-leerlingen beter presteren dan Bokmål-leerlingen. Het vermoeden bestaat dat dit komt doordat Nynorsk-leerlingen lees- en schrijfvaardigheid ontwikkelen in beide variëteiten, en dus ‘bigeletterd’ zijn, aangezien zij buiten school veel aan het Bokmål worden blootgesteld; andersom is dit in veel mindere mate het geval. Daarnaast zijn sommige leerlingen ook nog geletterd in hun eigen (niet gecodificeerde) dialect. Op basis hiervan hebben Noorse onderzoekers de “Multilectal Literacy Enhancement Crux” (M-LEX) voorgesteld: actieve geletterdheid in nauw verwante variëteiten kan onder bepaalde omstandigheden schoolprestaties verbeteren.

Binnen het project “Multilectal Literacy in Education (MultiLit)” wordt deze hypothese verder getoetst door met psycholinguïstische en sociolinguïstische experimenten de verwerving, verwerking en het gebruik van nauw verwante geschreven variëteiten te onderzoeken.

Een cruciaal onderdeel van het project is de vergelijking tussen meerlectale geletterdheid in Noorwegen en Nederland, in het bijzonder in Fryslân. Er zijn duidelijke overeenkomsten: een nauw verwante sterkere (Nederlands) en zwakkere (Fries) standaardvariëteit en frequent gebruik van niet-standaardvariëteiten in informele contexten. Maar er zijn ook verschillen: het Nynorsk wordt sterker

ondersteund door de overheid en het onderwijsysteem dan het Fries, en Fries en Nederlands zijn twee verschillende talen in plaats van twee variëteiten van dezelfde taal. Fryslân is daarom een belangrijke proeftuin voor de geldigheid van de Multilectal Literacy Enhancement Crux.

In deze poster presenteren wij de in Fryslân geplande deelstudies binnen het MultiLit-project, te weten:

- een productie- en interferentie-experiment met geschreven en gesproken prompts
- een analyse van informele teksten (chats) van middelbare scholieren
- psycholinguïstische experimenten a.d.h.v. één- en meertalige input

#P002

Van Old naar Jong: A language game for Gronings

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Dialects and regional languages in The Netherlands have been in strong decline during the last decades (e.g. Versloot, 2020). For Low Saxon, in particular, most parents have stopped transferring the language to their children (Driessen, 2012), resulting in low usage and proficiency among young potential speakers.

The online educational application Van Old naar Jong (Speech Lab Groningen, 2021) aims to (re)familiarise children in primary education in the province of Groningen with the local Low Saxon dialect Gronings. The application was designed by Speech Lab Groningen and Centrum Groninger Taal & Cultuur on the initiative of the association for local interests of the villages Zandeweer, Eppenhuizen and Doodstil, after which it was distributed throughout the province. The application is part of a larger set of lessons designed in collaboration with RUG Scholierenacademie in which children learn about Gronings and perform their own dialect research. Currently, the application has been downloaded 2.000 times and the set of lessons is used in nearly 100 schools.

The material for the application was sourced from older dialect speakers from the villages mentioned above. They were interviewed by a fellow inhabitant and dialect speaker, and asked which words from their local dialect should be transferred to future generations. Author Kunny Luchtenberg

subsequently wrote four short stories that included the most popular words from the interviews. Different exercises that train listening, reading, speaking, and writing skills were designed around these stories. Exercises include for instance games in which children reorder sentences and games in which children have to select pictures that correspond with the stories.

By using a bottom-up approach, the application has been fine-tuned to the needs of the speech community in Groningen. Furthermore, the data from the interviews have been included in WoordWaark, the online freely accessible database for Gronings. In this way, the project contributes both to language documentation and revitalisation. Moreover, the Van Old naar Jong project can be adapted to other language varieties in the Netherlands.

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#P003

Analyzing vertical phonetic convergence and divergence in Northern Netherlandic varieties using dialectometry

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"We report ongoing investigations into phonetic change of dialect groups in the northern Netherlandic language area. We are particularly interested in the Frisian and Low Saxon language groups, because the vitality (the aggregated likelihood of propagation given internal and external factors; cf. Edwards, 1992) of these neighboring varieties differs considerably (Ytsma, 2006; Bloemhoff et al., 2013). Despite differences in the rate of change (Buurke, 2020), it is known that both dialects groups are in decline (Driessen, 2012). At the same time, there are some further developments in the

Netherlandic area, such as the formation of language varieties that occupy a seemingly permanent space between the standard language and traditional dialects (so called 'regiolects'; cf. Hoppenbrouwers, 1990; Vandekerckhove, 2009; Ghyselen, 2015), which reinforce the dialects.

We analyzed existing phonetic corpora (Taeldeman & Goeman, 1996; Heeringa & Hinskens, 2014), which consisted of recordings and phonetic transcriptions of older male speakers translating Standard Dutch words into their own local variant of Frisian or Low Saxon. The overlapping locations and words between these datasets (24 locations, 36 words) were used to compare the realizations of Standard

Dutch target words over time. A single transcriber made phonetic transcriptions from available audio recordings of the earlier datasets. This approach avoids intertranscriber variability, which is a known issue for one of the datasets (Hinskens & Van Oostendorp, 2006).

A three-dimensional variant of the Levenshtein distance (Heeringa & Hinskens, 2015), combined with methods that induce realistic phonetic distances between transcriptions (Wieling et al., 2012), was used to estimate how much local variants changed between 1990 and 2010, and whether they changed towards Standard Dutch or away from it. Using generalized additive models (Wood, 2017), we investigated non-linear spatial variation of the observed phonetic change, while we directly account for the inter-item variation between Standard Dutch target words.

Our analyses indicate that phonetic change is a slow process in this geographical area, as the phonetic change overall is low in the 20 year time span of interest (i.e., approximately 3.4% across the area). Note that there is only statistical evidence of spatial change when the Low Saxon group is contrasted with the rest of the dialect area (the Groningen dialects are excluded from the Low Saxon group as they exhibit different phonological and morphological patterns). This indicates that phonetic language change in the area is a spatially chaotic process (cf. Heeringa & Nerbonne, 2000; Heeringa & Hinskens, 2015). The Frisian and Groningen dialect groups are the least convergent towards Standard Dutch, while the Low Saxon varieties are the most prone to change of this type.