

**EUROPEAN BUREAU FOR LESSER-USED
LANGUAGES**

**STUDY TRIP TO GALICIA, NOVEMBER 1997:
SOCIOLINGUISTIC RESEARCH AND PUBLIC
ADMINISTRATION**



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Abstract

This document contains a summary of the European Bureau for Lesser-Used Languages' Study trip to Galicia held in November 1997. The focuses of the visit were Research into the use of the Galician language, and the employment of Galician in the public policy sphere.

Section one of the report, which contains the majority of comments made, is devoted to a short presentation of the situation of Language Planning in Galicia, taking into account the recent processes of redemocratisation which the Spanish State has undergone. It then progresses to a short summary of the institutions visited during the study visit, namely universities, language normalisation services, research institutions and the media. In so doing, it attempts to extrapolate elements that could be of use to lesser-used languages in other areas.

Section two deals with the immediate results of the study visit itself, describing the steps delegates will take to distribute the information gathered in their own regions.

The third section deals with delegates' opinion that cast-iron co-operation strategies and networking channels must be created between Europe's minority language communities in order to avoid duplication of work and to minimise expenditure. The same section deals with suggestions for the improvement of the scheme and with its administration, both on the part of the European Bureau, and that of the organisers in Galicia itself. The final section of the report contains copies of appropriate publicity and promotional documentation collected during the visit.

1. European Bureau for Lesser-Used Languages Study Visit to Galicia: Public Administration and Sociolinguistic Research 9-15/11/97

1.1. DELEGATES

1. Flemish: BRAET, Hermann Faculté des lettres, B-2610, Antwerpen.
2. Sardinian: CORRAINE, Diego Papiros Editziones, P.O. Box 1/c, I-08100 Nùoro.
3. Welsh: EVAS, Jeremy Adran y Gymraeg, Prifysgol Cymru Caerdydd, Blwch SP 910, CAERDYDD, UK-CF1 3XW.
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5. Irish: MAG UIBHRÍN, Gearóid 7, Sráid Ard, an Húr, Co. An Dúin, Éire, BT34 1MB
6. Finnish/ Swedish: MODIGH, Fredrik Ministry of Education and Science, S-10333 Stockholm.
7. Irish: Ó MÓRDHA, Diarmuid An Roinn Ealaíon, Oidhreacht, Gaeltachta agur Oileán, Eastát Tionscail, Doim Beorga, Leitir Ceamainn, Co. Dhún na nGall, IRELAND.
8. Corsican: OTTAVI, Domenico 20, av. Kennedy, FR-20090 Ajaccio, Corse.
9. German: SPAHN, Dr. Norbert Deutsches Gymnasium für Nordschleswig, Svinget 26-28, DK-6200 Apenrade
10. Occitan [Italy], VALLA, Fredo San Bernardo 124, I-12030 Ostana.

1.1. INTRODUCTION

This informative, professionally organised and successful study visit succeeded in disseminating a broad picture of efforts for the promotion and normalisation of the Galician language. As Spain has been redemocratised during the two decades following the death of General Franco, its regional languages have witnessed an enormous transformation — from proscription in legislation, to fully co-official status with Castilian, which all citizens of those regions have the constitutionally enshrined 'right to know'. Such whirlwind transition was not achieved without a great deal of public opposition [despite the fact that comprehension levels of Galician are near to 98%] and government-led language planning schemes. It is this process of transition which was of great interest to the delegates, the majority of whom are members of linguistic minorities benefiting from much less status than that afforded to Galician. It was with eagerness then, that they looked forward to hearing of the sociolinguistic research carried out in Galicia and of that research's application to policy in public administration, with a view to full language normalisation.

During the 5 day course, delegates were transported between the 28 sessions by a bus organised by the Dirección Xeral de Política Lingüística of the Galician Autonomous Community, and were accompanied throughout the week by Laureano Arauzo Cardalda of the Dirección Xeral and, alternately by Benjamin Docil, of the Education Department of the Xunta de Galicia and Juan Parrua of the Ramón Pineiro Linguistic and Literary Research Centre. Also, periodically, Sr Manuel Tenreiro, director of the Dirección Xeral de Política Lingüística, accompanied us. At the beginning of this report, I must thank Laureano Arauzo Cardalda for his strenuous efforts in organising the study visit, and for his patience, often during stressful moments, during the week. His multilingualism was much needed and welcomed in a diverse group of delegates possessing no *lingua franca*.

As stated above, the final title of the visit was "Public Administration and Sociolinguistic Research", although education was offered as a theme in earlier drafts of the programme. As all three themes overlapped in many of the institutions visited, the group, on the whole, believed that the themes set had been more than fulfilled in the ample visits made during the week. The only complaint heard was that one did not receive sufficient free time to visit Santiago and its surroundings. However, as the documentation sent to participants stated, the visit was not meant to be a holiday, a statement that they accepted, albeit reluctantly, thereby foregoing the sights of Santiago de Compostela. Bearing this in mind, the following report will be no trite travelogue; rather, it will attempt to draw conclusions from the situation of Galego as to that which can be done to promote other lesser-used languages in Europe. It will present a synthesis of opinions of the delegates, all the while adhering to EBLUL guidelines.

1.2. SUBJECTS TREATED DURING THE VISIT

There is no space in a small report such as this to go into great detail regarding all the visits made during the week; for that reason, I will attempt to summarise only the most salient features of the institutions attended, beginning with a short description of the origins of present day Language Planning services.

Galician is a language that fell into disuse in the official sphere in the 14th Century. Lower social classes and a small number of intellectuals sustained it during a long period of official neglect. In this much, it is similar to most of the other lesser-used languages of Europe, and here lies its main problem — it is a low prestige language, the 'L' part of the diglossic formula. Proscribed during the Spanish Civil War and the ensuing dictatorship, the Dirección Xeral de Política Lingüística took up the monumental task of the language's promotion and normalisation shortly after democracy was restored in 1978 and autonomy granted to Galicia three years later. In 1983, a parliamentary bill was passed for the normalisation of Galician

from which the Dirección Xeral de Política Lingüística draws most of its authority. Since that time, amongst its myriad activities are counted the establishment of 38 university centres for Galician Studies outside Spain, computer software offering content-based help in Galician and official *pro formas* on computer disk. It has been instrumental in creating a qualitative change in opinion towards Galego from a traditional defensive mentality to a modern one of promotion, symbolised by its ever-present catchphrase, 'bilingüismo harmónico'. The Dirección Xeral de Política Lingüística directs subsidies and grants to many organisations and acts as a co-ordinator for the application of Galician education policy at all levels. Moreover, it publishes the *Revista de Ensino Galego*, a quarterly review treating subjects pertaining to Galician language education. The Dirección Xeral de Política Lingüística has sound promotional ideas, and enjoys fruitful relations with the Basque Language Planning Service. However, its relations with minorities further afield, through no fault of its own, are less frequent, as consequently, is the exchange of ideas with those in similar situations. In section 3 below, possibilities for networking between such communities are aired.

1.2.1. UNIVERSITIES

Each of the three Universities visited, Vigo, Santiago de Compostela and A Coruña has its own language normalisation service. In Santiago de Compostela, Galician is the official language of the University, with Castilian recognised as co-official. However, whilst all administration is being converted to Galician, individual teachers in the university system have the right to choose the language of instruction in classes. The consequence of this is that more arts subjects are taught in Galician than sciences, reinforcing the imprecision/precision, emotivity/rationality dualities which have, since the French Revolution, done so much harm to public perception of minority languages. However, in collaboration with governmental agencies vocabularies are being prepared for technical subjects in order that these too will be fully normalised. The University of Santiago also

offers practical and financial help for those students wishing to write theses and dissertations in Galician and even offers generous grants for translation to those who have commenced their work in Castilian. In 1992 an aggressive publicity campaign was organised for the promotion of Galician in the University, in association with La mesa Pola Normalización Lingüística, and the Dirección Xeral de política Lingüística. Details of this campaign are reproduced in section 4 below.

9 The University of A Coruña, a much newer institution than the 500 year old University of Santiago has a smaller normalisation service, called upon mainly to correct texts, translations, and to organise language classes at various levels. In addition, as in Vigo, the service collected statistics on language usage in the university sphere with a view to policy formulation. Similarly, students' aspirations for further use of Galician were analysed. These showed that although the majority of students were in favour of the promotion of Galician, and could, if they wished, speak the language, 25% never used it at all. They also showed a great gap between knowledge of a language and its active use, possibly caused by the aforementioned problems of language prestige in civil society. Fifty-two percent of the students in A Coruña preferred classes in Spanish only while 13% preferred them solely in Galician. Delegates looked forward eagerly to publication of the findings of the European Commission's *Pentecosta* project which addresses this topic of 'trigger factors' for linguistic use.

1.2.2. CIVIL & PARLIAMENTARY NORMALISATION SERVICES.

In order to normalise any language beyond a superficial shell of external bilingualism, one must have a highly trained body of civil servants, *au fait* with officialese in the particular language. In a country such as Galicia where, until recently, the language was proscribed, and several generations are literate only in the majority language, this is no easy task. However, the EGAP (Escola Galega de Administración Pública) which delegates visited had taken this

task seriously — much is to be learnt from its professional approach to normalisation. EGAP organises courses in Galician for public servants, concentrating on administrative terminology and normalisation in the work sphere. It has published a series of administrative manuals, several of which have been dedicated to linguistic subjects such as equality, validity and legality of translations, Galician in the field of justice and public duties for the promotion of plurilingualism. It has published handbooks on the fulfilment of linguistic rights together with detailed guidelines on the layout of administrative documents in Galician. In addition, it publishes in other fields not directly connected to the language, e.g. public ethics environmental regulations; however, all these are published in Galician. Furthermore, the EGAP has published a monthly review of Administrative language since 1994 which concentrates on problems of translation, anglicisms and neologisms, computer terminology and legislation for the fulfilment of linguistic rights. Importantly, it also espouses the use of a 'Clear Galician', a paramount consideration in any society unused to the written form of its language. The EGAP appears to be an institution grounded in pragmatic logic, determined to increase the penetration of Galician into administrative spheres to more than the typical external shell of bilingualism experienced in so many other regions. Other lesser-used languages have much to learn from its activities.

1.2.3. DEDICATED LANGUAGE PLANNING ORGANISATIONS

Apart from the Dirección Xeral de Política Lingüística, several other organisations were visited which are interested in language planning processes. For example, the Consello de Cultura Galega is in the process of setting up an archive of Language Planning and Normalisation under the auspices of the University of Santiago de Compostela — it subscribes and makes available to the public 57 periodical publications specialising in Language Planning, as well as many other information sources and publications. Importantly, the archive stocks many publications from the Catalan language Normalisation Services,

enabling a certain amount of idea-exchange to take place. Whilst such archives and resources are much needed, by their very nature, the Public must be *attracted* to them. On the other hand, pro-active movements that make use of the knowledge that these facilities impart are also a vital link in the process of normalisation. One such movement, which struck delegates by its pragmatic approach to this problem, was La Mesa Pola Normalización Lingüística, an "independent, plural apolitical movement whose only aim is to defend and promote Galician in all social domains". Formed in 1986, the Mesa benefits from no official subsidies. Amongst its activities are: campaigns against Hispano-centric attitudes of state-wide commercial enterprises (La Mesa organised a postcard campaign against both the Seat Car Company and Telefónica, the Spanish telephone corporation who operated policies which were not fully conducive to bilingualism. It has ^{also} campaigned to have Disney films dubbed into Galician, ^{La Mesa's all ones} activities from which, doubtless, other linguistic minorities the world over could learn. The Mesa translated the United Nations Declaration of Linguistic Rights into Galician and sent a copy to every council in Galicia, it sends new parents a booklet of Galician names with an explanation of their meaning and provides *pro-formas* for ^epoll changes of name to the Galician spelling. Moreover, the Mesa offers a free translation service for restaurant menus and signage of all types. The president of the movement, Concha Costas, is released from her usual job for one year in order to work with La Mesa and is one of only two full time, paid workers the movement has. Grounded in pragmatic and content-based logic, the Mesa has prepared the sole video for the teaching of typing in Galician. Its range of activities is as follows:

1. *Teaching and Education* — encompassing slogan campaigns aimed at both teachers and pupils for the promotion of classroom use of Galician. This is of critical importance, considering the quasi-voluntary nature of language use in the educational sphere.
2. *Toponymy* — the Mesa promotes the use of Galician versions of place names, challenging the legality of Castilian versions in the law courts.
3. *Commerce and private sector* — the mesa gives away free 'Sale' signs for shop windows and organises publicity campaigns about government grants for bilingual provision. In addition,

one of the most useful and transplantable micro-level ways of language intervention is the "Shopping List" in Galician, which is distributed in supermarkets and foodstores. It is self-adhesive, which enables it to be affixed to supermarket trolleys. This is a simple but excellent way of familiarising speakers with both the written forms of the Galician and with new vocabulary in the language.

4. *Administration* — the mesa works on all levels to ensure bilingual forms and administrative services and to achieve a clearly defined national policy for bilingualism.

5. *Banking* — the Mesa has one agreement with different banking unions and has succeeded in incorporating Galician into their activities. Agreements have also been signed with 11 different banks to normalise the language. The private sector is all too often neglected in the field of language planning but is, nevertheless, an all important consideration for all-encompassing language normalisation.

6. *Galician outside Galicia* — La Mesa has links with groups who wish to promote and normalise Galician in the areas of Asturias and Leon where the language is spoken.

La Mesa Pola Normalización Lingüística has many elements that could be emulated by pressure groups and language normalisation bureaux in other countries. Delegates wished to see its proactive, pragmatic approach replicated as widely as possible. Suggestions for so doing are discussed below.

1.2.4. THE RAMON PINEIRO RESEARCH CENTRE

This government funded centre opened in 1994 as an interdisciplinary research centre for Galician studies with highly specialised staff, modern digital computer equipment and a herd of research bursary holders. The Centre is engaged in several projects for the transcription, recording and distribution of old Galician texts, amongst other activities. Its main activities are:

- A bibliography of Galician Literature, consultable by Internet.
- A reference corpus of Modern Galician.
- A corpus of Galician medieval Latin documentation.
- An annual bulletin of literature and drama written in Galician.

- A directory of Galician phraseology for definition of phrases and to aid expression of abstract concepts, available through CD ROM, Internet and in printed form.
- An archive of Medieval Galician, which documents Portuguese Galician literature (at present working on projects as diverse as profane and religious literature and medieval literary prose).

Amongst its innumerable other projects, is found a Galician speech synthesis system, which will convert word-processed documents into the spoken word, a seemingly futuristic development at present, but which will, along with parallel systems to recognise speech and turn it into the written word, become vital in the next few years, especially in busy business spheres.

This interdisciplinary centre, whose diversity of research interests astounded delegates, as did its array of computer facilities, merits further investigation and documentation with a view to possible transplanting of ideas, organisational structure and computer technologies to other areas where minority languages are spoken, and where their literary and linguistic heritage has been neglected.

1.2.5. GALICIAN IN LOCAL AND REGIONAL COUNCILS

Delegates were impressed with the comprehensive nature of Galician language use in the local authority sphere. In 10 short years, Castilian monolingualism has been almost completely converted into Galician monolingualism despite severe literacy problems in the language. Thanks for this are due to the many Cabinetes de Normalización set up in the municipalities. Delegates visited three such bureaux ~~at~~ Redondela, Santiago and Ourense, where they were informed as to the many changes in laws needed to ensure promotion of the language. Again, a summary of this nature is not a place to reproduce and analyse such policy developments in detail, but other regions must draw upon this hard-earned experience. The Council of

Santiago organises language courses at all levels, and avails itself of the EGAP lessons in administrative language mentioned above. All administrative departments have back-up resources such as dictionaries, grammar books, vocabularies and *pro-forma* example documents in Galician. In the councils of Santiago there is a department of Galician which aids with translation and correction of texts; there, style norms are kept on a database along with information on organisations specialising in Galician matters who can be called upon in matters of linguistic doubt.

Externally, the council of Santiago works with many bodies to offer aid with Galician toponymy, subsidies and publicity campaigns, and language lessons for all habitants of the municipality. Importantly, Galician will be the official language when Santiago is European Capital of Culture in the year 2000. All the above activity is financed by a 10 million P^{ta} budget from the municipality's own finances topped up with an 8000 ECU grant for the year 1997 from the European Union, and an extra grant from the Dirección Xeral de Política Lingüística in order to set up an infrastructure to control normalisation. The Gabinete de Normalización Lingüística of the Provincial Delegation of Ourense is also as thorough in its normalisation planning, organisation, training and language lessons for its staff.

Even councils such as Redondela, a comparatively small town, ^{ve} ^{has} its own normalisation committee that ^{ve} ^{has} transformed its internal administration to Galician during the period of redemocratisation.

1.2.6. TV AND RADIO

The Galician language benefits from ample media coverage mainly through the work of CRTVG (Compañía Radio y Televisión Galega) based in Santiago and inaugurated in 1985. Today, with over a decade's experience in broadcasting it has initiated a dedicated channel for Galician emigrants in South America. Given the 'peripheral' nature of many lesser-used

language regions and the rate of periphery → core and other types of migration, the use of the Internet and satellite technology for the broadcasting of such languages to diaspora communities is to be welcomed and promoted. Although CRTVG's whole output is now broadcast 24 hours a day via Real-time live Internet software, the station's inaugural period was difficult from a linguistic point of view because, as is the situation with so many minority languages, Galician lacked terminology for technical fields such as sport, fashion, health and the media. Aware of its role as one of the main conduits for normalising the language and for the diffusion of new concepts in vocabulary directly to the population, CRTVG appointed a team of linguistic assessors at its outset, to ensure the quality of language broadcast. These assessors ensure that the standard of speech in programmes broadcast is free from excessive Castilian influence, particularly significant in news broadcasts, which are often compiled from footage gathered by Madrid-based agencies. The assessors also correct all the teletext output of the station and its administrative documentation, and the service's World Wide Web pages. Again, much can be learned from the experiences of CRTVG; however, many Masters' theses could be written on such topics and here is not the place to attempt a detailed summary. It is, however, of the almost importance that these lessons be learnt and a section of this report is dedicated to solving problems of duplication of work and networking between minority language communities. The above themes may themselves have been examined, but not yet published by the *Euromosaic* team in their assessment of societal support for minority languages. Therefore, I end this section and progress to the immediate results of the study visit itself.

2. Forms of Co-operation and plans for dissemination of the experience gained

The widest media coverage imaginable was afforded to the Study Visit and delegates. All Spanish-speaking delegates gave at least one radio, television or press interview during the visit. However, the fleeting effort of the mass media and the transience of newspaper articles

need to be backed up with in-depth relaying of the information gained, in other counties. In total, delegates came from nine different autochthonous language groups and, if all intentions are fulfilled, they will disseminate the information gained during the trip over a wide range of individuals and institutions. For example, a report on the course with emphasis on educational policy formulation will be sent to the Swedish Ministry of Education and will be used as a basis for discussion with members of Swedish minorities. A similar report will be given to the German minority language board in Denmark. A seminar on linguistic intervention in Galicia will be given to the University of Wales, Cardiff and a case study on Galicia will be included as part of an analysis of language Planning within the Spanish state in the post-Franco era. Many delegates said they would publish articles on the World Wide Web regarding the visit and stated that the visit to the Mesa Pola Normalización Lingüística provided many practical ideas which they would take back to language promotion authorities in their own areas. Also, one delegate stated that he had made a concrete contact with the publishing house visited and would be bringing out co-editions in his own language in the foreseeable future. Furthermore, certain computer software viewed during the week may be adapted into other minority languages because of the visit. Already, information regarding the study visit has been broadcast on Radio nGaeltachta in Ireland, and articles will be written about the knowledge gained in *An tUlaich* magazine, as well as a report being sent to the Director of the Department of Arts Heritage, Gaeltacht and Islands in the Donegal Region. These delegates working in journalism will also endeavour to publicise the study trip via their respective publications, including *Barn* magazine in Wales.

3. Urgent Request

Excellent work for the promotion of Galician was viewed during the week's visits. However, delegates were troubled that sufficient networking between minority language communities would not occur as its result, and that a certain level of duplication of work would continue to plague the lesser-used languages of Europe. In that much, the most valuable outcome of a study visit such as this, as hinted above, would be the establishment of a proactive language planning archive, possibly in Brussels. Such an organisation could collate detailed models of status and corpus planning and disseminate them to official agencies and interested individuals across Europe (and further afield) in non-academic, regularly published synopses. Such an archive should make use of the latest technology and digitalise publications, reports, finance plans, organisational structure documents and all other elements of Language Planning government agencies, societies and institutions, and create a monthly/quarterly digest in a Language of Wider Communication which could be circulated by e-mail and the Internet. This request does not mean to denigrate or belittle the *Contact Bulletin* published by EBLUL, which is a most useful publication on a general level. However, bearing in mind the enormous duplication of work going on in the field of Language Promotion on the European Level, such an organisation is much needed. The co-ordinating nature of such a centre would free time for language planners at a local level to devise new initiatives, which could then be distributed around the network, which could be compared to a "mini-Reuters for Language Planning. Time, as is proven in *Euroosaic* is not a commodity available in great amounts to all the minority language groups in Europe. Not one of the delegates was previously aware of the full scope of the language planning authorities in Galicia, pitifully few of the language planning authorities in Galicia were fully aware of many such developments outside the Spanish State. The Universities in Galicia have wasted many man-hours preparing separate language normalisation plans when, had such a plan been made

available to them, albeit not as an off-the-peg project but as detailed guidelines, with contact names for assistance, much head-searching, effort and time could have been devoted to other parts of the LP process.

The financial element is important in the foundation of such centres and technology and staff do not, admittedly, come cheap. However, there is place for the European Community to become a world leader in sociolinguistic Research and Language Planning. Such plans and information could be sent to, for example, Quechuan^{language} authorities, and collected from the polyglot country of South Africa. Such a centre could save money on, for example, networking for the construction of spellchecking software in Romance lesser-used languages and advertising or 'sensibilisation' campaigns. By pooling resources for a campaign to raise awareness of the negative effects of language loss, much money could be saved. All design^g and printing work could be co-ordinated in Brussels and pro-forma posters in recognised publishing house formats [e.g. Quark Xpress] could be sent electronically to minority language regions where they would be translated and adapted, to be printed either in Brussels or in the region, depending on cheapness of print-run. Delegates were perturbed that, all too often, dazzlingly brilliant ideas are not transplanted from one language group to the other, not because of lack of volition, but rather, because of lack of knowledge, time, and appropriate contacts. The collation potential of a central European language planning authority could restore this. Granted, not all models may be transplantable to all other language areas, but the delegates were convinced that the pooling of resources and the deletion of time-wasting duplication could only be a good thing. For example, the Mesa Pola Normalización Lingüística produces a full colour poster of a ~~Whale~~ with the caption (in Galician), 'Some things are too precious to disappear', under which contact information for language classes/planning provision is printed. The proposed centre could receive the poster in electronic format and circulate it to all linguistic minorities in Europe and further afield, a step

with the Mesa itself has neither the time, the resources, nor the contacts to take. Should half the activity currently going on in Europe be channelled through such a centre then the delegates believed that much progress could be made in the field of European Language planning. Its initiation would permit 'stronger' lesser-used languages to help the weaker, and could serve as a powerful lobbying centre for diversity in the heart of Europe. Delegates urge the undertaking of a feasibility study for such a centre as a matter of urgency, in order that all elements in the European Mosaic of languages can benefit from each other's experience and extend help to those languages further afield.

3.1. SUGGESTIONS FOR IMPROVEMENT OF THE SCHEME

On applying for a study visit, I stated that I wished to meet like-minded people, namely those interested in promotion, marketing and sociology of lesser-used languages and in Reversing Language Shift. I was not disappointed. The only suggestion for improvement that I would make regarding this is that perhaps a specific section on language marketing could have been organised. However, soon, this rapidly developing discipline will merit a study visit in its own right, and delegates believed that EBLUL should consider organising such a scheme in the near future, incorporating dedicated workshop sessions from which concrete advertising and opinion changing strategies could be drawn. This workshop would ^{perhaps} ~~probably~~ be best organised in one of the Spanish autonomous language regions, most probably Catalonia, which has excelled in the use of slogans and poster campaigns for such ends. Such a focused course would doubtless be to the interest of the marketing sections of bodies such as the Welsh Language Board Bord nGaelige, the Institut de Sociolingüística Catalana, and the Dirección Xeral de Política Lingüística of Galicia. More importantly, it would aid those small, contracting minorities under immediate threat, to make concrete proposals at home for the defence of their languages, especially if the digital means mentioned above were used.

3.2. ADMINISTRATION PRIOR TO AND DURING STUDY VISIT

Delegates were, overall, happy with the smooth organisation of the study visit. As stated above, the only complaint was that they did not receive enough time for tourism and participant observation in the Galician community, away from the institutions visited during the week. A small minority of delegates stated that they had not received their travelling expenses before departing for Galicia, but this posed no serious problems. Delegates were treated as VIP's in every session of the visit, and offered an official welcome that was unexpected, and in their opinion, undeserved. Delegates do not wish in the slightest to appear ungrateful for the enthusiastic welcome they received but, much time on the visit could have been saved by keeping officialdom to a minimum, and utilising it to talk to rank-and-file language promotion workers who, unfortunately, were often delegated to the status of mere onlookers in certain presentations. This occurred much to the chagrin of the organisers of the visit, who had done their utmost to ensure that delegates received a balanced picture of the situation; it occurred, perhaps as a result of delegates being presented to the multitude of newspaper journalists present and TV and Radio staff in attendance at almost every other session as 'Experts in Minority Languages', a status at which we aimed by our study visit; it was not a presupposed condition we wished to impose.

The main problem of the week, as hinted above, was the lack of a common language within the group. Candidates were asked on the original application form and on the questionnaire sent to those selected what language skills they possessed. It was announced that the *lingua franca* of the study visit would be French, and that presentation in other languages (most speeches were given in Galician) would be interpreted or summarised in French. Had all delegates good comprehension of the language, then this would have produced no problems. However, it appeared that some delegates had over-estimated their knowledge of the French language, which would have isolated them from the content of presentations had impromptu

interpretation not been speedily arranged. Nevertheless, such translation prevented Laureano Arauzo Cardalda and myself, as translators, from fully following certain sessions and was, to say the least, mentally taxing. Presenting translation into English could not have solved the problem, as several of the group did not have good aural comprehension of that language. Consequently, on the informal levels, the lack of *lingua franca*, posed a barrier to group cohesion and on the formal level impeded the presentation of material to a certain extent. On discussing this problem with delegates, it was suggested that the *linguae francae* be marked on the initial publicity material sent out by EBLUL and the Commission and that candidates selected should be interviewed for a short while by telephone in that language, or that all course documentation should only be available in those languages. Failing that, a series of official interpreters should be engaged for the study visit programme. The language problem by no means spoiled the visit, but it would have run more smoothly had this problem not arisen.

07 Moving on from the point of language, certain delegates felt that by entrusting the organisation of the Study Visit to a governmental organisation, which is perforce controlled by political power, that the 'spin' put on the selection of presentations ^{could} may have been slightly biased. They felt that, although the organisation of the trip was flawless, and the welcome extended and the information presented superb, it would have been better for an apolitical, independent organisation to undertake the work. Delegates wished to ask why in fact such a task was not entrusted to the Galician Deputation of EBLUL.

Certain delegates felt that the lack of opportunity to share their own experiences with Galician language specialists was evident; although much documentation was exchanged, the heavy timetable did not allow much time for social interaction between delegates and speakers. However, considering the number of delegates who state they will return to Galicia, it appears that this problem will be resolved. They also believed that the study visit should be

advertised by Internet and WWW, with the facility to download and submit application forms directly. This would avoid postage costs and improve accessibility to EBLUL publications. Likewise, they felt that this summary, and possibly individual summaries, should be collated with other study visit reports, and published on one central Website.

Another important suggestion made was that, although multiplier effect is taken into consideration when selecting applicants that, on the whole, our multiplier effect as a group was not sufficient to ensure any significant upturn in the fortunes of our respective languages. Comforting as it may be to exchange views and ideas with those in similar situations to oneself — and, unfortunately, with those in situations worse than oneself, delegates could not help suggesting that more influence-wielding gatekeeper figures with policy changing power, be asked to participate in the study trip, both from those areas with a history of language planning and those opposed to the promotion of minority languages within their territories. If this is not done, there could be a danger that such trips could descend into nothing but lame anecdote-swapping sessions. Fortunately, this did not happen in Galicia. Another suggestion delegates made was that on selection, candidates were contacted to ask exactly what type of institutions and situations they wished to view, in order that a bespoke timetable be created. Delegates believed that initial application forms, together with acceptance questionnaires should be forwarded to the course organisers if that is not already the case.

3.3. CONCLUSION

Please forgive me if I have over-concentrated on the few negative aspects of the course. They were by far outweighed by the positive elements and benefits. The element that cropped up repeatedly during the course was duplication of work in different minority language regions in Europe, and quasi-complete ignorance regarding Language Planning taking place outside Europe. Delegates feared that parallel research, development and isolated working practices prevailed the world over in the sphere of Lesser Used Languages

and wished for cast iron co-operation structures, initially on the European level, to ensure that no one minority language group would be ignorant of successful, or erroneous promotion practices in another. If this visit achieves in convincing others of this aim, it will have had a double success. As a study visit alone, the material presented was, according to all delegates, excellent, and the slight hitches mentioned above did nothing to hinder the high quality of the material presented. The contacts made during the trip will, doubtless, bring forth concrete promotional projects and have obviously created a better understanding of the situation of Galician, one of Europe's more fortunate minority languages in the minds of delegates. All that remains is for delegates to sift through and to digest the huge box of information sent to delegates' home addresses at the expense of the Dirección Xeral de Política Lingüística, and to thank the European Bureau for Lesser-Used Languages for presiding over the study trip scheme.

Jeremy Evas,

Caerdydd/ Cardiff

Monday, 08 December 1997

H:\EBLUL Study Visit to Galicia.doc

4. Appendices

18-Nov-97

Sr. Manuel Teñeiro
Dirección Xeral de Política Lingüística
Ed Advo San Caetano
15704 Santiago de Compostela
España

Muy señor mío,

Le escribo brevemente para agradecerle su amabilidad y profesionalidad en la organización de la reciente visita de estudios a Galicia. Especialmente, quisiera agradecer a Laureano Martínez por su inagotable atención hacia los participantes. Sin su presencia y trabajo constante la visita de estudios no hubiera tenido el éxito que ha supuesto.

Esta visita me ha permitido obtener información de primera mano para incluir en mi tesis de doctorado un capítulo sobre la normalización lingüística en Galicia, y en general en el estado Español.

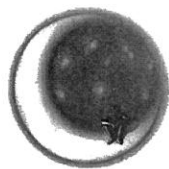
Si usted está interesado, le enviaré el informe sobre la visita que voy a preparar para el Buró y para la Comisión Europea.

Sólo me queda decirle que para cualquier información sobre el proceso de normalización en Gales, estoy a su entera disposición.

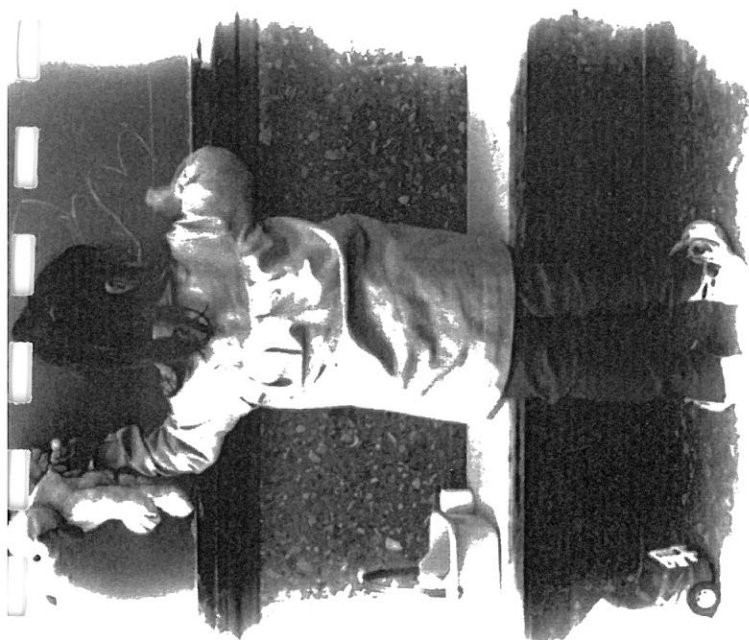
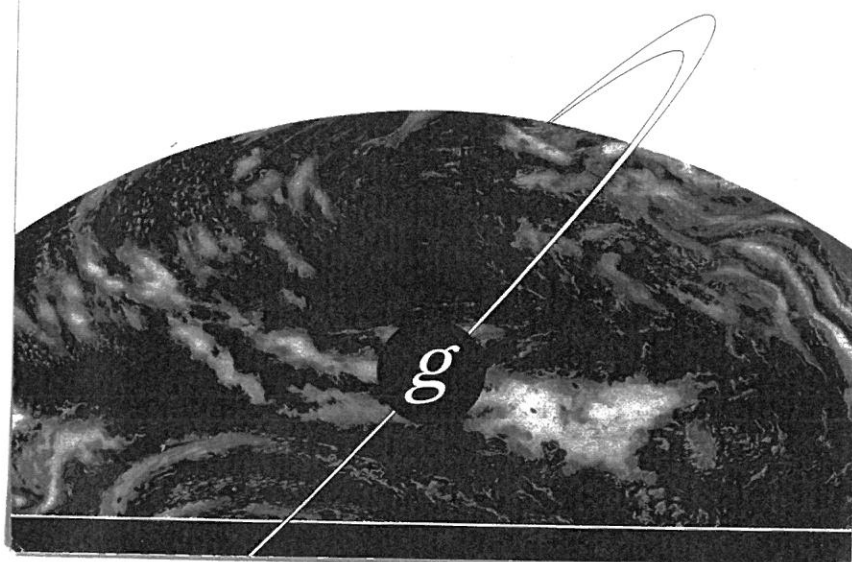
Atentamente,

Jeremy Evas

Baixa da lúa.



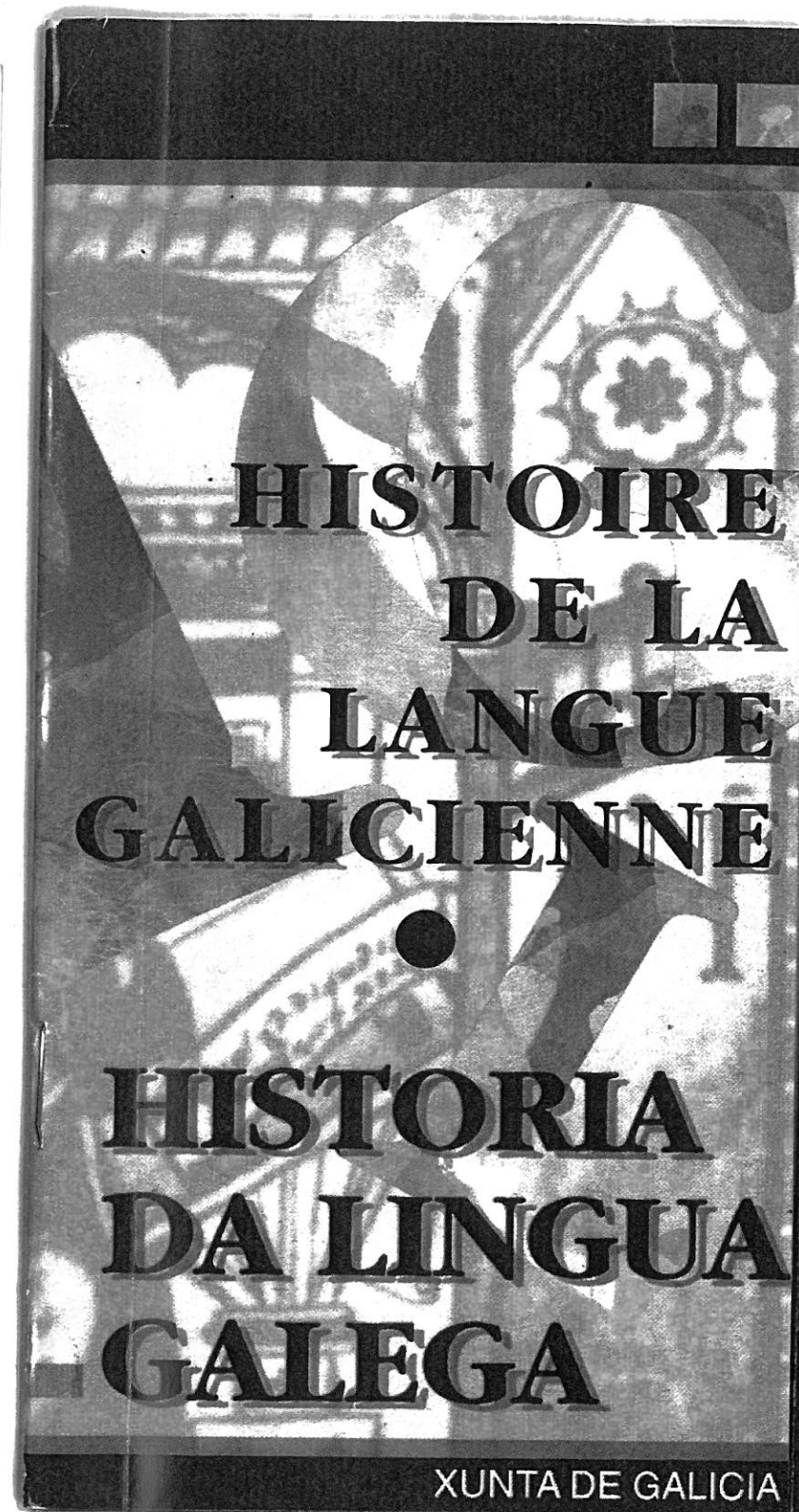
En galego
estamos no mundo.



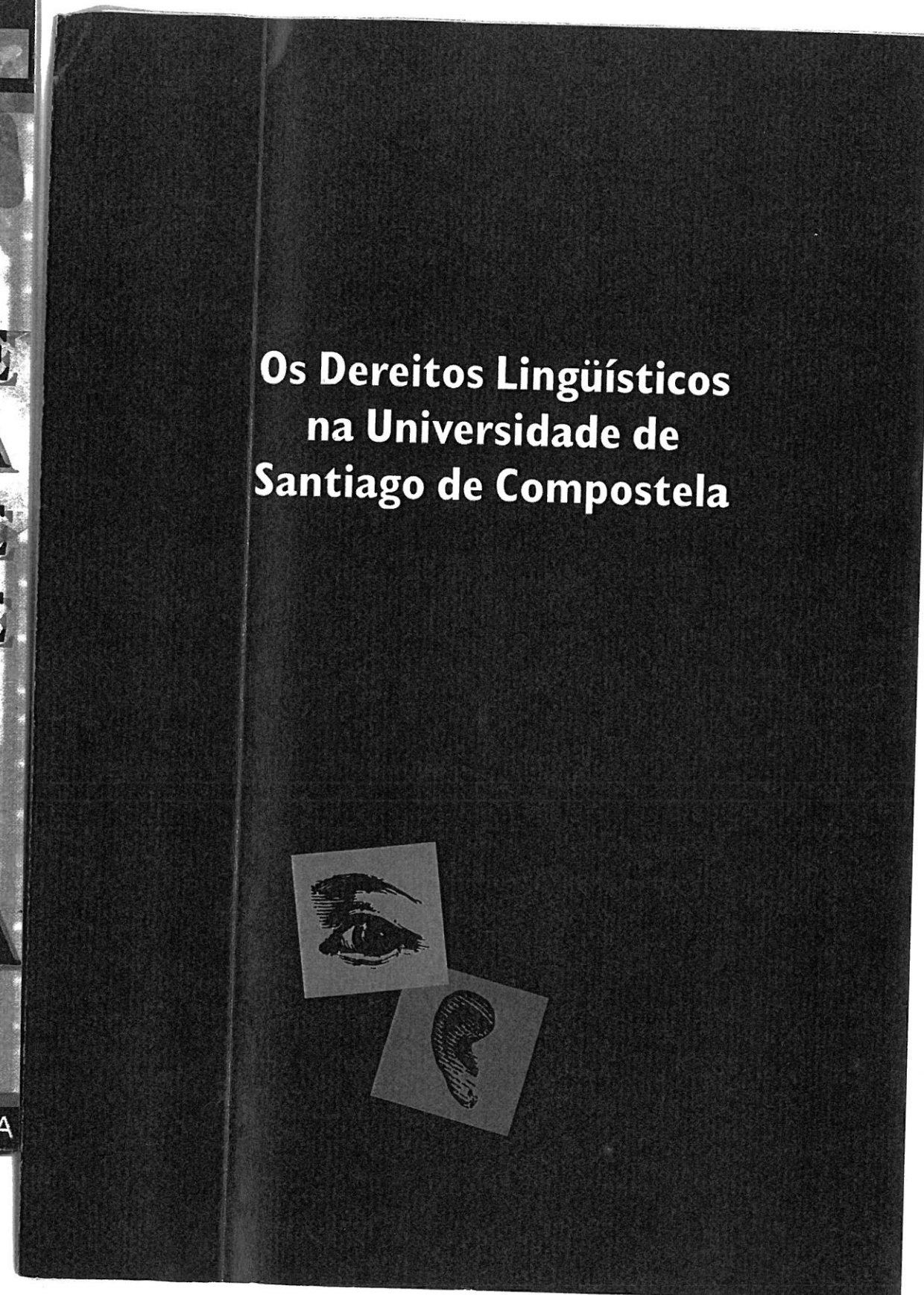
O ENSINO EN GALEGO

ESTÁ NO SEU DEREITO

A MESA POLA NORMALIZACIÓN LINGÜÍSTICA



- 1 & 2: Publicity material collected from La Mesa
Pola Normalización Lingüística
3: Short history of the Galician Language
published by the Galician government in several
languages.
4. Handbook of Linguistic rights for members of
the University of Santiago de Compostela.



OU

A MESA

sempre en galego OU sempre en galego

chamamos a todos os cidadáns e cidadás de Galiza a colocar este adhesivo en automóbeis e lugares públicos. OU (Ourense) ha servir-nos para que o nome das provincias da Coruña e Ourense pasen a ter como única denominación oficial galega. Ueremos que sexa a última campaña reivindicativa da nosa toponimia. De TI, de TODOS depende.

Sr. Presidente:

Telefónica é unha empresa que historicamente mantivo actitudes de agrávio contra os galego-falantes. As constantes negativas por parte dos empregados e empregadas a atender aos usuários que se expresaban en galego son exemplos paradigmáticos que aínda se continúan a dar. Telefónica incumpre tamén co estipulado na Lei de normalización lingüística e deturpa a nosa toponimia nas súas publicacións e escritos (Santa Eugenia de Ribeira, Junquera, Puente deume, Domayo, Jobre...).

Telefónica enviou até agora as facturas en galego e castelano. O último agrávio consiste en esixir, a quen queira a factura en galego que a solicite por escrito. En caso contrario deixará de aparecer no noso idioma. Como cliente e/ou usuario/a esixo un cambio completo de actitude, o envío das facturas en galego a toda a cidadanía (agás a quen solicite o contrario) e que as comunicacións, a publicidade, etc., se fagan na nosa lingua. Tamén o informo de que esta cuestión terá moita importancia para min á hora de elixir ou cambiar de empresa nos segmentos con opción de mercado.

Reciba un cordial saúdo.

Don/Dona:

Asdo.

A MESA POLA NORMALIZACIÓN LINGÜÍSTICA

Sr. Presidente de Telefónica
D. Juan Villalonga Navarro
C/ Gran Vía, 28
28013 MADRID

FAI A TÚA
TESE EN GALEGO.

*Sairache
mellor*

Servicio de Normalización Lingüística

5

LÉXICO
BÁSICO
de

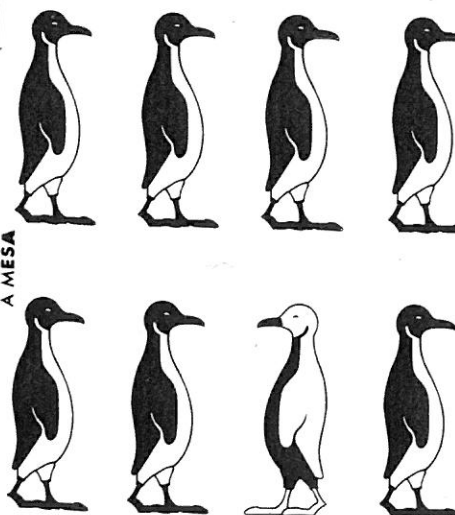
131 CONCEPTOS CLAVE
DE EDUCACIÓN SOCIAL

CASTELÁN - GALEGO

María Belén Caballo Villar
Francisco Xosé Candia Durán
José Antonio Caride Gómez
Pablo Ángel Meira Cartea

UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

CÁMBIA O GUIÓN



- 1: Numberplate sticker (La Mesa) campaign for official recognition of Galician spelling of Ourense.
- 2: Message to president of Spanish telephone company asking for increased bilingual provision (La Mesa)
- 3: Publicity material (La Mesa)
- 4: Information leaflet regarding assistance for completion of theses in Galician (University of Santiago de Compostela)
- 5: Cover of one of the technical lexicons published by Uni. Of Santiago

MEMORIA DE LICENCIATURA EN GALEGO

¿fas memoria?



¡¡E VERÁS!!

**O galego,
lingua oficial
da
Universidade**



**UNIVERSIDADE
DE VIGO**

SERVICIO DE NORMALIZACIÓN LINGÜÍSTICA

XUNTA DE GALICIA
CONSELLERÍA DE EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA
Dirección Xeral de Política Lingüística

LISTA DA COMPRA

TOME BOA NOTA

- | | | |
|---|---|--|
| ALIMENTACIÓN | CHARCUTARIA | PEIXE |
| <input type="checkbox"/> Azucre | <input type="checkbox"/> Xamón | <input type="checkbox"/> Peixe fresco |
| <input type="checkbox"/> Arroz | <input type="checkbox"/> Xamón cocido | <input type="checkbox"/> Bacallau |
| <input type="checkbox"/> Aceite | <input type="checkbox"/> Queixo | <input type="checkbox"/> Marisco |
| <input type="checkbox"/> Galletas | <input type="checkbox"/> Chourizo | |
| <input type="checkbox"/> Café | <input type="checkbox"/> Paté | CONXELADOS |
| <input type="checkbox"/> Cacao | <input type="checkbox"/> Salchichas | <input type="checkbox"/> Marisco |
| <input type="checkbox"/> Infusións | | <input type="checkbox"/> Peixe |
| <input type="checkbox"/> Chocolate | CARNES | <input type="checkbox"/> Xelados |
| <input type="checkbox"/> Conservas | <input type="checkbox"/> Polo | <input type="checkbox"/> Legumes |
| <input type="checkbox"/> Marmelada | <input type="checkbox"/> Porco | <input type="checkbox"/> Croquetas |
| <input type="checkbox"/> Fariña | <input type="checkbox"/> Terneira | |
| <input type="checkbox"/> Salsa de Tomate | <input type="checkbox"/> Vaca | LÁCTEOS |
| <input type="checkbox"/> Sal | <input type="checkbox"/> Coello | <input type="checkbox"/> Leite |
| <input type="checkbox"/> Sopas | <input type="checkbox"/> Año | <input type="checkbox"/> Ovos |
| <input type="checkbox"/> Caldos | | <input type="checkbox"/> Nata |
| <input type="checkbox"/> Vinagre | PAN | <input type="checkbox"/> Manteiga |
| | <input type="checkbox"/> Pan | <input type="checkbox"/> Iogurte |
| BEBIDAS | <input type="checkbox"/> Pan torrado | <input type="checkbox"/> Queixo |
| <input type="checkbox"/> Auga | <input type="checkbox"/> Pan ralado | <input type="checkbox"/> Queixo ralado |
| <input type="checkbox"/> Viño | <input type="checkbox"/> Biscoito | |
| <input type="checkbox"/> Cervexa | <input type="checkbox"/> Pasteis | HORTO - FRUTÍCOLA |
| <input type="checkbox"/> Zumes | | <input type="checkbox"/> Laranxas |
| <input type="checkbox"/> Refrecos | BAZAR | <input type="checkbox"/> Limóns |
| <input type="checkbox"/> Licores | <input type="checkbox"/> Material escolar | <input type="checkbox"/> Bananas |
| | <input type="checkbox"/> Louza | <input type="checkbox"/> Mazás |
| HIXIENE PERSOAL | <input type="checkbox"/> Vidro | <input type="checkbox"/> Peras |
| <input type="checkbox"/> Compresas | <input type="checkbox"/> Plásticos | <input type="checkbox"/> Ameixas |
| <input type="checkbox"/> Tampóns | <input type="checkbox"/> Acces. Coche | <input type="checkbox"/> Ananás |
| <input type="checkbox"/> "Salva-slips" | <input type="checkbox"/> Plantas | <input type="checkbox"/> Porros |
| <input type="checkbox"/> Dentífico | <input type="checkbox"/> Menaxe | <input type="checkbox"/> Patacas |
| <input type="checkbox"/> Papel hixiénico | <input type="checkbox"/> Lámpadas | <input type="checkbox"/> Cebolas |
| <input type="checkbox"/> Panos de papel | <input type="checkbox"/> Pilas | <input type="checkbox"/> Allos |
| <input type="checkbox"/> Crema de barbear | <input type="checkbox"/> Bricolaxe | <input type="checkbox"/> Verduras |
| <input type="checkbox"/> Xabrón | | <input type="checkbox"/> Leituga |
| <input type="checkbox"/> Xel de ducha | LIMPEZA | <input type="checkbox"/> Tomates |
| <input type="checkbox"/> Champu | <input type="checkbox"/> Lava-pratos | <input type="checkbox"/> Froitos secos |
| <input type="checkbox"/> Colónia | <input type="checkbox"/> Deterxente | |
| | <input type="checkbox"/> Lixívia | OUTROS |
| | <input type="checkbox"/> Xabrón | <input type="checkbox"/> |
| | <input type="checkbox"/> Suavizante | <input type="checkbox"/> |
| | <input type="checkbox"/> Bolsas lixo | <input type="checkbox"/> |



QUE NON LLE ESQUEZA



CONCELLO
DE RIBADEO

A MESA TOA
NORMALIZACIÓN
LINGÜÍSTICA



- 1: University of Santiago de Compostela—information leaflet regarding completion of undergraduate dissertations in Galician
- 2: University of Vigo—information leaflet stating Galician is the official language of the University
- 3: Self-adhesive shopping list (La Mesa in conjunction with the Council of Ribadeo)
- 4: University of Santiago—publicity sticker

This page and next: Excerpts from the University of Santiago de Compostela's "aggressive" publicity campaign for normalisation and realisation of language rights.

B-1

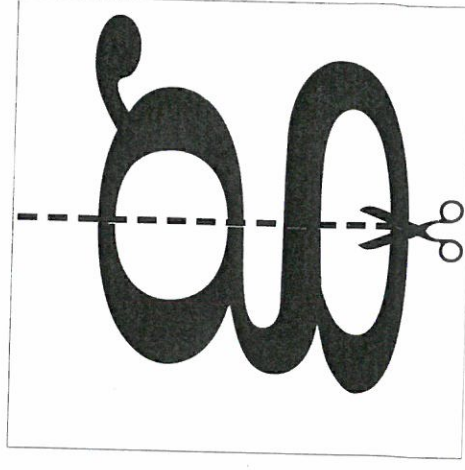


**DESCUBRE ALGO
QUE NON POIDAS
FACER EN GALEGO**

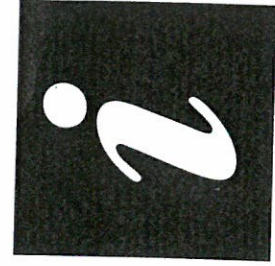
B-1



**PEDIR ESMOLA
EN ESCOCIA.**
(É inútil)



**PROTESTAR
UNHA LETRA**
(galega)

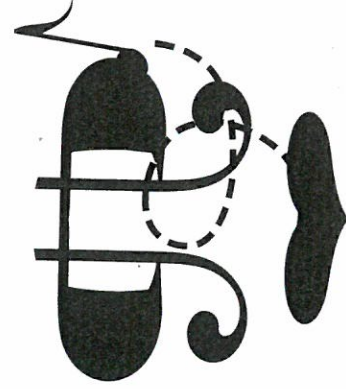


Servicio de
Normalización.
Linguas Caninas.

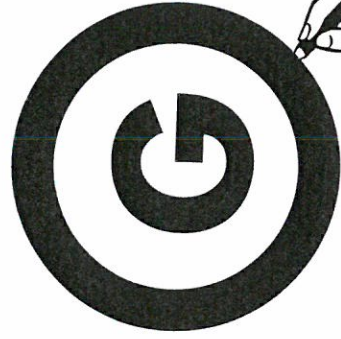
**MANTER UNHA
DISCUSION CUN
PASTOR ALEMAN**



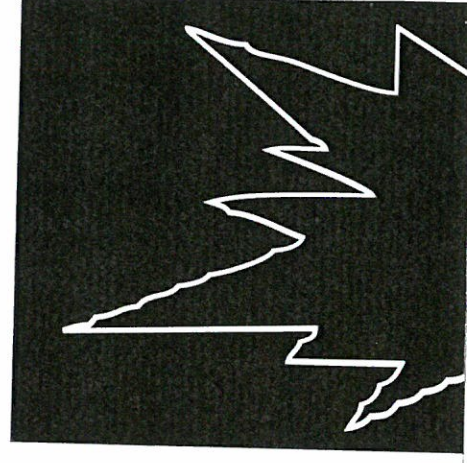
**ATOPA-LO
PUNTO "G"**



**CANTAR
EN BABLE**



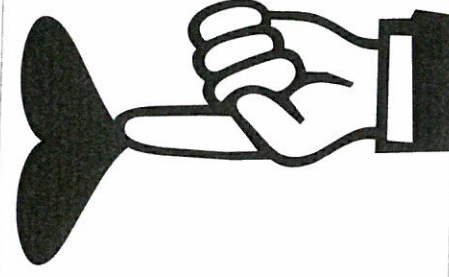
**ASINAR UN DECRETO
PROHIBINDO O USO
DO GALEGO**



IR Ó INFERNO
(Somos bos e
xenerosos...)



**Oes..., pois eu
tampouco o sei**



UN FRANCÈS



CHAMARSE
KANATRANOWSKY

POLO USO DO GALEGO NA BANCA

QUE NOS BANCOS SE FALE E ESCRIBA EN GALEGO DEPENDE DE TI

AOS/AS TRABALLADORES/AS DA BANCA

- 1** É preciso que as empresas tomen conciencia da necesidade de galeguizar as suas actividades. Ti, como traballador/a delas, podes contribuir enormemente a ese proceso. Usa o galego tamén no teu traballo.
- 2** Dirixe-te en galego a todos, como algo natural que é. O comun dos cidadáns usa o noso idioma. Cómpre que todos superemos definitivamente esa falsa idea que durante séculos se nos inculcou segun a cal o galego non era un idioma con capacidade para desenvolver calquera tipo de actividades. Non perdas o tempo cos inimigos da nosa lingua. Ignora-os.
- 3** Fai que na tua actividade interna o galego sexa a lingua habitual. Incorpora-o igualmente ás tuas actividades.
- 4** Enriquece o teu vocabulario e o dos teus compañeiros. Terás algun compañeiro que non fala o galego ou sente-se bloqueado a usá-lo. Axuda-o, e que vexa na sua utilización unha práctica normal no noso País.
- 5** Solicita, xunto cos teus compañeiros, sindicatos, etc., que se faciliten cursos de galego para os traballadores da empresa, en horas de traballo, e que estes sexan considerados méritos preferentes para calquer oposición ou mellora. Reclama tamén a implantación de servizos de normalización no teu banco.
- 6** Elabora en galego todo tipo de información laboral. Procura que a información dos taboleiros de anuncios estexa no noso idioma.
- 7** Reclama xunto cos sindicatos que a publicación de convénios colectivos, acordos entre a empresa e os traballadores, etc., se fagan en galego.
- 8** Solicita que todo tipo de cursos de formación profesional interna sexan impartidos en galego.
- 9** A documentación que teñas que transmitir, a correspondencia que teñas que enviar, escribe-a na nosa lingua. Toma a decisión de escribir todos os teus papeis en galego a partir de hoxe.
- 10** Traballa xunto co teu sindicato, asociación ou colectivo para que todo tipo de formularios, publicidade, información en xeral e correspondencia se emita na nosa lingua.

TODA PERSOA QUE DEFENDA A SUA PRÓPIA LÍNGUA SEN
AGREDIR A NINGUÉN TEN A RAZÓN DA SUA PARTE

(adaptación dun texto ideado polo Dr. Tilbert D. Stegmann da Universidade de Frankfurt)

MESA POLA NOF

E OS SINDICATC

OOOOO

Both pages: Attitude changing decalogues directed at Galician speakers, encouraging favourable attitudes towards learners and less fluent speakers alike (La Mesa).

EN DEFENSA DO GALEGO

¡ QUE SE FALE E ESCRIBA EN GALEGO DEPENDE DE TI !

1.- Fala en galego sempre que podas, coa familia, cos amigos e coñecidos. Fai o propósito de falar galego aos que sabes que te entenden, aínda que até agora lles falases en castellano.

2.- Sé respetoso con todo aquel que fale outra lingua, mais esixe que os outros sexan tamén respetuosos coa tua.

3.- Dirixe-te en galego a todos: na rua, por teléfono, no centro de ensino, no traballo. Verás que te entenden. Sigue-lles falando en galego aínda que che respondan noutro idioma.

4.- Aos teus coñecidos que entenden o galego coloquial, pero mostran curiosidade por algun termo que ignoran, explica-lles o significado desas palabras axudando-lles a ampliar o vocabulario.
Se ves que alguén se esforza en falar o noso idioma, axuda-lle e demostra-lle que valoras o seu comportamento.

5.- Respetas as diferencias locais da lingua. Coñece as particularidades de cada zona. Esta é a riqueza do galego, como a de todas as linguas.

6.- Toma a decisión de escribir todos os apuntes, notas e cartas en galego. A partir de hoxe pon sempre o teu nome en galego. Fai cambiar os teus papeis: impresos, rótulos, etc., sería ben triste que por aforrar uns pequenos gastos deixásemos de contribuir á expansión do noso idioma.

7.- Fai-te suscriptor de revistas e xornais escritos total ou en boa parte en galego. Lé libros, asiste a espectáculos, escoita e visiona emisións de R. T. V. na nosa lingua.

8.- Esixe de todos, mesmo das institucións máis rutinarias, que che escriban en galego. Fai-no amabelmente. Non perdas o tempo e os nervos en pelexas cos inimigos declarados da lingua do País. Deixa-os de lado, ignora-os.

9.- Se tes como lingua familiar o castellano interesa-te pola nosa lingua. Loita contra a inxusticia fomentada durante a Dictadura. Toda represión dunha lingua é un acto de barbarie. E sobre todo intenta fala-lo e escribe-lo porque a mellor defensa dun idioma é o seu uso.

10.- Se te sentes bloqueado psicolóxicamente, como soe ocorrer para pasar a falar o galego con persoas e en ambientes en que sempre falaches castellano, empeza por usa-lo cos descoñecidos, a practica-lo en situacións novas para i-lo introducindo logo na tua esfera habitual. Non te avergoñes dos defectos de pronuncia ou escrita, respetar o galego pero a distancia "sen rompe-lo nen leixa-lo" iso si que deteriora o idioma.

11.- Se es profesor e non impartes as aulas en galego, propón-te comenazar para este curso vindeiro. O tempo que queda é suficiente para poñer-se ao día. Cun pequeno esforzo contribuirás dun xeito moi importante á normalización do noso idioma.

TODA PERSOA QUE DEFENDA A SUA PROPIA LINGUA SEN AGREDIR A NINGUEN TEN A RAZON DA SUA PARTE

(Adaptación dun texto ideado polo Dr. Tilbert D. Stegmann da Universidade de Frankfurt)

MESA POLA NORMALIZACION LINGÜISTICA

CC.OO. DO ENSINO, S.G.T.E., NOVA ESCOLA GALEGA, C.X.T.G., C. A. F. ASOCIACION DE PROFESORES EN LINGUA GALEGA, A.S.-P.G., U.T.E.G.-I.N.T.G.