

Dei fan de Fryske Taalkunde 11

Thema: taalstriid

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Franeke Woordeboek + aanbieding

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POSTER SESSION STUDENTS MULTILINGUALISM University Campus Groningen

Slofstra, Bouke

‘Dan laket alles jin sa oan’. Biningseigenskippen fan *jin/jins*

Spoelstra, Janneke

It rôze wurdfjild yn it ONFW, fan *anders zijn/oars wêze* oant lhbti+/lhbt+

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Wim Aalbers¹, Nijverdal, <waalbers@gmail.com>

Ut Franeker Woardeboek

- Ut Franeker Woardeboek
 - De indeling
 - De werkize
 - De mogeluke rôl fan de Taalgids foar ut Franekers en ut Franeker Woardeboek as útgangspunt foar de spelling fan de ferskillende Stâdsfrise dialekten.
 - De ferhouding fan ut Stâdsfrys tût ut Nederlâns en ut Frys.
 - Un histoarise benadering
 - Un aktuele benadering
-

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Ut Genoatskap foar ut Behoud fan ut Franekers en Ut Franeker Woardeboek

- Ut Genoatskap foar ut Behoud fan ut Franekers (GBF)
 - Hoe is ut allegaar begonnen?
 - Hoe staat de flag der nou foar?
 - Foargeskiedenis fan ut FWB
 - 2017: Earste druk Taalgids foar ut Franekers
 - 2020: Tweede ferbetterde druk Taalgids foar ut Franekers
 - Overuge aktiviteiten
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 - Kontakten
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Aanbieding van het *Franeker Woardeboek*

¹Bestuurslid GBF / Samensteller Franeker Woardeboek.

²Foarsitter fan ut GBF.

Minority Language Rights to Education in International, Regional, and Domestic Regulations and Practices: The Case of Frisian in the Netherlands

The presentation examines minority language education in the Dutch province of Fryslân from a rights-based approach. To conduct the analysis, we employed a qualitative (legal) content analysis. We explored minority language rights at different levels to answer the following question: To what extent are international and regional standards on minority language education applied domestically to education in Frisian and through the medium of the Frisian language? We discuss the historical trends in the international community regarding minority-language education and elaborate specifically on the Netherlands' shifting approach on the matter. Our analysis of international, regional, and domestic regulations shows that the issue of exemptions and the reduction in the Frisian core objectives have weakened the position of Frisian in education. Owing to the lack of proper implementation of the current regulations, the Netherlands has been deficient in fulfilling the right to mother-tongue education in Frisian primary schools. The analysis further shows that the Netherlands do not treat Frisian education as a right. Legal solutions to tackle this situation are discussed.

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The figura etymologica in Old Frisian legal prose

The figura etymologica in the narrow sense is a rhetoric figure combining an intransitive or transitive verb and a noun as cognate object in singular or plural, cf. Lat. *vitam vivere, acta agere*, Gr. πόλεμον πολεμίζειν, ἀπειλὰς ἀπειλεῖν, often extended by an additional attribute, cf. Germ. *einen tiefen Schlaf schlafen*.

While there are recent linguistic studies dedicated to the figura etymologica in Middle High German (Ruge 2015) and Old English (Lendinara 2011), relatively little has been said about the phenomenon in Old Frisian although it is well attested in the texts that have come down to us. While Szadrowsky, apart from providing numerous examples, describes the extensive use of Frisian figurae etymologicae as “Klangfreude [und] syntaktische Macht” (1959, 150), Bremmer as part of a more recent study on alliteration in Old Frisian understands it as an embellishment by well-educated scribes (2011, 85; “well-educated author” in 2009, 155).

In this talk, I will focus on some linguistic aspects of the figura etymologica in its various forms in Old Frisian legal prose. These are (a) the simple form, as in *thingia en thing* (SkR 30.2), (b) the cognate word is not the object but what already Delbrück called “ausmalender Instrumentalis” (1967, 256), as in *ielde mith ielde* (BrB 96), *beta mith fulre bote* (BrB 181), (c) Pluralisation, as in *hwasa hoxna hoxnath* (BrB 50), (d) external objects and Nomen objecti, as in *dēde dwā(n)* ‘to commit a crime’ but also ‘to inflict a wound’.

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‘Ik wil je niet verstaan’:

Het effect van de houding naar het Fries op de verstaanbaarheid.

Alhoewel het Fries een officiële status heeft in Nederland zal een Nederlandse bezoeker van Friesland niet snel aan gesproken Fries blootgesteld worden. Dit is omdat sprekers van het Fries Nederlands zullen spreken wanneer ze erachter komen dat hun gesprekspartner geen (moedertaal)spreeker van het Fries is (Belmar et al., 2019). Dit is opvallend omdat Friesland is voorgesteld als de perfecte context om receptieve meertaligheid te introduceren omdat Fries genoeg verstaanbaar is voor sprekers van het Nederlands voor succesvolle communicatie (Belmar & Pinho, 2020). De verstaanbaarheid van een nauw verwante taal, zoals het Fries voor sprekers van het Nederlands, wordt bepaald door meerdere linguïstische factoren zoals lexicale en fonetische afstanden, maar kan ook beïnvloed worden door andere niet-linguïstische factoren zoals contact en houdingen naar de taal (Gooskens, 2006, 2007; Heeringa et al., 2013; Schüppert et al., 2015). Er is veel aandacht besteed aan linguïstische verklaringen voor deze verstaanbaarheid, maar onderzoek naar de niet-linguïstische factoren is achtergebleven. Daarom onderzocht mijn pilotstudie het effect van houdingen naar het Fries op de verstaanbaarheid van de taal.

De hypothese is dat mensen met een negatieve houding naar het Fries de taal minder verstaanbaar vinden omdat ze niet bereid zijn zich in te spannen om de taal te begrijpen. Het proberen te verstaan van een nauw verwante taal vraagt iemand om al hun linguïstische vaardigheden in te zetten. Iets wat hen natuurlijk veel moeite kost (Belmar & Pinho, 2020; Gooskens 2006). Gezien de negatieve houding die Nederlanders vaak hebben naar het Fries (Hilton & Gooskens, 2013), kan het zo zijn dat Fries onverstaanbaar is door deze negatieve attitudes.

Hoewel Van Bezooijen en Gooskens (2005) geen relatie vinden tussen de verstaanbaarheid van het Fries en de houdingen naar de taal in hun steekproef van taalkundestudenten, heeft mijn pilotstudie met een steekproef van oudere sprekers van het Nederlands wel degelijk een effect gevonden van houdingen naar het Fries op de verstaanbaarheid ervan. In deze studie werden deelnemers online uitgenodigd een enquête in te vullen waarin hun attitudes naar het Fries en hun begrip van de taal werden gemeten. Een significant effect van impliciete attitudes ($p < .05$) en een bijna-significant effect van expliciete houdingen naar de taal werden gevonden ($p = .067$). Al met al verklaarden deze variabelen 37% van de variatie, wat aangeeft dat ze een groot effect hebben op de verstaanbaarheid. In de presentatie deel ik graag deze resultaten en speculeer ik graag met de aanwezige experts over vervolgonderzoek.

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Class is a matter of size

In this paper I focus on two regular verbal paradigms of Frisian: the paradigm of verbs like *bakke* [bəkə] ‘to bake’, so-called class I verbs, and verbs like *wurkje* [wɔɛkjə] ‘to work’, so-called class II-verbs (see Merkuur 2021 for a recent analysis). We will propose that the different ways in which these verbs are inflected in the present indicative and the past tense is a result of the different ‘size’ of their root. The analysis is couched in the framework of nanosyntax (Starke 2009, 2011; Caha 2016, 2020). Following Starke 2011, the central idea of the paper is that the root of a verb is specified for the amount of morphosyntactic structure that it realizes/spells out. Consider the Table 1 and 2 below.

√BAK	IPS ‘root meaning’	Tense	Past	Number #	Plural	Person	Participant	Speaker
1/2/3 pl. past	√		-tə				-n	
1/2/3 pl. Present	√						-ə	

Table 1: 1st /2nd /3rd person plural past and present of Class I-verbs (*bakke*)

√WURK	IPS ‘root meaning’	Tense	Past	Number #	Plural	Person	Participant	Speaker
1/2/3 pl. past	√		-ə				-n	
1/2/3 pl. present	√	-j					-ə	

Table 2: 1st /2nd /3rd person plural past and present of of Class II-verbs (*wurkje*)

As can be seen from these tables, the structure realized by the root of Class I verbs is larger than the structure realized by the Class II verb roots. As a consequence, the T(ense)-node that is realized by the root of Class I verbs needs to be realized by a separate affix ([j] in the present, [ə] in the past tense) in Class-II verbs.

In the paper, we will see how the different ‘sizes’ of the roots and the affixes together realize the morphosyntactic structures of the verbal paradigms of these two verb classes in the present and past tense. This approach renders the need for any diacritic class-features superfluous. Furthermore, the nanosyntactic approach has no need for impoverishment,

fusion or any other special spell-out device. Everything follows from a general algorithm for spell-out, and the lexical specification of the root and the affixes.

Ideally, the proposal would account for all forms also without using any zero-affixes. However, it seems that, as seems to be the case in other West-Germanic languages, the realization of the person-features seems to require for this somewhat suspicious device.

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Presentaasje fan Frysker.nl

Frysker.nl is in webside dy't minsken helpe moat om Frysker te wurde as se no binne. Minske kinne sykje nei wurden en teksten, fine detailynformaasje oer wurden lykas foarmen, synonymen en foarbylden. In hifker is beskiber om teksten te ferbetterjen en in oersetter dy't teksten omset fan Nederlânsk nei Frysk en oarsom.

Yn in koarte presintaasje krije jim achtergrûnynformaasje oer de wurking fan Frysker en de plannen foar de takomst. Oan'e ein fan de presintaasje sil Frysker offisjeel iepene wurde.

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“Eventually, You Pick Up Some Stuff” Attitudes towards Frisian in Teacher Narratives

Negative attitudes towards minority languages in multilingual educational settings can have far-reaching consequences for pupils’ academic achievement and well-being, yet they prevail in most education systems (Herzog-Punzenberger et al., 2017). The current study adds to the growing body of research on language attitudes in education by analysing the narrative negotiation (Korthals Altes, 2014) of such attitudes. It answers the research question: how do pre-service teachers frame their attitudes towards the Frisian language, implicitly or explicitly, as the outcome of certain experiences (motivations, actions, encounters, conflicts and consequences)?

22 semi-structured interviews were conducted with pre-service teachers from the Dutch province of Fryslân, where schools with a trilingual curriculum (Frisian, Dutch and English) are challenged by the growing number of immigrant pupils (Duarte & Günther-van der Meij, 2018). Conceptualising language encounters as ‘border experiences’ (Wijers, 2014), the transcribed data was analysed using a method for mapping how narratives are used to ‘work through’ such ‘border experiences’ and to negotiate the rupture (Moenandar & Huisman, 2017) that language encounters may represent to the interviewee. Our analysis shows that in the narratives of pre-service teachers minority languages are cast as obstacles for academic achievement, thus reifying implicit language hierarchies. This study makes future research possible in which the regulating effects on actual learning environments of certain dominant narratives of multilingualism can be better understood.

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Taalvariatie in Zuid-Lauwersland

Het Zuid-Lauwersland is een gebied dat ligt in het noordoosten van de provincie Fryslân, ten zuiden van het Lauwersmeer, ten noorden van het Prinses Margrietkanaal, ten oosten van Kollum en ten westen van de provinciegrens Fryslân-Groningen. Het overgrote deel van het gebied is ontstaan door inpoldering van het zuidelijke deel van de brede monding van de rivier De Lauwers. Het Zuid-Lauwerslands is een contactvariëteit waarbij minstens drie taalvariëteiten betrokken zijn, namelijk het Nederlands, het Fries, het Nedersaksisch van het Groninger Westerkwartier. Een vierde speler is mogelijk het Stadsfries.

In ons verkennend onderzoek hebben we de in dorpen Kollum, Kollumerpomp, Warfstermolen, Munnekezijl, Burum, Gerkesklooster en Stroobos twee sprekers de Goeman-Taeldeman-van Reenen-vragenlijst laten voorlezen plus zeven extra zinnen in het Fries. Bij het analyseren van de opnamen hebben we gefocust op de volgende verschijnselen:

- woordvolgorde in de werkwoordsgroep;
- aan- of afwezigheid van het voorvoegsel ge- op het voltooid deelwoord;
- aanvulling van conjuncties met 't;
- de uitspraak van de g aan het begin van het woord;
- dDe uitspraak van de n als nasalering van de voorgaande klinker;
- afwezigheid van de r voor s, l, d, t, n;
- aanwezigheid van sch of sk.

Voor elk van de verschijnselen hebben we per spreker bepaald het aantal keren dat Friese uitspraak gekozen werd, en dit uitgedrukt als een percentage. Vervolgens berekenden we per plaats gemiddelden over de verschijnselen en de twee sprekers.

Opvallend is dat het hoogste percentage Fries in Kollum is (74%), het dialect dat traditioneel als Stadsfries wordt bestempeld. Er lijken zich twee groepen af te tekenen, namelijk dorpen die meer Fries zijn in het (noord)westen en zuiden (>50%), en dorpen die meer Nederlands of Gronings zijn in het (noord)oosten (<50%). Drie dorpen uit de laatste groep en Kollumerland behoren volgens de kaart van Jo Daan (Daan & Blok 1969) tot het Kollumerlands, terwijl de andere dorpen op of vlakbij de grens met het Friese gebied liggen.

Als toekomstig onderzoek willen we als identificatie van het Zuid-Lauwerslands systematisch de talen rondom het Zuid-Lauwerslands erin betrekken: het Nederlands, het Fries van de Noordelijke Wouden, het Stadfries en het Westerkwartiers van Groningen. Ook willen we onderzoeken of er een systematisch taalkundig patroon zit in de mengvorm, bijvoorbeeld naamwoorden meer Gronings, werkwoorden meer Fries of Stadsfries.

Taal-striid is bylde-striid

De histoarysk-sosjolingwistyske ûntjouwing fan it Frysk as ‘taal’

De striid om sels taal te wêzen - en net in dialekt fan in oare taal – is in striid fan sosjale ferbylding. Taalkundich is it dreech om in krechte skieding tusken ‘dialekt’ en ‘taal’ oan te bringen. Faak wurdt yn dizze kwestje ferwiisd nei de typearring dat de earste net in leger en in marine hat en de twadde wol. Der is ek in ynfalshoeke mooglik neffens it begryp *ferbylde mienskip* fan Benedict Anderson (1983). In *ynbylde of ferbylde mienskip* (*‘imagined community’*) is in mienskip dêr't de leden elkoar net allegearre persoanlik kenne, mar wol in ûnderlinge bining fiele en harren diel fan dy groep beskôgje. Leden hawwe in mentaal byld fan har affiniteit mei dy mienskip. Dêrby wurdt de klam lein op in mienskiplik ferline en kultuer yn kombinaasje mei nasjonale retoryk, myten en útfûne tradysjes. Troch beskriuwingen fan it Frysk troch kontemporêne skriuwers op in rychje te setten, kin der in byld ûntstean dat de status as ‘taal’ fan it Frysk troch de iuwen hinne net altyd konstant wie. De earste atestaasje fan ‘Vriesschen’ - yn tsjinstelling mei ‘Dietschen’ – as taal is te finen by de Limburchske dichter Henric van Veldeke yn de tolde iuw. Dêrnei is in skriuwtradysje ûntstien dy't lykwols yn de sechtjinde iuw ôfbrutsen waard. Dat hat ek gefolgen hân foar de ferbylding fan it Frysk as taal. De iuwen dêr wer nei liket it Frysk fan de taalradar te ferdwinen en pas wer yn de Romantyk op te dûken.

Yn dizze lêzing sille sitaten fan ûnder oaren Joos Lambrecht, Bonaventura Vulcanus, Hendrik Laurensz Spiegel, Cornelis Kiliaen, Gysbert Japicx, Franciscus Junius, Johannes Hilarides, Everwinus Wassenbergh, Anneas Ypeij, Joast Halbertsma en Harmen Sytstra ferbûn wurde mei de taalpolitike en -sosjologyske omstannichheden fan dy tiid.

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H.D. Meijering, "DEUTSCH" IN FRIESLAND. In: *Amsterdamer Beiträge zur älteren Germanistik* 20 1983: 183–200

The Onset Principle in the History of Frisian

In the Germanic languages, CVCV sequences are commonly syllabified as CV.CV (e.g., English *ego* and *wicked*, which are syllabified *ego* [i:go] and *wicked* [wɪ.kəd], respectively). Studies of Germanic phonology normally motivate this syllabification by reference to the Onset Principle, which takes the following form:

(1) The Onset Principle (Onset)

Syllables must have onsets (i.e., syllables cannot begin with vowels).

Duanmu (2015), however, has argued that Onset is in fact epiphenomenal in English, as in his view syllabifications that have traditionally been accounted for using Onset result from some other factor (normally the Stress to Weight Principle, which requires stressed syllables to be bimoraic). If Duanmu is correct, then the number of allegedly universal principles of syllabification can be reduced, meaning that his ideas merit serious consideration.

Although his own analysis is limited to English, Duanmu (2015: 333) notes that it “raises questions about the status of Onset and the WSP in other languages. However, since space does not permit the discussion of any other language in sufficient detail, I leave answers to such questions for future research.” Some such research has been done, e.g., Pierce (2012) argues that a Duanmu-type analysis (i.e., one without Onset) of Old English cannot be sustained. Here I investigate the possibility of such an analysis for Frisian and argue that, as was the case with Old English, such an analysis cannot be sustained for Frisian. In Old Frisian, the orthographic evidence from word breaks in the Old Frisian manuscripts (as discussed in work like Birkmann 1995) supports the traditional view that Onset played an important role in early Germanic syllabification, as CVCV sequences are consistently divided CV.CV (e.g., *mena* ‘mean’, which is divided *me.na*). This evidence further indicates that getting a Duanmu-type analysis to work for Old Frisian would require a radical reinterpretation of the Old Frisian data, according to which the rules for word breaks in the Old Frisian manuscripts would be entirely orthographic, not rooted in phonology. Since there is no compelling evidence in favor of this step, it must be rejected. As for Modern Frisian, Visser (1997) demonstrates convincingly that, although onsetless syllables are possible, e.g., in words like *om* ‘around, about’ and *iis* ‘ice’, Onset does play an important role in syllabification, meaning that a Duanmu-type analysis for Frisian cannot be sustained. The question of whether a Duanmu-type analysis can be sustained for other Germanic languages remains open, however, and requires additional research to confirm or reject.

POSTER SESSION

Emma Danbury

#Frysktok: TikTok as a Potential Tool in Minority and Indigenous Language Revitalization

Kato Kuijpers

Hasto “Harry Potter en de stien fan 'e wizen” lêzen? The role of translated literature on the revitalization and maintenance of Frisian in Fryslân

Raissa Necker

The Importance of Including Minority Languages in Early Childhood Education in Kindergartens - The Case of Frisian.

Puan Maharani

Language Attitudes of Indonesian Families in Fryslân

Judith Fromhold

Teachers' attitudes towards migrant minority languages in the classroom

Matthieu Poot

Inclusive language in Frisian: gender identity and pronouns

Merin Beerda

Comparison of the language policies of the minority languages Irish and Frisian

Zhonghe Tang

Foul language used by Frisians : Language choice and motivation

Tiftikoglou Zoi

International Students and promotion of minority languages

Anna Piekarska

Language attitudes of Dutch and Frisian speakers towards Frisian.

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‘Dan laket alles jin sa oan.’

Biningseigenskippen fan *jin/jins*

Yn Fryske grammatika’s wurdt it paradigma fan it ‘ûnpersoanlike’ omnamwurd *men* oanfolle mei *jin* en *jins*:

men moat jin mar rêde.

It wurd *men* is yn it Frysk fan hjoed yn it ferâlderjen. Gewoaner is:

jo moatte jo mar rêde, of:

moatst dysels mar rêde.

Mar yn in eardere taalfaze, doe’t men wat mear húsriem wie, hie it paradigma mei *jin* en *jins* ek al it karakter fan boekjefrysk, yn alle gefallen by in oantal sprekkers.

Yn dit praatsje wurde *jin* en *jins* op in taalhistoaryske en taalferlykjende wize beskôge. Wy sille benammen nei de biningsseigenskippen fan dy wurden sjen. Wêrnei ferwize dy wurden yn ‘e tekst werom en wêrom is dat sa? Wêrom lykje dy wurden har krekt oars te hâlden en dragen as yn oare talen?

In stikmannich taalkundige dogma’s oer *men*, *jin* en *jins* sille oan ‘e oarder komme. Net alles blykt sa te wêzen as dat it liket.

It rôze wurdfjild yn it ONFW, fan *anders zijn*/oars wêze oant *lhbti+ /lhbty+*

Yn dizze lêzing wurdt in lytse ynventarisasje jûn fan it rôze wurdfjild yn it Online Nederlânsk-Frysk Wurdboek (ONFW). No't de lanlike Rôze Sneon yn Ljouwert holden wurdt, op 16 oktober o.k., de 'rôze blomlêzing'¹ dêr oanbean wurde sil, de provinsje Fryslân lang om let reinbôgeprovinsje wurden is en we noch midden yn 'e redaksje fan it ONFW sitte, riist de fraach oft it rôze wurdfjild goed fertsjintwurdige is yn it ONFW. Mei it rôze wurdfjild wurdt hjir bedoeld: wurden en betsjuttingen dy't te meitsjen hawwe mei it beneamen fan alles wat mei de lhbty+² wrâld te meitsjen hat.

Men mei oannimme dat mei de Rôze Sneon en de rôze blomlêzing in ryk ferskaat oan wurden en betsjuttingen foarby komme sil út de lhbty+ libbenssfear. Hoe wurdt dy libbenssfear beneamd troch de lhbty+ minderheid sels en/of troch de hetero-mearderheid? Watfoar striid wurdt der levere mei rôze taal en mei hokker wurden? Kin it rôze wurdfjild yn it ONFW dêr noch mei oanfolle en ferrike wurde? Binne der ferskillen tusken it beneamen fan de lhbty+ libbenssfear yn it Nederlânsk en yn it Frysk? Binne der 'falske freonen'? Wat nimme wy op yn it ONFW? Hoe ynklusyf is en wol it ONFW wêze?

¹ Jelle Krol, e.o., 'Do draachst de leafde oan', *Literatuer fan Fryslân troch in rôze bril / Jij draagt de liefde aan, Literatuur van Friesland door een roze bril*, Ljouwert, Afûk Utjouwerij, ferskynt 16 oktober 2021.

² Lhbty+ is in oerkoepeljende term foar lesbyske froulju, homoseksuele mannen, biseksuelen, transgender en yntersekse persoanen en oare net-hetero seksuele en genderidentiteiten.

The usage of Saterland Frisian in the online communication

This paper investigates language ideologies of Saterland Frisian on the online platform such as Wikipedia. Saterland Frisian can be seen as a minority language spoken in the Northern of Germany. In the last decades, Saterland Frisian has been revived in the written communication (Peters 2020: 161-165). However, the individual writing variation can be observed despite of the language documentation (Bergqvist 2020).

The central research question is to what and how the usage of language without standard variation like Saterland Frisian is commented. For the study, 74 comments about the usage on the Saterland Frisian Wikipedia-website are analyzed. The following questions will be answered:

- a.) Which language elements are commented on the Wikipedia-website?
- b.) How do the commentators position themselves while commenting?
As native-speakers or foreign language learners?

The results are splitted into 2 parts: graphematics and vocabulary. In both parts, most of commentators recommend avoiding the German writing system on the Saterland Frisian Wikipedia-website. For instance, it is recommended to use the spelling <sk> instead of <sch>, because <sch> reflects the German spelling. Moreover, <sk> complies with the Sater Frisian consonants [sk]. Nevertheless, German writing system as well as vocabulary still play a crucial role for some linguistics disciplines in Saterland Frisian on Wikipedia-website like spelling loan words.

With regard to the position of the commentators, no one defines him-/herself as native speaker. Most of them identify themselves as competent language learners and comment the usage of Saterland Frisian either with their feeling for language or with reference books. On the contrary, the people who cannot speak Saterland Frisian comment the usage with their technical knowledge.

It can be summarized that the comments on the Saterland Frisian Wikipedia-websites relate with the authenticity of Saterland Frisian on the one hand. On the other hand, the German spelling system is also accepted in some cases like loan words.

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Norwegian and Frisian perspectives on multilectal literacy in education

A recent analysis of educational attainment data in Norway has unveiled what we term the ‘Multilectal Literacy Enhancement Crux’ (M-LEX): we propose that active reading and writing skills in closely related linguistic codes may under certain circumstances enhance academic performance. Students who use the minority written standard variety of Norwegian, *Nynorsk*, outperform those who use the majority variety, *Bokmål*. We hypothesize that this difference is grounded in the *Nynorsk* pupils also acquiring good literacy skills in *Bokmål* through extra-mural exposure, while the converse is not the case. A further factor may be that some students also have active literacy practices in non-standard dialect and may in fact be trilectally literate.

In this paper we present the background and outlines in the project ‘Multilectal Literacy in Education (MultiLit)’, in which we wish to explore the basis for the M-LEX by answering four key research questions from the areas of psycholinguistics, sociolinguistics, and language acquisition:

- 1) How do multilectally literate individuals process their different varieties in speech and writing?
- 2) How are informal norms in non-standard dialect writing negotiated, and what is their social meaning?
- 3) How are the multilectal competences of young children developed and negotiated?
- 4) What effects in academic attainment and cognitive performance can be attributed to multilectal literacy?

A crucial component of the project is the comparison between multilectal literacies in Norway and in Fryslân. There are clear parallels: a closely related stronger (Dutch) and weaker (Frisian) standard variety and widespread unofficial non-standard writing. But there are also differences: *Nynorsk* has much stronger institutional and educational support than Frisian, and the relationship between the relevant lects is conceptualized differently. Fryslân will therefore be an important test case for the solidity of the Multilectal Literacy Enhancement Crux.

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Pupils' Frisian Literacy Skills: The Predictors of Frisian Written Literacy Skills in Students in Upper Secondary Education in Fryslân

Recent governmental agreements on Frisian language and Culture, such as *Taalplan Frysk* and *Bestjoersôfspraak Fryske Taal en Kultuer*, have addressed the need to improve Frisian literacy through education. The latter agreement, for example, stated that by 2030, the amount of Frisian native speakers that are literate (proficient in reading and writing) in Frisian should increase by 10%. Currently, only 15.9% of the inhabitants of Fryslân indicate to be able to write Frisian (very) well.

This study aims to find out which factors influence these written literacy skills in Frisian pupils in upper secondary education, as research on literacy and language development has been restricted mainly to the domains of speakers below the age of 10. Additionally, research in the field of literacy has mostly been focused on migrant languages in the context of the English language.

In terms of written literacy skills, this study focuses on the concept of higher literacy, referring to the ability to write according to a specific register or style, and transfer of literacy skills between Dutch, English, and Frisian as this effect has not been determined before.

To determine which factors predict written literacy skills in Frisian, a writing task was conducted in four upper secondary classrooms in the province of Fryslân. In addition, a background questionnaire was distributed to the 40 participants. The influence of the predictor variables on the scores on the Frisian writing task was analyzed using multiple regression analyses. The results showed that exposure to Frisian through speaking, writing, reading, and listening to Frisian, age, and level of schooling were significant predictors of Frisian literacy skills.

Since literacy skills in later language development in the Frisian context have been neglected in research on multilingual literacy, this exploratory study is relevant not only for the Frisian field of research but also for literacy in other contexts.

Zur Auswirkung der Topografie und siedlungsstrategischer Traditionen auf die Sprache der Nordfriesen

Nachdem ich auf dem 8. *Dei fan de Fryske Taalkunde* vor fünf Jahren bereits mein Dissertationsprojekt skizzieren konnte, werde ich in meinem Vortrag nun die Ergebnisse der Arbeit zusammenfassen. Diese 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 sie von Lokalisationen wie kar. *del tod Nôarden* ‚runter nach Norden‘, wi. *ep jitter Horbel ta* ‚rauf nach Horsbüll‘, mgh. *dat ååster likapundāl Boord* ‚das östliche senkrechte Brett‘, wfö. *Det wiar de Hukstuul üüb e Waastereeg faan e Boosel* ‚Das war der Eckstuhl auf der Westseite des Tisches‘ 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 werde darlegen, dass die vier genannten Angaben und vergleichbare nordfriesische Lokalisationen auf absoluter Orientierung beruhen, und erläutern, welche Rolle die charakteristische Topografie Nordfrieslands sowie davon abhängige siedlungsstrategische Traditionen in diesem Zusammenhang spielen.

Is in skriuwster in skriuwer?

Tusken beropsoantsjuttingen lykas 'skriuwer' en de ferfroulike foarm dêrfan lykas 'skriuwster' bestiet in komplekse semantyske relaasje, dy't net goed yn in taksonomy út te drukken is. In ûndersyk ûnder mear as twahûndert Frysktaligen yn Nederlân en Dútslân lit sjen dat se har soms as hyperonym-hyponym hâlde en drage, mar yn oare konteksten just as farianten fan itselde wurd. De fraach 'Is in skriuwer in skriuwster?' is dêrtroch net goed te beantwurdzjen.

Dy paradoksale eigenskip diele sokke wurden mei haadwurden en har ferlytsingsfoarm. De fraach 'Is in boekje in boek?' is like dreech.

Yn myn praatsje presintearje ik de gegevens, lit ik sjen wêr't de paradoksen sitten en besprek ik ferskillen tusken de Fryske talen yn Nederlân en Dútslân. Fierder doch ik in foarstel om út de paradoks te kommen.