



Πολιτισμός-Σύνορα-Κοινωνικό Φύλο/Μελέτες, Τ. 2, σσ. 3-19
Culture-Borders-Gender/ Studies, Vol. 2, pp.3-19

Silenced Minority Languages: Folk Tales and Songs in France and Greece

Special Section

Voices unheard, stories untold:

Interdisciplinary perspectives on marginalized languages

Ioannis Manos, Associate Professor in Social Anthropology
Department of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki

Summary

This introductory paper presents an overview of interdisciplinary scholarly discussions and case studies from selected special issues focusing on minority rights, language ideologies, policy debates, and applied methods for the preservation or revitalization of languages globally. The aim is to connect the specific findings and insights highlighted in the papers of this special section with broader academic debates across fields such as linguistics, cultural studies, anthropology, sociology, history, education, and international law. By examining these diverse perspectives, the author seeks to enrich discussion included in papers of this special section, while inviting readers to consider both challenges and strategies involved in sustaining minority languages in various sociocultural and political contexts.

Keywords: Minority languages, interdisciplinary perspectives, indigenous languages, revitalisation, linguistic rights.

Φωνές που δεν ακούγονται, ιστορίες που δεν λέγονται: Διεπιστημονικές προσεγγίσεις σε ζητήματα περιθωριοποιημένων γλωσσών

Ιωάννης Μάνος, Αναπληρωτής Καθηγητής της Κοινωνικής Ανθρωπολογίας
Τμήμα Βαλκανικών, Σλαβικών και Ανατολικών Σπουδών, Πανεπιστήμιο Μακεδονίας

Περίληψη

Το άρθρο παρουσιάζει μια επισκόπηση σύγχρονων διεπιστημονικών συζητήσεων και μελετών περίπτωσης, οι οποίες επικεντρώνονται στη μελέτη θεμάτων σχετικών με τα γλωσσικά μειονοτικά δικαιώματα, τις κρατικές πολιτικές και ιδεολογίες, τις επιπτώσεις από την εφαρμογή τους και στις ερασιμειοτικές πρακτικές που επιδιώκουν την διατήρηση ή αναζωογόνηση των μειονοτικών γλωσσών. Στόχος του κειμένου είναι να συνδέσει τα εμπειρικά δεδομένα και τα συμπεράσματα που αναδεικνύονται στα κείμενα αυτής της ειδικής ενότητας με τις ευρύτερες ακαδημαϊκές συζητήσεις σε πεδία όπως η γλωσσολογία, οι πολιτισμικές σπουδές, η ανθρωπολογία, η κοινωνιολογία, η ιστορία, η εκπαίδευση και το διεθνές δίκαιο που αφορούν τις προκλήσεις που αντιμετωπίζουν οι μειονοτικές γλώσσες σε διαφορετικά κοινωνικά, πολιτισμικά και πολιτικά συμφραζόμενα σε διεθνές επίπεδο.

Λέξεις-κλειδιά: Μειονοτικές γλώσσες, διεπιστημονικές προσεγγίσεις, γλώσσες αυτόχθονων πληθυσμών, αναζωογόνηση γλωσσών, γλωσσικά δικαιώματα.

Introduction

This special section extends the scholarly discussion initiated in the "Silenced Minority Languages: Folk Tales and Songs in France and Greece" webinar, held in September 2022. Organized by Prof. Dr. Alexandra Ioannidou, a Slavist and prominent member of the Culture Borders Gender Lab at the Department of Balkan, Slavic, and Oriental Studies, University of Macedonia, in collaboration with the European Non-Territorial Autonomy Network (ENTAN), the event aimed to shed light on the linguistic suppression in communities through the diminishing of folk tales and songs, focusing on Breton in France and Macedonian in Greece.

The webinar provided a comparative framework for understanding these implications, while exploring the intricate dynamics of linguistic diversity, minority rights, and politics within contemporary European states. A compelling insight of the discussion was that state policies not only impact the survival of minority languages significantly, but also affect the cultural identities and resilience of these communities at a deep level. Scholars and experts dissected the complex strategies of state authorities in local contexts aiming to suppress linguistic expressions considered deviant or threatening to the ideals of cultural homogeneity and national identity. This section comprises a selection of insightful academic papers emerging from discussion, alongside contributions from invited authors.

Moreover, scholarly discussion is reviewed, in addition to case studies from selected special issues on minority rights, language ideologies, policy debates, and applied approaches to preserving or reviving languages worldwide. Debates cross many disciplinary boundaries, including linguistics, cultural studies, anthropology, sociology, history, education, and international law. More so, they link to the findings and insights presented in the papers of this special section, an invite for further delving into critical issues of minority language preservation within, and beyond, the contexts of France and Greece.

Conceptual foundations and challenges

Minority languages across European contexts

The concept of "minority language" lies at the intersection of linguistic rights, cultural identity, and power dynamics. At the level of political action, the term carries immense cultural, historical, and social significance. A group of studies from diverse European regions, including Scotland, Catalonia, Andorra in Spain, Alsace in France and Lombardy in Italy, offer contextual examples and a nuanced exploration of this multifaceted concept. A critical insight is that while a universal definition of "minority language" cannot be applied, standard features are recognized across contexts. Minority languages are defined based on many interrelated factors like official recognition processes, relationships with dominant majority languages, power relations, numerical inferiority, territorial ties, and societal perceptions.

In Scotland, the perception of Scottish Gaelic as either an ethnic or national language considerably impacts its minority status. Although, historically, people have been speaking Gaelic widely, its minority language designation arose as Scots gained dominance in governance and commerce, diminishing Gaelic's societal influence. This distinction creates broader debates on Gaelic's role in Scottish identity and culture, whether representative of a specific ethnic group or integral to the Scottish national identity (McLeod 2019). The dynamics between Lombard and Italian reveal insight into language attitudes and identity in the Lombardy region. Despite being typologically classified as a dialect, its speakers fervently regard Lombard as an autonomous language. While speakers are bilingual in Lombard and Italian, there is a strong desire to promote Lombard independently from Italian, the majority language (Coluzzi 2019).

In Catalonia, Spain, and Andorra, Catalan faces challenges as a minoritized language despite legal actions to promote it. While it holds official status in both regions, Catalan struggles against Castilian's historical and societal dominance. Catalan's influence remains overshadowed by Castilian in Catalonia and competes with Castilian and French in Andorra, highlighting its continued minority language status (Jiménez-Salcedo 2019). The Alsace region's Alsatian language exemplifies how linguistic classifications intersect with cultural identity. Typologically regarded as a dialect of German, Alsatian is nonetheless embraced by its speakers as an autonomous language, highlighting a robust cultural identification that transcends its classification as a mere dialect (Viaut 2019).

In fact, the study on all regions points out the diverse strategies and challenges inherent in minority language status and existence. Ranging from the historical and social evolution of Scottish Gaelic to the linguistic identity and advocacy for Lombard, the legal and societal battles of Catalan, and the cultural significance of Alsatian, studies so far advocate an approach that underlines the importance of not just classifying but understanding the functions and attitudes surrounding minority languages to grasp their complexity fully (Pedley and Viaut 2019). Moreover, these studies highlight the tension between linguistic classification and the lived cultural identity of speakers, particularly in how languages perceived as dialects by outsiders are embraced as distinct languages by their own communities.

The Struggle for Linguistic Survival

The endangerment of minority languages is a pressing issue often rooted in the shift towards more dominant languages linked to greater social power and economic opportunities. As discussed in the following empirical studies, an endangered language is not learned as a first language by children. Therefore, it risks falling out of use within a century as the older generations pass away. The survival of these languages is heavily influenced by their perceived importance within their respective communities, where positive and negative attitudes play a crucial role in language behaviours and intergenerational transmission (Austin and Sallabank 2013). Examples from diverse regions such as France, Guernsey, India, Australia, and Ireland collectively illuminate overarching issues related to the endangerment of minority languages, while revealing a

complex interplay between attitudes and identity, in addition to socio-economic and political factors in the context of language decline.

The conventional discourse on language endangerment and revitalization in France tends to portray communities as uniform, and link language with identity in an essentialist manner. This view is challenged by the diversity within communities that speak Breton, Occitan, and Basque. Languages evolve dynamically over time, and intergenerational language transmission is affected by internal community variations, power dynamics, and ideologies (Costa 2013). An emerging appreciation for bilingual heritage in Guernsey, a small island off the coast of Normandy, France, under British Crown dependency, occurred after a period dominated by English monolingual ideologies. However, these shifting attitudes need to be adjusted to support the survival of local Norman French without action to foster intergenerational language transmission (Sallabank 2013).

In India, the near extinction of the Kurumba language reveals a gap between public linguistic identity and private ambivalence, thereby illustrating the complex interplay of language ideologies in endangered contexts (Reid-Collins 2013). In Australia, the revitalizing of endangered Indigenous languages is challenged by the detrimental effects of colonization and postcolonial policies. This historical context has led to mixed attitudes towards language preservation countered by reluctance stemming from past discrimination and oppression (Bell 2013). The decline of Irish indicates how the social and economic dominance of English, despite a solid cultural pride in Irish, impedes its use in domestic settings. Positive attitudes toward a language do not necessarily translate into active maintenance (Ó hIfearnáin 2013). In Australia, a similar trend among Aboriginal communities is documented where, despite a strong cultural attachment to their languages, English predominates due to marginalization. Furthermore, the educational system's preference for English highlights a disconnection between language attitudes and usage (Simpson 2013).

These studies stress that the endangerment of minority languages is a multifaceted issue, where expressed attitudes towards a language do not always align with its use or revitalization efforts. They suggest a more holistic approach that addresses broader socio-political, economic, and historical contexts to combat language decline effectively.

Territoriality and state policies

Understanding the dynamics between national language policies and minority language rights in Europe necessitates exploring the concept of territoriality. Territoriality, in the context of language policies and rights, is a principle where language rights are determined regionally, reflecting specific areas' unique conditions and linguistic demographics. This often leads to the establishment of monolingual regions within nations, where language policies are deeply intertwined with power-sharing mechanisms and influenced by national, ethnic, and linguistic identities. Since the 19th century, numerous modern nation-states have

adopted language policies emphasizing the majority language as the exclusive official state language, frequently marginalising minority languages (Vizi 2016a).

Territoriality significantly influences language policy, dictating the rights and provisions for minority languages according to region. This concept underpins power-sharing among linguistic groups and is critical to grasping minority language rights within specific territories. International agreements, like the Framework Convention and the European Charter, endorse the protection and use of minority languages regionally, promoting adaptable and supportive policies for minority groups (Vizi 2016b). For instance, implementing these policies at the German-Danish border region creates both opportunities and challenges. The application of regional policies for minority language protection, such as those for the Danish and Frisian minorities in German Schleswig-Holstein and the German minority in Danish Southern Jutland, demonstrates the challenges of aligning with international standards without national policies. This scenario underlines the complexities of balancing global directives with local minority needs (Malloy and Wolf 2016). Similarly, the case of Vojvodina emphasizes the challenges of translating legislative intentions into effective practice in multilingual territories, where laws may sometimes only reflect the linguistic realities in those communities (Beretka 2016).

Language policy can serve as a tool for nation-building, as seen in Ukraine's prioritisation of Ukrainians over Russians, which reflects the complex interplay between national identity, minority rights, and territorial governance (Csernicško and Fedinec 2016). Territorial language rights are often intertwined with political demands, such as the Hungarian minority's call for autonomy in Szeklerland, Romania. This underscores the deep connections between language rights and territorial autonomy within minority language debates (Csata and Marácz 2016). The preservation efforts for Celtic languages in the UK and Ireland reflect a struggle to revive languages that have faced oppression. With their strong ties to rural heartlands yet broader geographical spread, Celtic languages highlight the complexities of language policy concerning territorial identity and devolution. This is mirrored in the varied impact of legislation and policy on languages like Welsh and Gaelic, where outcomes can significantly differ based on the specific context (Dunbar 2016).

All case studies illustrate the complex relationship between territoriality, language policy, and language rights and their broader implications for national cohesion and minority rights. Governments may view the expansion of minority language rights in public domains as a challenge to the political and social cohesion of the state. Conversely, minority groups often link advocacy for language rights with political objectives, including autonomy or secession.

Sociopolitical contexts and language rights

Indigenous languages in decline

Indigenous languages spoken by indigenous peoples who maintain historical continuity with pre-invasion and pre-colonial societies are crucial for preserving distinct cultural identities, values, and

worldviews. In fact, these languages deeply intertwined with their regions' environmental and cultural contexts, are essential to indigenous peoples' heritage and knowledge. However, they face threats from colonisation, globalisation, and the decline in intergenerational transmission, necessitating international efforts for revitalisation and protection. Reviving indigenous languages, particularly in the context of the International Decade of Indigenous Languages (IDIL) from 2022-2032, not only empowers communities but also aims to support language teaching and learning, foster revitalisation programs, and ensure educational rights for indigenous languages. This approach safeguards cultural diversity, linguistic rights, and self-determination (Schreyer, Granadillo and Daveluy 2022).

Ethnographically grounded case studies define the revitalisation efforts, and challenges indigenous languages face across diverse regions. The Mapoyo language in Venezuela endures significant threats from national ideologies, which endanger its linguistic diversity. Therefore, efficient revitalisation attempts must confront such ideological barriers (Granadillo 2022). In Papua New Guinea, the Kala language experiences challenges due to fluctuating education policies impacting community control and its deep ties to environmental knowledge. Only through stable preservation policies can the vitality of a language and cultural significance be sustained (Schreyer and Wagner 2022). The Tukanoan languages, in the Northwest Amazon spanning across Brazil, Colombia, and Venezuela, face challenges in individual language protection and preserving regional linguistic diversity. The connection between language rights and autonomy within educational and political spheres is essential (Shulist 2022).

Investigating the Sakha language in Russia identifies differing perceptions of cultural vitality between urban and rural communities, alongside the impact of changing policies on linguistic diversity (Ferguson 2022). The study on the Kaska language in Canada reveals that framing indigenous languages merely as "risks" overlooks their significance, suggesting that aligning language rights with self-governance principles is crucial (Meek 2022). In the context of Irish Gaelic, immersion programs strengthen familial and communal bonds through storytelling, highlighting the language's role in cultural cohesion (Giles 2022).

These studies emphasize the various challenges and strategies in indigenous language preservation, highlighting the universal importance of community engagement and policy support in sustaining linguistic and cultural heritage. The studies advocate for a human rights-based perspective that sees languages as an indispensable element of living communities. They stress the global nature of indigenous language challenges and the critical role of community-focused approaches in addressing them.

Cultural Rights and Translation in Multilingual societies

Translation in language policy plays a critical role in multilingualism and minority language rights, dividing into accommodation for allochthonous groups and rights-focused approaches for autochthonous communities. These policies influence language use, either by aiming for assimilation or supporting linguistic diversity as a right. While accommodation offers temporary integration measures, rights-based strategies

promote enduring language and cultural identity preservation. Translation's impact on language policy, covering corpus, status, and acquisition, calls for greater acknowledgement and development within this field (Serrano and Fouces 2018). Languages of indigenous groups in Andean Latin America (Bolivia, Ecuador, and Peru) endure challenges despite their official status, lack practical support, and straddle recognition and effective implementation compared to other linguistic groups (Howard et al. 2018). In Japan, translation policies for immigrants, seen as temporary, favour assimilation over long-term rights and bilingualism, viewing linguistic diversity as a hurdle (Gottlieb 2018).

In China, subtitle translation from dialects like Cantonese to Mandarin promotes Putonghua's standardisation. This strategic use of translation reinforces Mandarin's prominence and uniformity, enhancing its dominance (Chan 2018). Conversely, Catalonia employs a dual translation policy: it aids Chinese immigrants' service access while affirming Catalan translation as a cultural right, highlighting the differential treatment of autochthonous and allochthonous groups within the same region. This approach positions Chinese translation as an integration tool, in stark contrast to the rights-based support for Catalan (Vargas-Urpi 2018).

In 19th-century Belgium, translation for minority French speakers was an accommodation for ensuring access to fundamental rights (Nouws and Meylaerts 2018). In California prisons, translation facilitates access to justice and other fundamental human rights, reflecting an accommodation approach and focusing on minority integration and access to public services, prioritising civil and political over linguistic rights (Martínez-Gómez 2018). In Australia, translation uniquely supports allochthonous and autochthonous minorities, integrating them into governance (Hlavac et al. 2018).

Translation policies across these different settings have a wide range of impacts on minority language speakers, in shaping their linguistic rights and social integration. In Japan and California prisons, translation policies focus on prioritising assimilation into the majority language, potentially marginalising allochthonous groups while overlooking long-term linguistic rights. This approach contrasts with Catalonia, where translation as a right enhances the support and visibility of the Catalan language, positively affecting cultural identity and social integration. Despite official status in Andean Latin America and Belgium, minority languages struggle with a lack of practical support, indicating a disconnect between policy and effective implementation. China's strategic use of translation for corpus planning illustrates how policy decisions influence linguistic dominance and standardisation, impacting language diversity.

Challenging postcolonial legacies: Insights from Africa

Efforts to increase the visibility of African languages in public spaces face challenges from the historical dominance of European languages due to colonial legacies. Advancing African languages involves creating resources, adopting inclusive educational methods, recognizing immigrant linguistic identities, and ensuring media representation. Despite progress, the continued favouring of colonial languages highlights the

barriers to facilitate visibility and integration of African languages. Addressing these challenges requires a unified approach from scholars and policymakers to fully integrate African languages into public discourse and acknowledge their value across society (Wildsmith-Cromarty Reilly and Kamdem 2023).

The following case studies examine the use of African languages in diverse public settings, including education, migration, social media, workplaces, and advertising. Moreover, both the growing prominence of these languages and the obstacles are illuminated. In South Africa, initiatives like the Language-independent literacies for inclusive education in multilingual areas (LILIEMA) project and the integration of isiZulu in education highlight the urgent need for educational reforms. These efforts focus on bridging the gap between monolingual educational systems and the country's linguistic diversity, advocating for multilingualism and local language inclusion. Specialized teaching practices and appropriate pedagogies are vital for promoting biliteracy and enhancing the visibility of African languages within the education sector. Such reforms aim to cultivate an inclusive education system that reflects South Africa's rich linguistic landscape (Weidl et al. 2023; Wildsmith-Cromarty Dyer and Modipa 2023).

In Western Uganda, local languages are critical in daily life, education, and community identity, underscoring the region's multilingualism (Westbrook et al. 2023). Similarly, in Cape Town, Nigerian migrants use language switching strategically in work and social settings, highlighting its importance in identity formation and community interrelation within the diaspora. This behaviour points to the significant impact of migration on language use and identity (Onwukwe and Gibson 2023). In Zambia, Bemba and Nyanja's visibility in advertising highlights their commercial significance and influence on consumer culture (Costley Kula and Marten 2023). In Ghana, the focus on English in workplaces neglects the nation's multilingualism, pointing to the need for inclusive language policies. Recognizing workplace multilingualism is crucial for promoting language inclusion (Reilly et al. 2023).

Reflecting on the linguistic landscape across Africa, languages emerge as critical markers of cultural identity and focal points for policy discussions. The intricate interplay between language, identity, policy, and practice underlines an urgent call for more inclusive language policies that genuinely mirror, honour and bolster linguistic diversity. The collective insights from various contexts stress the necessity to amplify language visibility and ensure its integration within societal structures.

Revitalization Strategies and Cultural Integration

Language revival and community empowerment

Language revitalisation involves reviving lesser-spoken languages to reintegrate into daily communication, as opposed to fostering language shift or maintaining a language without effort. It includes various activities from teaching to spreading the language, aiming to enhance its presence in all societal aspects. This effort ensures intergenerational transmission; it includes educational and community-driven

initiatives in language revival. Recent theories on language revitalisation stress seeing language as an integral part of social systems, advocating for a holistic view that considers languages an essential element within the context of community well-being and social behaviours. This approach recognises the complexity of language ecologies and promotes strategies like translanguaging and viewing revitalisation through broad societal and specific individual lenses (Comajoan-Colomé and Coronel-Molina 2021).

The case studies of this approach propose a conceptualisation of language revitalisation as part of a social system in which the language operates. A new conceptualisation of language revitalisation is proposed, viewing language as an integral feature of complex social systems rather than an independent entity. This perspective, emphasising dynamic social interactions, is posited to significantly contribute to community well-being (Grenoble and Whaley 2021). Education revitalises Indigenous language by linking home, school, and community and tackling past injustices. Its effectiveness is heightened when tailored to community needs, while being focused on healing intergenerational trauma and enhancing language reconnection (McCarty 2021).

In Latin America, advancements in bilingual intercultural education enhance Indigenous visibility and expression. Yet, ongoing marginalisation limits the shift from monolingualism, necessitating deeper reforms for preserving language, culture, and identity (López 2021). In Mexico, the approach to language revitalisation emphasises equal collaboration between speakers and researchers in media and arts, advocating for co-authorships and workshops to empower communities and enhance revitalisation efforts (Flores-Farfán and Cru 2021). In France, the future of Catalan endures various challenges and opportunities, with education being the most essential to its revitalisation. Through necessary reforms, schools could play a vital role in renewing Catalan's intergenerational transmission (Deixona 2021).

Together, these insights weave a comprehensive narrative on language revitalisation, highlighting its multifaceted and dynamic processes across global multilingual contexts. They illustrate how revitalisation of Indigenous, minority, and marginalised languages is intricately tied to broader socioeconomic, political, and environmental shifts, supporting strategies that transform language ecologies for enduring success. Through collaborative arts and education that connect home and community, these efforts propose innovative paths for sustaining linguistic diversity in an increasingly multicultural and multilingual world.

New voices in old tongues

Globalization has introduced "new speakers" of minority languages, individuals who learn them through education or immersion instead of inheriting them from family. This phenomenon challenges the traditional concepts of linguistic authenticity and the native speaker, both deeply rooted in specific communities and heritages. While minority languages have historically been overshadowed by dominant nation-states, leading to revitalization efforts focusing mainly on heritage speakers, new speakers play a crucial role in reviving these languages. They question established notions of language revitalization by navigating the

complexities of legitimacy and authority within speaker communities. The emergence of new speakers underlines the intricate relationship between globalization, linguistic identity, and minority language dynamics, urging a reevaluation of language revitalization strategies (O'Rourke Pujolar and Ramallo 2015).

New speakers are a diverse group with varying motivations for learning the language, social backgrounds, political views, and levels of commitment to revitalization. In Corsica, learners of the Corsican language develop new identities as speakers by creating their usage contexts, diverging from traditional views on localism and linguistic purity. This highlights their challenges in legitimacy and authenticity (Jaffe 2015). For Manx, a language without a native speaker community due to language shift, authority among new speakers is granted based on expertise and community engagement, not traditional native speaker status. Linguistic legitimacy is socially constructed, highlighting that even minimal language users can be part of the community. This challenges conventional views on linguistic authenticity (Ó hÍfearnáin 2015).

In some contexts like the Basque Country and Galicia, the term for new speakers has become a naturalized analytical category. In the Basque community, new speakers view native speakers as more legitimate, highlighting tensions around linguistic authority. This reflects the importance of language transmission within families and how usage frequency affects perceived legitimacy among speaker types (Ortega et al. 2015). New Galician speakers actively engage in social change in Galicia, showing deep commitment to the language's future and tackling its social and political challenges. Their activism, akin to environmental and feminist movements, gains respect from native speakers, particularly for literacy achievements in standard Galician. This highlights their unique role in language revitalization and identity negotiation (O'Rourke and Ramallo 2015).

In Breton and Yiddish, new speakers face criticism from traditionalists over linguistic purity, particularly in Breton, for incorporating French elements. The term "neo-Bretonnant" reflects the divide between rural traditional and urban new speakers in Brittany, emphasizing the critical yet contentious role of new speakers in language revitalization despite debates over authenticity (Hornsby 2015). In Ireland, traditional Irish speakers base their legitimacy on family transmission, while new speakers emphasize political activism for the language. Both groups sometimes view each other as lacking legitimacy, indicating varied perspectives on linguistic authority within the Irish-speaking community (O'Rourke and Walsh 2015).

In southern France, the Occitan language community is divided between rural traditionalists who view standard Occitan as "artificial" and urban new speakers who merge traditional Occitan with modern lifestyles, highlighting tensions between authenticity and modernization (Costa 2015). In Catalonia, individuals acquire Catalan through life experiences and social interactions. This process concept captures moments of linguistic change, emphasizing how Spanish speakers adopt Catalan in social contexts to integrate into Catalan-speaking communities (Pujolar and Puigdevall 2015).

These studies highlight the transformative impact of new speakers on minority languages, challenging traditional notions of language, identity, and nation. The findings underscore the tension between preserving

endangered languages and embracing linguistic diversity and change. Furthermore, the studies emphasize the need to rethink how language revitalization strategies can include new speakers explicitly, while challenging linguistics to engage more directly with them and reconsider its influence on intervention strategies and speaker categorization.

Musical Engagement and language preservation

Music is critical in supporting and revitalizing minority languages, transcending traditional language revitalization methods focused on classes and policies. Music enhances language status, facilitates acquisition, and expands the linguistic repertoire by serving as a primary means of connecting with heritage languages. Its capacity to merge cultural expression with language preservation marks music as a vital, yet often overlooked, tool in maintaining linguistic diversity. Integrating music, along with other art forms like folk tales and songs, into revitalization efforts enriches the linguistic corpus and reinforces the cultural identity associated with minority languages. The following discussion tackles how integrating music specifically benefits minority languages in community contexts. The inclusion of music in these settings plays a pivotal role in enhancing language status and facilitating acquisition, demonstrating its potential to influence language learning and retention profoundly. This perspective sets the stage for exploring case studies that illustrate the practical application and outcomes of incorporating musical elements into language revitalization strategies.

Exploring traditional Gaelic music and its impact on language learning reveals that deep engagement with music significantly boosts motivation for learning Gaelic, thereby playing a crucial role in its revitalization (Sparling and MacIntyre 2023). Seen from a slightly different angle, the integration of songs into Gaelic learning for young children, while employing skilled professionals and developing teaching strategies underlines the significant role of shared singing activities in enhancing language development among the youth (MacDonald 2023). In Cornwall, translating music lyrics for competitions is a considerable aid to the Kernewek language revival. Collaboration between musicians and translators strengthens community identity and elevates Cornwall's uniqueness (Harasta 2023).

In Nova Scotia, Canada, engagement in traditional music and dance is a major factor in learning the language and fostering a deeper connection with Gaelic identity (Baker, Sparling, and MacIntyre 2023). In the U.S., storytelling and music within Indigenous languages counter harmful misconceptions, promote Indigenous knowledge, and support self-representation (Yamane and Phillips 2023). Likewise, in Mexico, Indigenous hip-hop combines a unique blend of oral traditions with modern technology. Enhancing Black/Indigenous solidarity, while preserving and promoting Indigenous languages plays a crucial role in language revitalization (Francese 2023). These insights stress music's critical role in language engagement and highlight the importance of cultural expressions like folk tales and songs in preserving languages. Indeed, this approach resonates with findings from the studies on minority languages in France and Greece.

Beyond silence: Exploring Minority Languages in France and Greece

Furthermore, this special section addresses the existential challenges Breton and Macedonian folk tales and songs face in France and Greece. It demonstrates examples and analyses how such languages are perceived, valued, and oppressed across various settings. These case studies present a narrative of linguistic struggle and endurance against shifting societal and political backdrops.

Apsis describes the transformation and marginalization of Macedonian songs in Greek Macedonia since the 1990s. He examines their stigmatization and efforts to 'purify' them to fit Greek national culture. He critiques the role of Greek national ideology and cultural institutions in portraying these songs as oppositional and threatening to Greek identity. Apsis' description reveals how national identity efforts have sidelined these songs, reflecting broader socio-political changes in the region. His paper provides insights into the interplay between culture, politics, and identity.

Guillevic investigates the suppression of Brittany's *gwerziou* (long laments) through religious and political efforts and demonstrates the erosion of native cultural practices. This paper highlights the replacement of pagan rites with Christian norms and the broader impact of the dominant culture's push for uniformity, such as through the nationalization of education that marginalizes regional narratives. Likewise, Guillevic explores the decline of the Breton language due to French language policies, emphasizing the threat to traditional songs and the extinction of cultural expressions.

Moal studies the Breton anthem's role in national identity and its global resonance. The research tracks the anthem from its Welsh roots to its significance in Brittany and its adaptation in distant lands like Patagonia and Northeast India within the broader context of language preservation. Moal explores the anthem's revival against the backdrop of a dwindling number of Breton speakers, emphasizing the paradox of cultural resurgence amidst linguistic decline. This paper reflects on the complexities of sustaining cultural symbols like national anthems in the face of diminishing language use, pointing out the challenges and contradictions in linguistic preservation.

Ioannidou examines the suppression of Macedonian language and culture using the folktales Edessa, a region in northern Greece. She outlines the Greek state's efforts to limit Macedonian language use. This paper highlights how Macedonian elements in folk traditions have faced suppression, noting a 2021 fairy tale publication from Edessa that erases Slavic origins and modifies cultural references, perpetuating linguistic and cultural erasure. In these presentations, Ioannidou points out self-censorship, where original languages and cultural details are often hidden. She advocates for a truthful, respectful acknowledgement of cultural diversity and argues for preserving and accurately representing these tales' language and cultural contexts.

Bibliography

Austin, P., K. and Sallabank, J. (2013) Endangered languages: an introduction, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 313-316, DOI:10.1080/01434632.2013.794806.

- Baker, S., C., Sparling, H. and MacIntyre, P., D. (2023) A good return on investment? Cultural identification through learning traditional music and language in Gaelic Nova Scotia, *Journal of Multilingual and Multicultural Development*, pp. DOI: [10.1080/01434632.2022.2143509](https://doi.org/10.1080/01434632.2022.2143509) [<https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2143509>, Accessed January 29, 2024].
- Bell, J. (2013) Language attitudes and language revival/survival, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 399-410, DOI: [10.1080/01434632.2013.794812](https://doi.org/10.1080/01434632.2013.794812).
- Beretka, K. (2016) Language Rights and Multilingualism in Vojvodina, *International Journal on Minority and Group Rights*, 23 (4), pp. 505-529, <https://doi.org/10.1163/15718115-02304007>.
- Chan, L. (2018) The dialect(ic)s of control and resistance: intralingual audiovisual translation in Chinese TV drama, *International Journal of the Sociology of Language*, 251, pp. 89-109. <https://doi.org/10.1515/ijsl-2018-0005>.
- Coluzzi, P. (2019) The new speakers of Lombard, *Multilingua*, 38 (2), pp. 187-211. <https://doi.org/10.1515/multi-2018-0017>.
- Comajoan-Colomé, Ll. and Coronel-Molina, S., M. (2021) What does language revitalisation in the twenty-first century look like? New trends and frameworks, *Journal of Multilingual and Multicultural Development*, 42 (10), pp. 897-904, DOI: [10.1080/01434632.2020.1827643](https://doi.org/10.1080/01434632.2020.1827643).
- Costa, J. (2013) Language endangerment and revitalisation as elements of regimes of truth: shifting terminology to shift perspective, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 317-331, DOI: [10.1080/01434632.2013.794807](https://doi.org/10.1080/01434632.2013.794807).
- Costa, J. (2015) New speakers, new language: on being a legitimate speaker of a minority language in Provence, *International Journal of the Sociology of Language*, 231, pp. 127-145. <https://doi.org/10.1515/ijsl-2014-0035>.
- Costley, Tr., Kula, N. and Marten, L. (2023) Translanguaging spaces and multilingual public writing in Zambia: tracing change in the linguistic landscape of Ndola on the Copperbelt, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 773-793, DOI: [10.1080/01434632.2022.2086985](https://doi.org/10.1080/01434632.2022.2086985).
- Csata, Z., and Marácz, L. K. (2016) Prospects on Hungarian as a Regional Official Language and Szeklerland's Territorial Autonomy in Romania, *International Journal on Minority and Group Rights*, 23 (4), pp. 530-559, Available From: Brill <https://doi.org/10.1163/15718115-02304005>.
- Csernicskó, I., and Fedinec, C. (2016) Four Language Laws of Ukraine, *International Journal on Minority and Group Rights*, 23 (4), pp. 560–582. <https://www.jstor.org/stable/26557843>.
- Deixona, P., J., (2021) Catalan language in French Catalonia today: a case of revernacularisation? A path between identity recovery and linguistic heritage, *Journal of Multilingual and Multicultural Development*, 42 (10), pp. 969-981, DOI: [10.1080/01434632.2020.1827649](https://doi.org/10.1080/01434632.2020.1827649).
- Dunbar, R. (2016) Language Legislation and Policy in the UK and Ireland: Different Aspects of Territoriality in a 'Celtic' Context, *International Journal on Minority and Group Rights*, 23 (4), pp. 454-484, <https://doi.org/10.1163/15718115-02304003>.

- Ferguson, J. (2022) The persistence of antiquity: language ideologies and perceptions of language vitality among Sakha speakers, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 214-227, DOI: [10.1080/01434632.2022.2050382](https://doi.org/10.1080/01434632.2022.2050382).
- Flores-Farfán, J., A. and Cru, J. (2021) Reviewing experiences in language (re)vitalisation: recent undertakings in the media and the arts, *Journal of Multilingual and Multicultural Development*, 42 (10), pp. 941-954, DOI: [10.1080/01434632.2020.1827644](https://doi.org/10.1080/01434632.2020.1827644).
- Francese, J. (2023) Language revitalization through Indigenous Mexican hip hop: building towards an Indigenous hip hop futurism, *Journal of Multilingual and Multicultural Development*, DOI: [10.1080/01434632.2022.2143510](https://doi.org/10.1080/01434632.2022.2143510)
[<https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2143510> Accessed January 29, 2024].
- Giles, J. (2022) ‘It creates a whole linkage with your ancestral line’: language socialisation, family lineage, and language choice at diasporic Irish immersion events in Ontario, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 243-252, DOI: [10.1080/01434632.2022.2039676](https://doi.org/10.1080/01434632.2022.2039676).
- Gottlieb, N. (2018) Multilingual information for foreign residents in Japan: a survey of government initiatives, *International Journal of the Sociology of Language*, 251, pp. 131-149. <https://doi.org/10.1515/ijsl-2018-0007>.
- Granadillo, T. (2022) Mapoyo language revitalisation at risk: when variation leads to uncertainty, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 253-261, DOI: [10.1080/01434632.2022.2039164](https://doi.org/10.1080/01434632.2022.2039164).
- Grenoble, L. A. and Whaley, L., J. (2021) Toward a new conceptualisation of language revitalisation, *Journal of Multilingual and Multicultural Development*, 42 (10), pp. 911-926, DOI: [10.1080/01434632.2020.1827645](https://doi.org/10.1080/01434632.2020.1827645).
- Harasta, J. (2023) A song for Cornwall (Kan Rag Kernow): a study of musicians and translators working on Cornish/Kernewek lyrics for international song festivals, *Journal of Multilingual and Multicultural Development*, DOI: [10.1080/01434632.2022.2122478](https://doi.org/10.1080/01434632.2022.2122478)
[<https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2122478>, Accessed January 29, 2024].
- Hlavac, J., Gentile, A., Orlando, M., Zucchi, E. and Pappas, A. (2018) Translation as a sub-set of public and social policy and a consequence of multiculturalism: the provision of translation and interpreting services in Australia, *International Journal of the Sociology of Language*, 251, pp. 55-88. <https://doi.org/10.1515/ijsl-2018-0004>.
- Hornsby, M. (2015) The “new” and “traditional” speaker dichotomy: bridging the gap, *International Journal of the Sociology of Language*, 231, pp. 107-125. <https://doi.org/10.1515/ijsl-2014-0034>.
- Howard, R., Ricoy, R. and Ciudad, L. (2018) Translation policy and indigenous languages in Hispanic Latin America, *International Journal of the Sociology of Language*, 251, pp. 19-36. <https://doi.org/10.1515/ijsl-2018-0002>.
- Jaffe, A. (2015) Defining the new speaker: theoretical perspectives and learner trajectories, *International Journal of the Sociology of Language*, 231, pp. 21-44. <https://doi.org/10.1515/ijsl-2014-0030>.
- Jiménez-Salcedo, J. (2019) A minoritized language on both sides of the border: legal framework and language policy of Catalan in Andorra and Catalonia, *Multilingua*, 38 (2), pp. 155-168. <https://doi.org/10.1515/multi-2018-0030>.

- López, L., E. (2021) What is *educación intercultural bilingüe* in Latin America nowadays: results and challenges, *Journal of Multilingual and Multicultural Development*, 42 (10), pp. 955-968, DOI: [10.1080/01434632.2020.1827646](https://doi.org/10.1080/01434632.2020.1827646).
- MacDonald, L. (2022) Going for a Song: supporting language acquisition in Gaelic 0–3 groups, *Journal of Multilingual and Multicultural Development*, DOI: [10.1080/01434632.2022.2142232](https://doi.org/10.1080/01434632.2022.2142232), [<https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2142232>, Accessed January 29, 2024].
- Malloy, T. H., and Wolf, S. (2016) Linguistic Minority Rights in the Danish-German Border Region: Reciprocity and Public Administration Policies, *International Journal on Minority and Group Rights*, 23 (4), pp. 485-504, <https://doi.org/10.1163/15718115-02304002>.
- Martínez-Gómez, A. (2018) Language, translation and interpreting policies in prisons: Protecting the rights of speakers of non-official languages, *International Journal of the Sociology of Language*, 251, pp. 151-172. <https://doi.org/10.1515/ijsl-2018-0008>.
- McCarty, T., L. (2021) The holistic benefits of education for Indigenous language revitalisation and reclamation (ELR²), *Journal of Multilingual and Multicultural Development*, 42 (10), pp. 927-940, DOI: [10.1080/01434632.2020.1827647](https://doi.org/10.1080/01434632.2020.1827647).
- McLeod, W. (2019) The nature of minority languages: insights from Scotland, *Multilingua*, 38 (2), pp. 141-154. <https://doi.org/10.1515/multi-2018-0034>.
- Meek, B., A. (2022) “At risk” languages and the road to recovery: a case from the Yukon, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 228-242, DOI: [10.1080/01434632.2022.2050381](https://doi.org/10.1080/01434632.2022.2050381).
- Nouws, B. and Meylaerts, R. (2018) *La nécessité des traductions*. Translating legislation in a young parliamentary regime. The case of Belgium (1830–1895), *International Journal of the Sociology of Language*, 251, pp. 111-130. <https://doi.org/10.1515/ijsl-2018-0006>.
- Ó hÍfearnáin, T. (2013) Family language policy, first language Irish speaker attitudes and community-based response to language shift, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 348-365, DOI: [10.1080/01434632.2013.794809](https://doi.org/10.1080/01434632.2013.794809).
- Ó hÍfearnáin, T. (2015) Sociolinguistic vitality of Manx after extreme language shift: authenticity without traditional native speakers, *International Journal of the Sociology of Language*, 231, pp. 45-62. <https://doi.org/10.1515/ijsl-2014-0031>.
- Onwukwe, Ch. and Gibson, H. (2023) Migrant identities in multilingual contexts: Nigerian migrants’ language use in public spaces in Cape Town, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 794-806, DOI: [10.1080/01434632.2022.2046009](https://doi.org/10.1080/01434632.2022.2046009).
- O'Rourke, B. and Ramallo, F. (2015) *Neofalantes* as an active minority: understanding language practices and motivations for change amongst new speakers of Galician, *International Journal of the Sociology of Language*, 231, pp. 147-165. <https://doi.org/10.1515/ijsl-2014-0036>.
- O'Rourke, B. and Walsh, J. (2015) New speakers of Irish: shifting boundaries across time and space, *International Journal of the Sociology of Language*, 231, pp. 63-83. <https://doi.org/10.1515/ijsl-2014-0032>.

- O'Rourke, B., Pujolar, J. and Ramallo, F. (2015) New speakers of minority languages: the challenging opportunity – Foreword, *International Journal of the Sociology of Language*, 231, pp. 1-20. <https://doi.org/10.1515/ijsl-2014-0029>.
- Ortega, A., Urla, J., Amorrortu, E., Goirigolzarri, J. and Uranga, B. (2015) Linguistic identity among new speakers of Basque, *International Journal of the Sociology of Language*, 231, pp. 85-105. <https://doi.org/10.1515/ijsl-2014-0033>.
- Pedley, M. and Viaut, A. (2019) What do minority languages mean? European perspectives, *Multilingua*, 38 (2), pp. 133-139. <https://doi.org/10.1515/multi-2018-0025>.
- Pujolar, J. and Puigdevall, M. (2015) Linguistic *mudes*: how to become a new speaker in Catalonia, *International Journal of the Sociology of Language*, 231, pp. 167-187. <https://doi.org/10.1515/ijsl-2014-0037>.
- Reid-Collins, O. (2013) From attitudes to social representations in endangered language research: towards an interactional framework, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 366-382, DOI: [10.1080/01434632.2013.794810](https://doi.org/10.1080/01434632.2013.794810).
- Reilly, C., Scandurra, R., ResCue, E., Hermannsson, Kr., and Gayton, A. (2023) Language and employment in Ghana: capturing the multilingual reality, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 807-826, DOI: [10.1080/01434632.2023.2195853](https://doi.org/10.1080/01434632.2023.2195853).
- Sallabank, J. (2013) Can majority support save an endangered language? A case study of language attitudes in Guernsey, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 332-347, DOI: [10.1080/01434632.2013.794808](https://doi.org/10.1080/01434632.2013.794808).
- Schreyer, C. and Wagner, J. (2022) Uncertainty in diversity: language shift and language planning in Papua New Guinea, a Kala case study, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 262-275, DOI: [10.1080/01434632.2022.2036744](https://doi.org/10.1080/01434632.2022.2036744).
- Schreyer, C., Granadillo, T. and Daveluy, M. (2022) The risk of ‘taking urgent steps’: linguistic diversity and the International Decade of Indigenous Languages, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 195-199, DOI: [10.1080/01434632.2022.2048840](https://doi.org/10.1080/01434632.2022.2048840).
- Serrano, M. and Fouces, O. (2018) Building a field: translation policies and minority languages, *International Journal of the Sociology of Language*, 251, pp. 1-17. <https://doi.org/10.1515/ijsl-2018-0001>.
- Shulist, S. (2022) Insecurity through diversity: a case study from the Northwest Amazon, *Journal of Multilingual and Multicultural Development*, 43 (3), pp. 200-213, DOI: [10.1080/01434632.2022.2039674](https://doi.org/10.1080/01434632.2022.2039674).
- Simpson, J. (2013) What's done and what's said: language attitudes, public language activities and everyday talk in the Northern Territory of Australia, *Journal of Multilingual and Multicultural Development*, 34 (4), pp. 383-398, DOI: [10.1080/01434632.2013.794811](https://doi.org/10.1080/01434632.2013.794811).
- Sparling, H. and MacIntyre, P. (2023) A tartan weave: connecting the experience of flow in traditional music and Gaelic language in pursuit of heritage language survival, *Journal of Multilingual and Multicultural Development*, DOI: [10.1080/01434632.2022.2146124](https://doi.org/10.1080/01434632.2022.2146124) [https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2146124, Accessed January 29, 2024]

- Vargas-Urpi, M. (2018) Official bilingualism meets *de facto* multilingualism: public service interpreting for the Chinese in Catalonia, *International Journal of the Sociology of Language*, 251, pp. 37-54. <https://doi.org/10.1515/ijsl-2018-0003>.
- Viaut, A. (2019) An approach to the notion of “linguistic minority” in the light of the identificatory relation between a group and its minority language, *Multilingua*, 38 (2), pp. 169-185. <https://doi.org/10.1515/multi-2018-0029>.
- Vizi, B. (2016a). Introduction to the Special Issue on Territoriality, Language Rights and Minorities – European Perspectives. *International Journal on Minority and Group Rights* 23, (4), 423-427, <https://doi.org/10.1163/15718115-02304001>.
- Vizi, B. (2016b) Territoriality and Minority Language Rights, *International Journal on Minority and Group Rights*, 23 (4), pp. 429-453, <https://doi.org/10.1163/15718115-02304006>.
- Weidl, M., Lüpke, F., Mané, N., A., and Fahed, S., J., (2023) LILIEMA: a sustainable educational programme promoting African languages and multilingualism according to the social realities of speakers and writers, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 827-845, DOI: [10.1080/01434632.2022.2118754](https://doi.org/10.1080/01434632.2022.2118754). Westbrook, Jo, Baleeta, Margaret, Dyer, C. and Islei, A. (2023) Re-imagining a synchronous linguistic landscape of public and school uses of Runyoro-Rutooro and Runyankore-Rukiga in early childhood education in Western Uganda, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 846-859, DOI: [10.1080/01434632.2022.2038181](https://doi.org/10.1080/01434632.2022.2038181).
- Wildsmith-Cromarty, R., Dyer, C. and Modipa, T. (2023) Enhancing visibility of local African languages in South Africa through learning to read, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 860-876, DOI: [10.1080/01434632.2022.2078832](https://doi.org/10.1080/01434632.2022.2078832).
- Wildsmith-Cromarty, R., Reilly, C. and Kamdem, S. (2023) Investigating the opportunities and challenges for African languages in public spaces: an introduction, *Journal of Multilingual and Multicultural Development*, 44 (9), pp. 765-772, DOI: [10.1080/01434632.2023.2222105](https://doi.org/10.1080/01434632.2023.2222105).
- Yamane, M. and Phillips, M. (2023) ‘The stories are told by us’/U.S.: politics of telling stories about Indigenous languages with (and without) music, *Journal of Multilingual and Multicultural Development*, DOI: [10.1080/01434632.2022.2141756](https://doi.org/10.1080/01434632.2022.2141756)
[<https://www.tandfonline.com/doi/full/10.1080/01434632.2022.2141756>, Accessed January 29, 2024].