

↑אָפּ נационален שפה 文化 شرقية
i n a l c o

Institut national
des langues
et civilisations orientales

PLIDAM

Pluralité des langues
et des identités : didactique,
acquisition, médiations



NUS

National University
of Singapore

Centre for
Language Studies

U^S-PC

Université Sorbonne
Paris Cité

SYMPOSIUM 'LASIPA'

Local Language Policies & Language Appropriation in
a Global Environment. Community Languages, Second
Languages & Foreign Languages

Vendredi 10 juin 2016

14h20-15h40

Samedi 11 juin 2016

9h30-17h30

Auditorium

Inalco

65 rue des Grands moulins

75013 Paris

Modérateurs / moderators :

Daniel CHAN (NUS-CLS)

Gilles FORLOT (INALCO-PLIDAM)

Françoise WOLF-MANDROUX (Université Paris Sud-PLIDAM)

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recherche

SYMPOSIUM LASIPA¹

Vendredi 10 et samedi 11 juin 2016

Friday 10 & Saturday 11 June 2016

À partir d'études de cas s'intéressant à différentes formes de constructions communautaires (aménagement et réglementations publiques et institutionnelles, mesures éducatives, approches didactiques, politiques de standardisation linguistique, etc.), la table ronde et le symposium seront l'occasion d'aborder les tensions et les enjeux des choix ou de l'imposition de certaines langues communes dans divers espaces sociaux.

Based on a few study cases examining various forms of community constructions (e.g. language-focused educational policies, pedagogical approaches, language status and/or corpus planning...), the roundtable and the symposium will deal with the tensions and the stakes communities are faced with when choosing or imposing a common language.

Vendredi 10 juin 2016 / Friday 10 June

	Table ronde Round Table	Auditorium de l'INALCO - 14h20-15h40 INALCO Auditorium - 14:20-15:40
VILLAGE GLOBAL, LANGUES COMMUNES ET PLURILINGUISME COMMON LANGUAGES AND MULTILINGUALISM IN THE GLOBAL VILLAGE		
14h20 14h25	Gilles FORLOT INALCO	<i>Introduction</i>
14h25 14h40	Jérôme SAMUEL INALCO	<i>Problématiques d'un espace malayophone commun</i>
14h40 14h55	Valérie SPAËTH Université Sorbonne-Nouvelle Paris 3	<i>Quels enjeux pour la promotion de la francophonie ?</i>
14h55 15h10	Pascal OTTAVI Università di Corsica - Pasquale Paoli Université de Corse - Pascal Paoli	<i>Corse : des langues pour éduquer dans une société multilingue?</i>
15h10 15h25	Stella CAMBRONE-LASNES Université de Franche-Comté	<i>The bilinguals (and monolinguals) in the Caribbean French Creole school context: interaction between language proficiency and usage</i>
15h25 15h40	Discussion	

¹ LASIPA (*Local language Policies & Language Appropriation in a Global Environment. Community Languages, Second Languages & Foreign Languages. Case Studies in Singapore and Paris*) est un projet subventionné conjointement par l'Université Sorbonne Paris Cité et la National University of Singapore.

Samedi 11 juin / Saturday 11 June

USPC INALCO/Plidam	Auditorium, INALCO 65 rue des Grands Moulins - F-75013 Paris	NUS/CLS
LOCAL LANGUAGE POLICIES & LANGUAGE APPROPRIATION IN A GLOBAL ENVIRONMENT: THE CASE OF COMMON LANGUAGES Politiques linguistiques locales et appropriations langagières dans un environnement mondialisé : le cas des langues communes		
	<i>Allocution de bienvenue / Welcome address</i>	09h30 - 09h45
D. CHAN (National University of Singapore) G. FORLOT (INALCO) F. WOLF-MANDROUX (Univ. Paris Sud)	Introduction	09h45-10h00
Frosa BOUCHEREAU (INALCO)	<i>La situation linguistique dans un état pluriethnique: le cas de la Macédoine</i>	10h00-10h40
Unn RØYNELAND & Elizabeth LANZA (Universitetet i Oslo / University of Oslo)	<i>Language policy in Norway: Discourses on the local & global</i>	10h40-11h20
Pause café / Tea break		
Titima SUTHIWAN (National University of Singapore)	<i>The language situation in Thailand</i>	11h35-12h15
CHIN Kwee Nyet (National University of Singapore)	<i>Reflections on Singapore's Speak Mandarin Campaign - 1979 to 2015</i>	12h15-12h55
Déjeuner / Lunch		
Anne PAUWELS (SOAS, University of London)	<i>Catering for heritage learners and languages in higher education: Australia, Britain, Germany, & the Netherlands</i>	14h15-14h55
Sasiwimol KLAYKLUENG (National University of Singapore)	<i>English as a lingua franca in Singapore and ASEAN countries: Issues of communicative strategies and assessment</i>	14h55-15h35
Pause café / Tea break		
George ALAO (INALCO)	<i>Researching Yoruba Diaspora in Paris: Attitudes to Language, Culture and Identity</i>	15h50-16h30
PANEL	Discussion	16h30-17h15

Résumés / Abstracts

Vendredi 10 juin / Friday 10 June

Jérôme SAMUEL (INALCO / UMR CNRS/EHESS 8170 - CASE)

Problématiques d'un espace malayophone commun

Le malais est une des quelques langues transnationales du monde d'aujourd'hui, bien qu'il ne soit guère présent qu'en Asie du Sud-Est (Indonésie, Malaisie, Brunei, Singapour et Thaïlande, Timor Leste). Les questions qui me retiennent ici sont, au plan institutionnel, celle de la coopération linguistique malayophone (champ des possibles et impossibles) et, au plan des usages réels, celle du partage de cette langue commune, de la circulation de ses principales variantes, dans un espace qui connaît une forte diversité dialectale (pour le malais), un haut degré de plurilinguisme et où l'anglais tend à s'imposer dans les échanges internationaux et même intercommunautaires, pour certains pays malayophones.

Valérie SPAËTH (Université Paris 3 Sorbonne-Nouvelle / EA 2288 DILTEC)

Quels enjeux pour la promotion de la francophonie ?

Actuellement, la "Francophonie" institutionnelle apparaît comme une organisation politique de premier plan. Comment dès lors penser l'articulation entre promotion globale, externe, et promotion locale, interne, du français? L'école et le statut accordé au français devient souvent dans ces conditions le lieu de toutes les tensions: méthodologiques, cognitives idéologiques et éthiques. L'intervention explorera ces tensions en proposant une géographie didactique du français.

Pascal OTTAVI (Université de Corse - Pascal Paoli / UMR CNRS 6240 - LISA)

Corse : des langues pour éduquer dans une société multilingue ?

L'école du XXI^e siècle se trouve au cœur d'un enjeu fondamental, l'accueil et la reconnaissance de la diversité linguistique et culturelle. Cette diversité constitue une réalité sociale objective, quand bien même on s'obstinerait à la dénier ; elle permet de poser la question d'une citoyenneté refondée parce qu'adosée à l'acceptation de la différence, sans avoir pour autant renoncé à fabriquer du commun. Je tenterai donc de signifier en quoi la Corse s'efforce de trouver, *via* l'éducation bi-plurilingue, dans l'incertitude et le tâtonnement, les voies d'une institution scolaire rénovée capable d'illustrer la volonté de ne pas (plus ?) séparer l'École du monde dans lequel elle se trouve incluse. Monde qu'elle contribue à structurer en tant qu'institution et auquel elle a le devoir de préparer la jeunesse qu'elle accueille et qu'elle forme.

Stella CAMBRONE-LASNES (Université de Franche-Comté / EA 4661 ELLIADD)

The bilinguals (and monolinguals) in the Caribbean French Creole school context: interaction between language proficiency and usage

Bilingual experience is dynamic and multifaceted in this globalized world. It challenges researchers in education to develop tools that capture its relevant dimensions in multilingual settings. This research aims to shed light on language policies and bilingual education in the Caribbean French Creole speaking countries (Haiti, Guadeloupe, Martinique, Dominica and Saint-Lucia). It will highlight the main language policies developed in these countries while stressing differences and similarities and framing them within an international perspective. Through questionnaires, this sociolinguistic study will investigate the language practices and attitudes, acquisition history and self-reported proficiency of primary school pupils. The main results will advance our understanding of how appropriate the Caribbean language policies are while focussing on the need to revise or/and implement policies that might affect the success of bilingual/multilingual primary school education in this part of the world.

Frosa PEJOSKA-BOUCHEREAU (INALCO / EA 4514 PLIDAM)

La situation linguistique dans un état pluriethnique: le cas de la Macédoine

L'ex-Yougoslavie, composée de six républiques, deux provinces et trois langues officielles [macédonien, serbo-croate, slovène], sans compter les langues des minorités, avec son éclatement, a donné naissance à plusieurs Etats indépendants dont la République de Macédoine en 1991, avec pour langue officielle le macédonien. La minorité albanaise, représentant 25% de la population (recensement 2002), avec l'Accord cadre d'Ohrid, consécutif aux troubles de 2001, a vu sa langue devenir langue officielle, aux côtés du macédonien, au niveau national. Dans les 84 municipalités, là où une minorité représente 20% de la population, l'usage de la langue de cette minorité est également officiel. Ainsi, 34 municipalités sont bilingues. Pour un pays candidat à l'Union européenne depuis 2005, dont l'entrée est conditionnée à la résolution du différend sur son nom constitutionnel contesté par la Grèce et dont la langue est encore objet de controverses, quelles incidences peut avoir cette situation de plurilinguisme ?

Unn RØYNELAND & Elizabeth LANZA (Univ. of Oslo / Center for Multilingualism in Society across the Lifespan)

Language policy in Norway: Discourses of the local and global

In our presentation we will address the ambiguity of linguistic diversity in its social and political dimensions. Using Norway as a case, we aim to question the assumption that linguistic diversity is inherently valuable, and the often accompanying thought that there is a natural fit between diversity and democratic egalitarianism. Norwegian society is relatively speaking very liberal in its attitudes to language variation. Communication among Norwegians is often polylectal with regional dialects enjoying high status. Dialects are widely used in everyday contexts, both formal and informal, and there are two written norms of Norwegian (Bokmål and Nynorsk). A historically rooted sense of inter-Scandinavian identity yields expectations of mutual intelligibility among speakers of the Scandinavian languages. Nonetheless, there is tension within this apparent sociolinguistic paradise. Several factors converge to make the linguistic situation complicated and unstable. On the one hand, old minority languages (e.g., Sami and Kven), while officially recognized, remain relatively marginalized, and the use of Nynorsk is declining. On the other hand, globalization has altered the Norwegian linguistic landscape, and learning "Norwegian" for new speakers actually means acquiring competence in a wide span of linguistic diversity, including other Scandinavian languages. Globalization has, moreover, introduced a number of new minority languages and led to the increased use of English. This situation creates disturbances for both old and new speakers in the country. Our paper will discuss the tensions between discourses of the local and global in language policy and practices, and the implications these have for participation in society, egalitarian justice, and essentially democracy in society.

Titima SUTHIWAN (National University of Singapore / Centre for Language Studies)

The language situation in Thailand

The number of individual languages listed for Thailand, a country with the population of 70 millions, is 72. All are living languages. On top of these, there are also languages of immigrants, the biggest group of which is Burmese, with speakers of nearly one million (Ethnologue 2016). One may wonder how the country has been functioning, given such a variety and diversity of languages. This paper will talk about the language policy and language situations in Thailand and their effects on the minority languages, in the context of globalization. Multilingualism and bilingualism will also be discussed.

CHIN Kwee Nyet (National University of Singapore / Centre for Language Studies)

Reflections on Singapore's Speak Mandarin Campaign - 1979 to 2015

The Singapore government launched the Speak Mandarin Campaign in 1979 with the specific objective of persuading all dialect-speakers to discard the habit of speaking Chinese dialects and switch to speaking Mandarin within the Chinese community. Now an increasing number of Chinese Singaporeans are speaking and using English at home, leading to declining standards in the command of their mother tongue. This paper will discuss the challenges for the Speak Mandarin Campaign and the Chinese language education policy under the bilingual policy of Singapore.

Anne PAUWELS (SOAS - University of London / Department of Linguistics)

Catering for heritage learners and languages in higher education: Australia, Britain, Germany, and the Netherlands

Most countries, especially in the Western world, are characterised by increasing linguistic diversity mainly due to heightened long term mobility that is unlikely to abate in the near future (e.g. the current mass exodus of people from Syria and neighbouring areas into Europe). National as well as (super)regional governments struggle with devising coherent policies regarding the presence of such languages and their speakers in education. In this paper, I focus on the university sector in four countries to explore their policies and initiatives in catering for such languages and students.

Sasiwimol KLAYKLUENG (National University of Singapore / Centre for Language Studies)

English as a Lingua Franca in Singapore and ASEAN: Communicative Strategies

This paper is concerned with English as a lingua franca interaction and communicative strategies with a particular focus on ELF speakers in Singapore and among ASEAN citizens. It begins with an overview of English in Singapore briefly discussing norms, trends of use and varieties, followed by previous studies on English as a lingua franca and communicative strategies. Following this is a discussion on the role of English as a lingua franca for interactions between Singaporeans and other ASEAN citizens and among ASEAN citizens, and how the speakers and hearers resort to effective tools and strategies to achieve communicative goals in context-based situations. The paper ends with suggestions on the implications for the teaching and assessing of ELF proficiency.

George ALAO (INALCO / EA 4514 PLIDAM)

Researching Yoruba Diaspora in Paris: Attitudes to Language, Culture and Identity

This study is an initial attempt at exploring the Yoruba Diaspora clustered around such cultural associations as *Egbe omo Odùduwà*, *Odùduwà Association*, *Yoruba Descendants*, among others in the Paris region of France. Who they are, how their identity was constituted, what their attitude is to such identity as well as to their language and culture of origin in their host country, are analysed. We also explore the extent and impact of this Diaspora's contribution to the formation of past and present heritage learners in Yoruba classes at INALCO.

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Entrée libre et gratuite / Free admission

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NB: Contrôles des identités et des sacs à l'entrée du bâtiment / ID and bag checks at building entrance

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