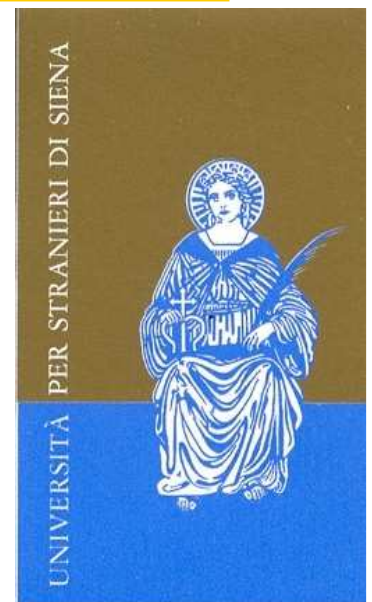


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# Mapping languages in Italy: the province of Siena and their languages

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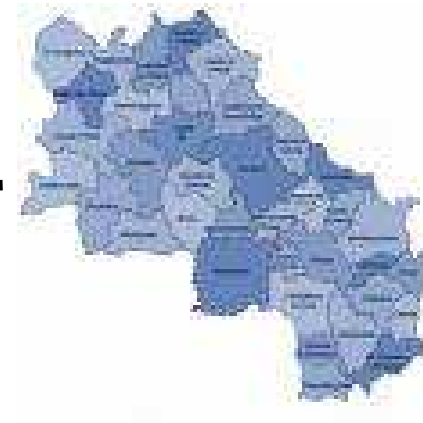
**Carla Bagna**  
**Università per Stranieri di Siena**  
**Vilnius, 16 november 2012**



# Aims

- **The results to be presented come from a research project developed by the Centre of Excellence for Research - *Linguistic Observatory of the Italian abroad and Immigrant Languages in Italy* at the University for Foreigners in Siena (Italy).**
- **Its aim was to map the languages present in the Province of Siena, and in particular in the context of the education system, by surveying the fourth year classes of primary schools and the second year classes of secondary schools. 5,410 questionnaires were administered to pupils of Italian and foreign origin, following the guidelines of the Multilingual Cities Project (Extra, Yağmur, 2004) in order both to obtain data regarding the linguistic uses of first and second generation immigrant children, and to analyse the linguistic space of the Italian component in contact with the 'new languages'.**

# Province of Siena, in Tuscan Region

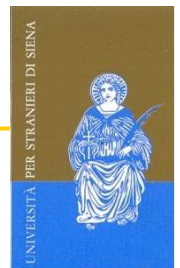


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# The context: 2012

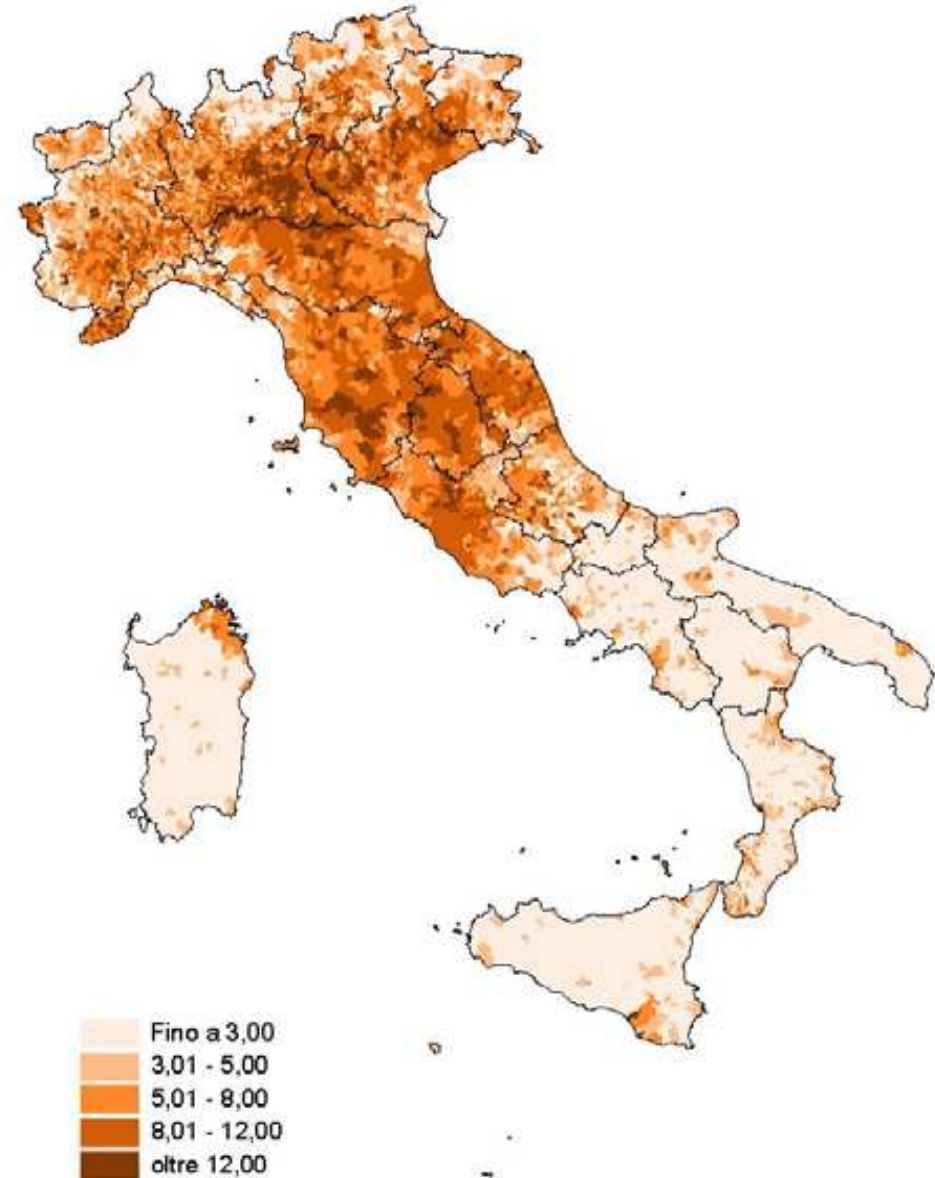
- **5.011.000 immigrants in Italy (estimated)**
- **8.2% of population**
- **North: 63.4%**
- **Centre: 23.8%**
- **South 12.8%**

**50.8% from Europe; 22.1% from Africa  
18.8% from Asia; 8.3% from America**



# The context: 2012

- **Romania (1 million)**
- **Morocco (506.369)**
- **Albania (491.495)**
- **China (277.570)**
- **Ukraina (223.782)**



## 755.939 in the school, 2011-2012

Ordine e tipo scuola	Alunni in totale	di cui femmine	% femmine
Infanzia	156.701	74.610	47,6
Primaria	268.671	127.676	47,5
Secondaria I grado	166.043	76.079	45,8
Secondaria II grado	164.524	81.483	49,5
<i>liceo classico</i>	6.051	4.562	75,4
<i>liceo scientifico</i>	16.936	9.968	58,9
<i>liceo linguistico</i>	504	351	69,6
<i>istituto ex_magistrale</i>	8.240	6.826	82,8
<i>istituto tecnico</i>	62.981	27.186	43,2
<i>istituto professionale</i>	64.852	29.428	45,4
<i>istruzione artistica</i>	4.960	3.162	63,8
Totale complessivo	755.939	359.848	47,6

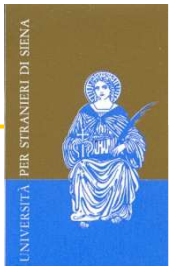
Stato estero di cittadinanza	Alunni	%
Romania	141.050	18,66
Albania	102.719	13,59
Marocco	95.912	12,69
Cina Repubblica Popolare	34.080	4,51
Moldavia	23.103	3,06
India	21.994	2,91
Filippine	21.281	2,82
Ecuador	19.473	2,58
Tunisia	18.674	2,47
Ucraina	18.374	2,43
Peru	18.011	2,38
Macedonia, Ex Repubblica Jugoslava Di	17.333	2,29
Pakistan	15.572	2,06
Egitto	12.706	1,68
Bangladesh	11.662	1,54
Polonia	10.926	1,45
Senegal	10.504	1,39
Nigeria	9.962	1,32
Serbia, Repubblica Di	9.766	1,29
Ghana	9.715	1,29
Brasile	8.746	1,16
Kosovo	8.067	1,07

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**1.**

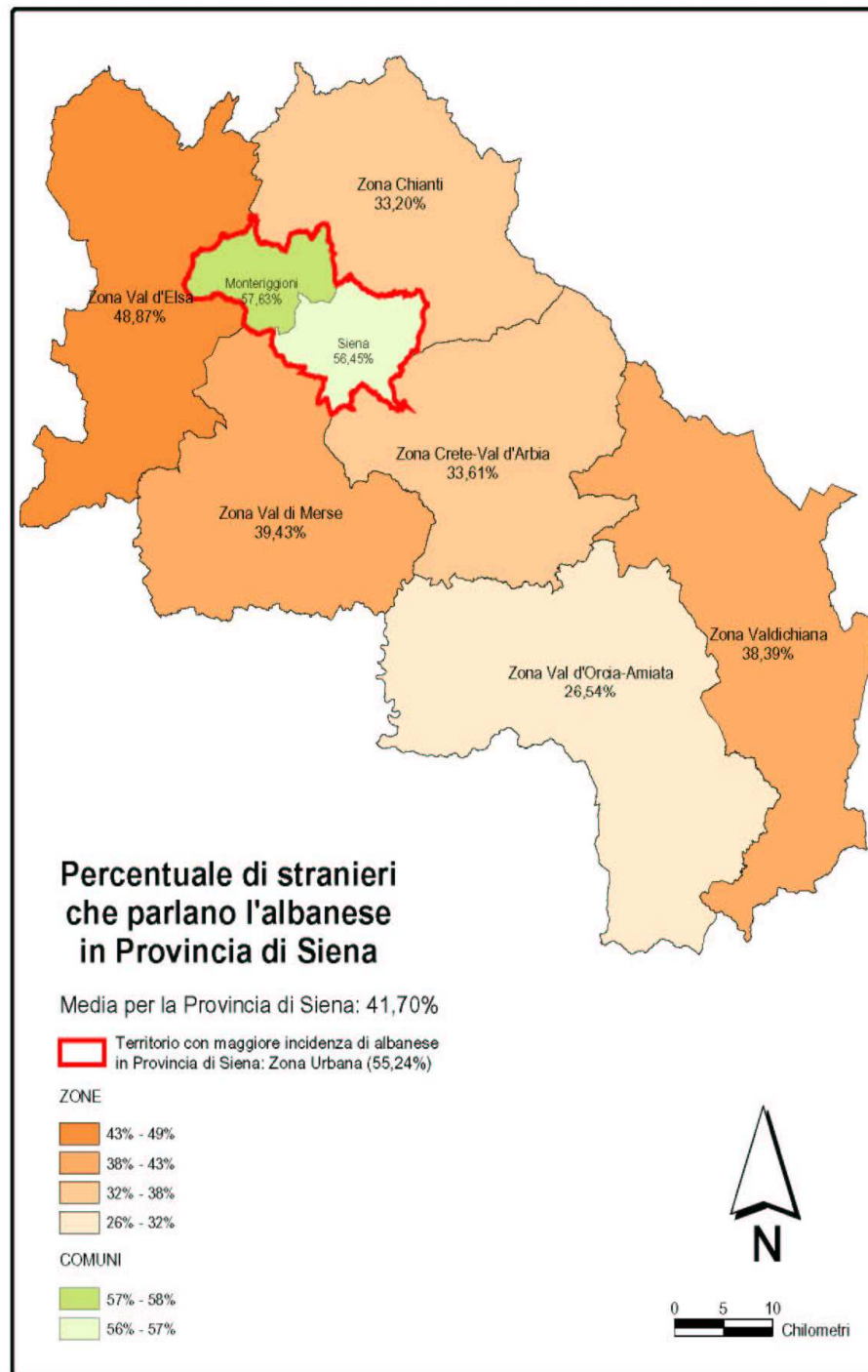
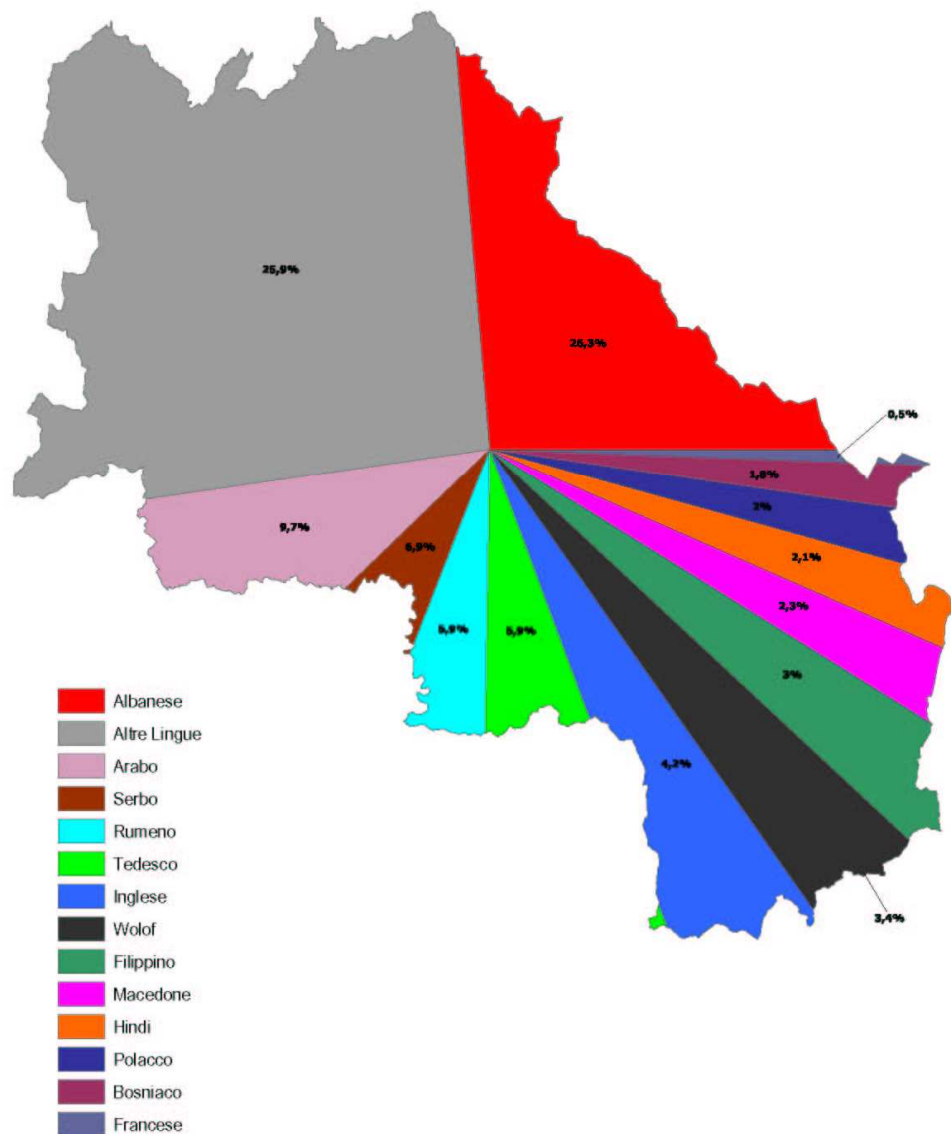
**From quantitative statistical data  
to a demolinguistic paradigm**

***Toscane Favelle***  
***Immigrant languages***  
***in the Province of Siena***





# DISTRIBUZIONE DELLE LINGUE NELLA PROVINCIA DI SIENA



# Why mapping

**Reflections on the linguistic implications of migration in the Italian context are particularly interesting because**

- 1) the new languages come into contact with a still-composite linguistic substrate,**
- 2) immigration it has been marked by what demographers call “ethnic polycentrism”, and as a direct consequence, by linguistic polycentrism. So migratory phenomena in Italy can be represented right from the start using the metaphor of superdiversity (Vertovec 2007),**
- 3) migration plans are different, different levels of visibility.**

---

# Why mapping the languages at school

**School is a place where the dynamics of a society (whose strengths should be built upon linguistic competence) come into contact (or conflict) with politics "from above" (circulars, laws, directions, etc.) and with linguistic contact phenomena coming "from below", from the pupils themselves.**

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# Why mapping the languages at school

**‘School's languages’: not the languages taught in the school, but the languages marking the different identities that come into the school every day.**

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# Methodology

**May 2007: first phase, around 1000 informants**

**November-December 2007: 5410 informants (1.046 of them of foreign origin, 20%)**

**4th year classes of primary school (age 9-10),  
2nd year of secondary school (age 12-13),  
1st year of tertiary school (age 14-15).**

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# The questionnaire

## 3 blocks of questions regarding

- linguistic habits with family and friends,
- self-declaration of competence in languages known,
- questions on favourite languages, the languages pupils would like to learn, and those studied.



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# Question 1

**What languages or dialects are spoken in your home?**

**the key question to establish groups with a linguistic heritage comprising Italian only or other languages with Italian.**



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# The local plurilingual potential of foreign-origin informants: 1046 questionnaires

- **Prominent position of languages traditionally considered as immigrant languages**

**Albanian, Romanian, Arabic, Bosnian, Croatian and also English, Spanish, French and German**

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# but

**The most frequently declared language is Italian.**

**This is a sign of the role that Italian plays as a point of reference, bearing values linked to the migration plan (often already in its second generation), capable of bringing together different ethnic groups, cultures and identities.**

**The young age of the informants also makes it easier to introduce Italian in different contexts, since it is the language that these children and teenagers normally use at school.**

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# The data

**The top positions also include a number of Italian dialect varieties, Tuscan, Neapolitan, Sicilian, etc., which lead us to reflect on the influence that the community of friends and family might have had in introducing these varieties into the informants' personal repertoires.**

# The data

Languages	Value
Italiano - Italian	938
Albanese - Albanian	210
Rumeno - Romanian	139
Toscano - Tuscan	109
Inglese - English	96
Spagnolo - Spanish	75
Arabo - Arabic	61
OTHER LANGUAGES*	52
Francese - French	50
Kosovaro - Kosovar	46
Tedesco - German	46
Senese (Tuscan)	45
Bosniaco - Bosnian	31
Napoletano - Neapolitan	25
Russo - Russian	25
Croato - Croat	24
Polacco - Polish	24
Siciliano - Sicilian	21
Bulgaro - Bulgarian	15
Moldavo - Moldovan	15
Portoghese - Portuguese	15
Serbo - Serbian	14
Ucraino - Ukrainian	14

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# The data

**The plurilingualism that emerges is in rapid expansion, confirming the heterogeneous and multi-faceted nature of this territory.**

# 2nd Research (near Rome)

## 1384 questionnaires

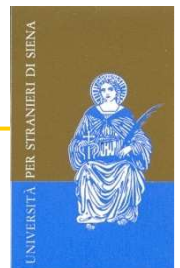
- 884 primary school
- 370 secondary school (I degree)
- 130 secondary school (II degree),

**1152** italians,

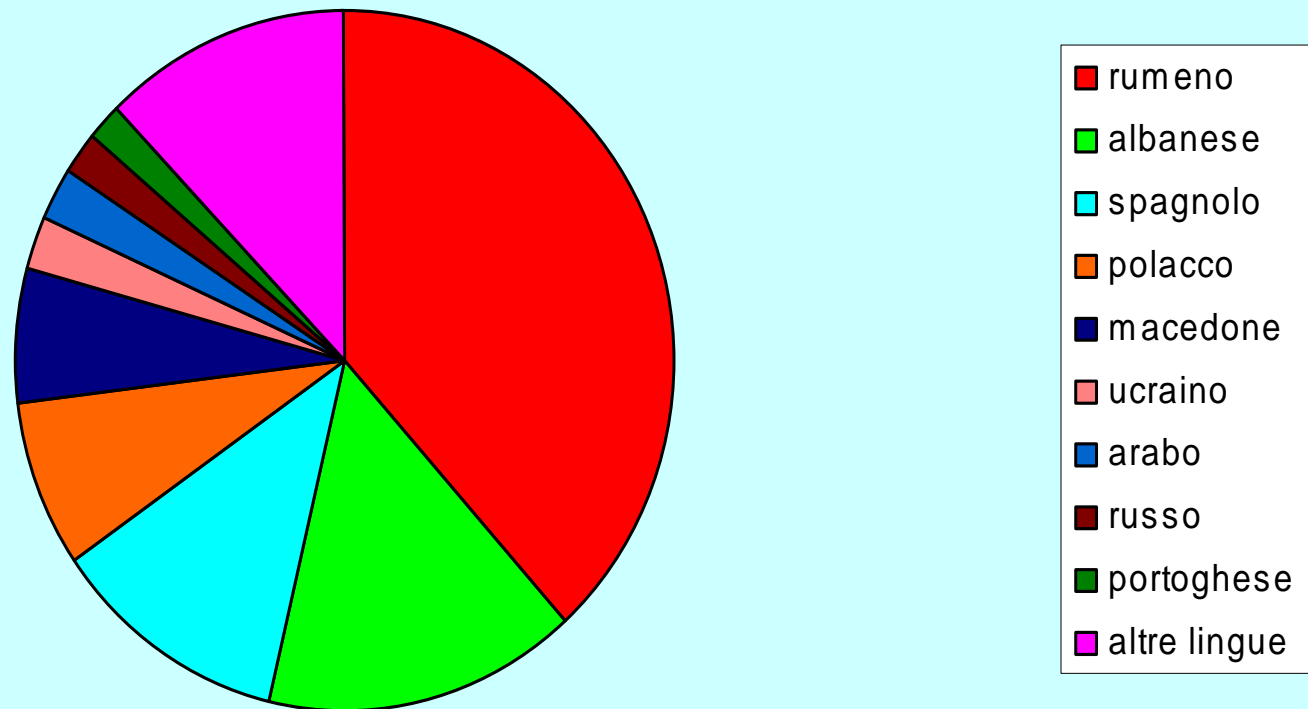
**232** foreigners

**140** audiorecording

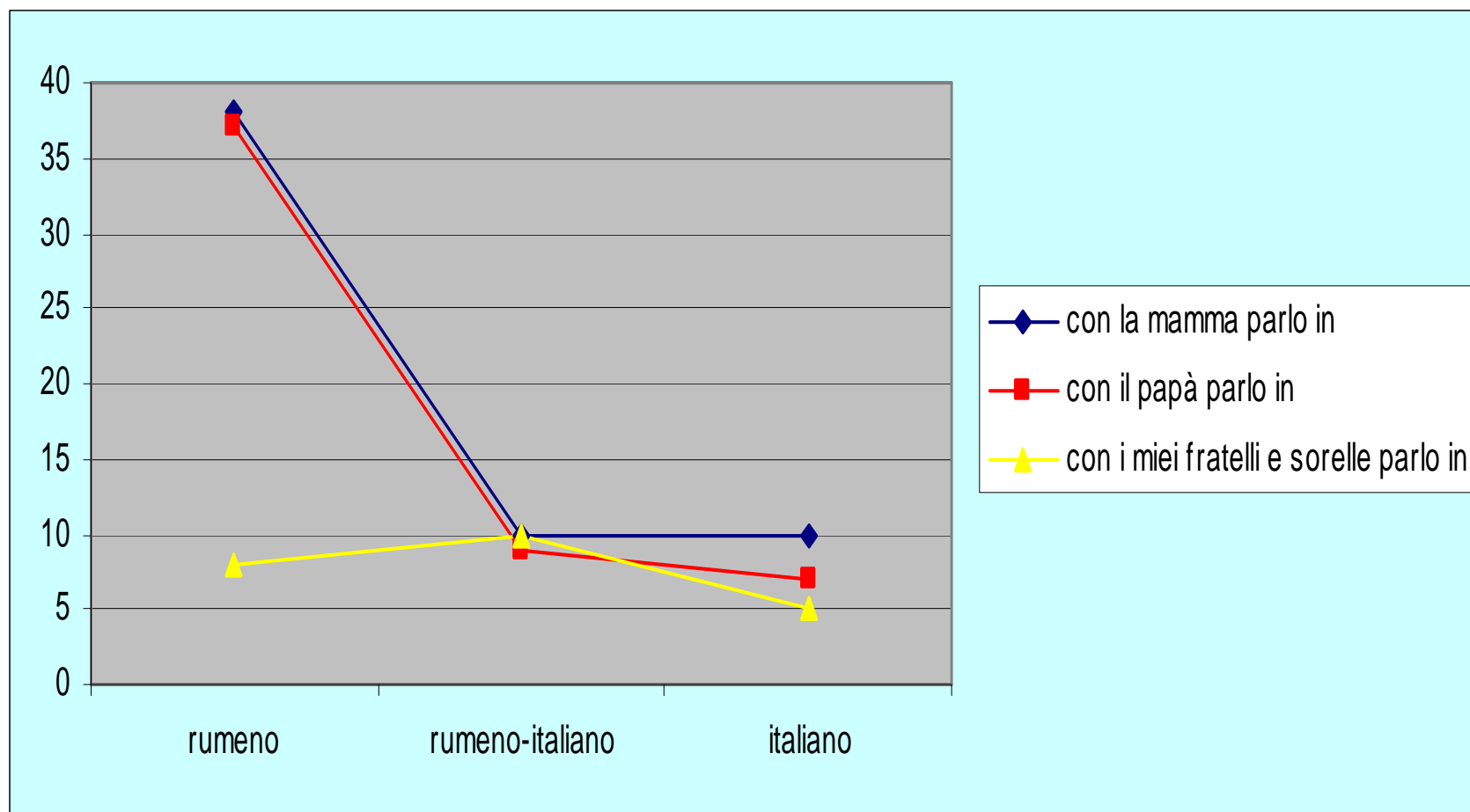
**10h** videorecording (pupils and adults/parents/teachers)



# Languages at school

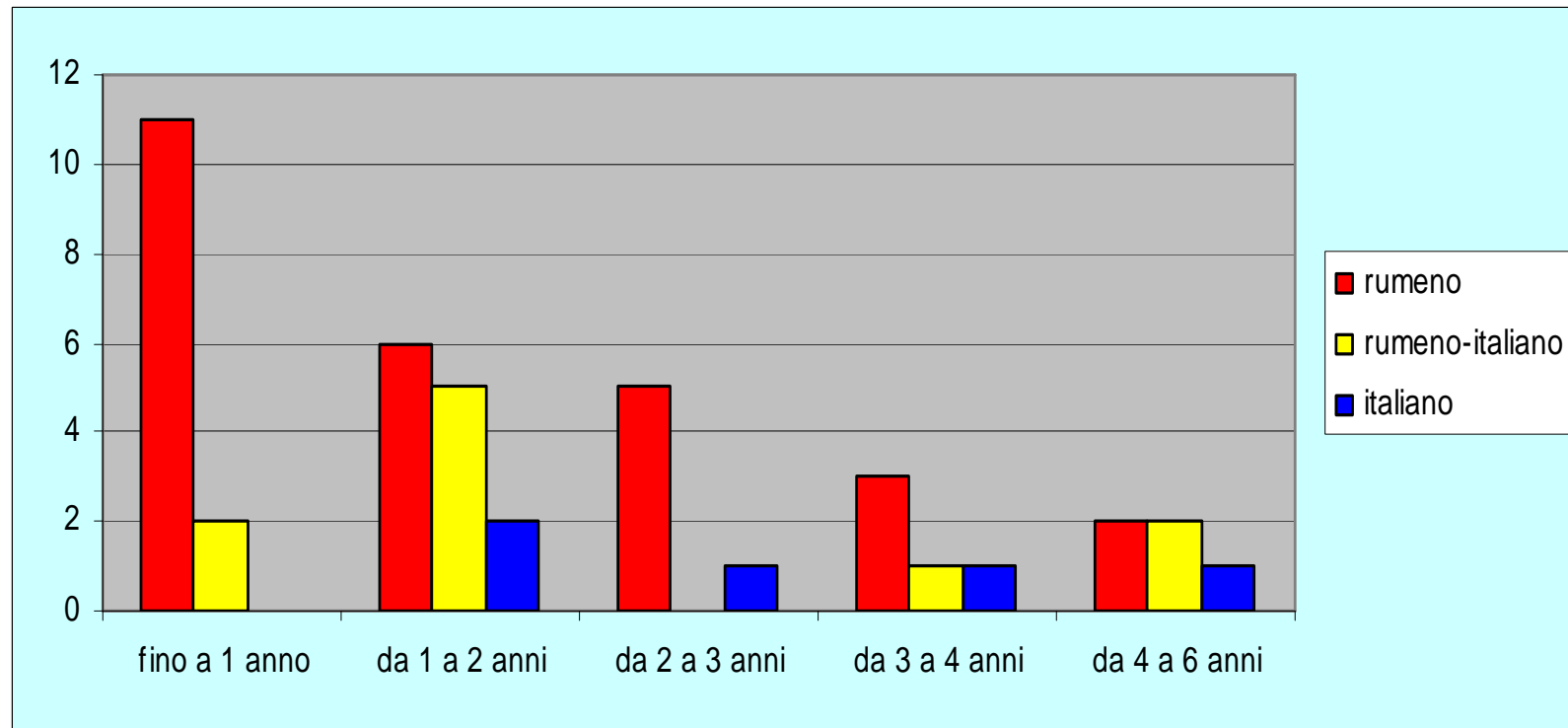


# Languages at home: the Romanian

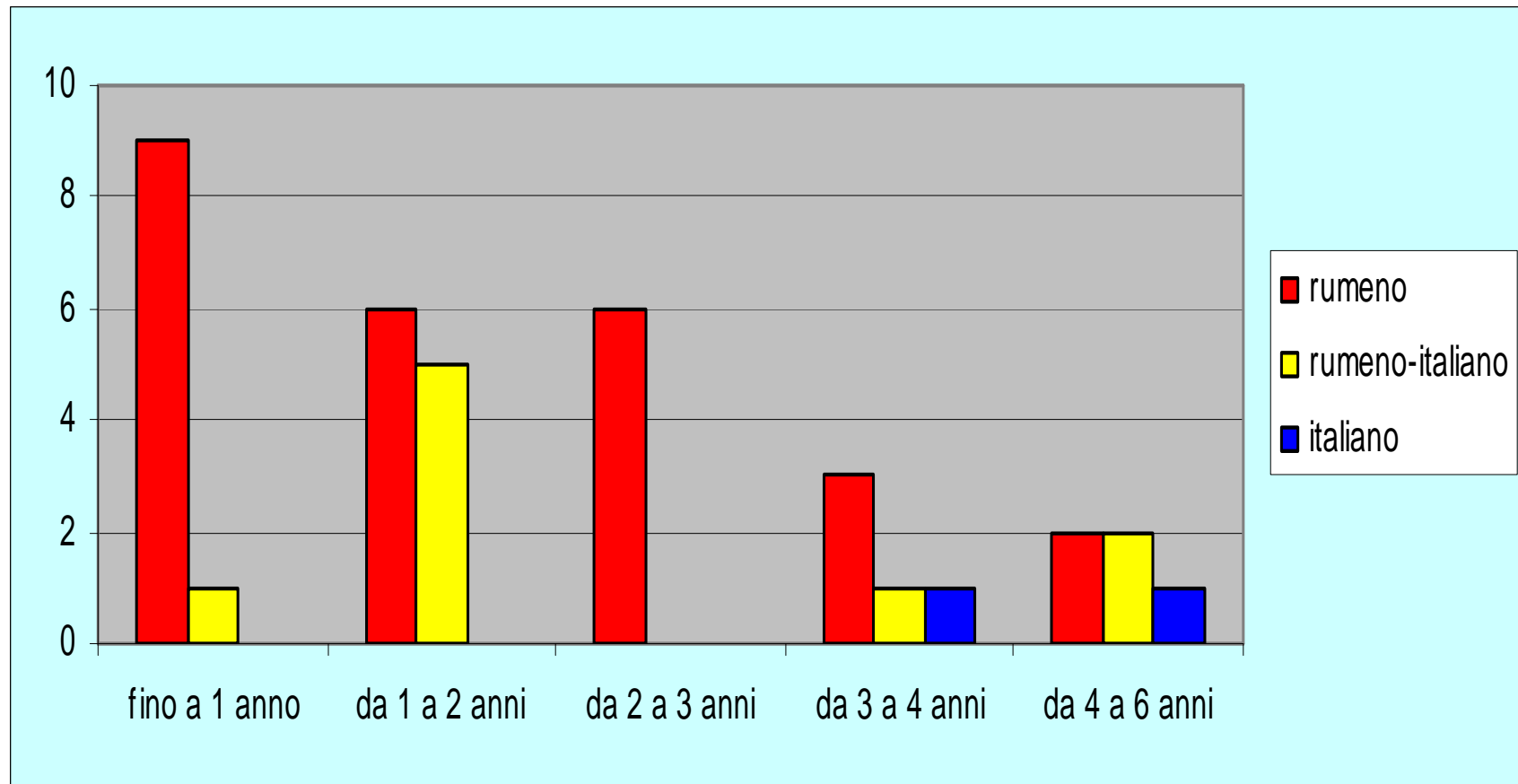




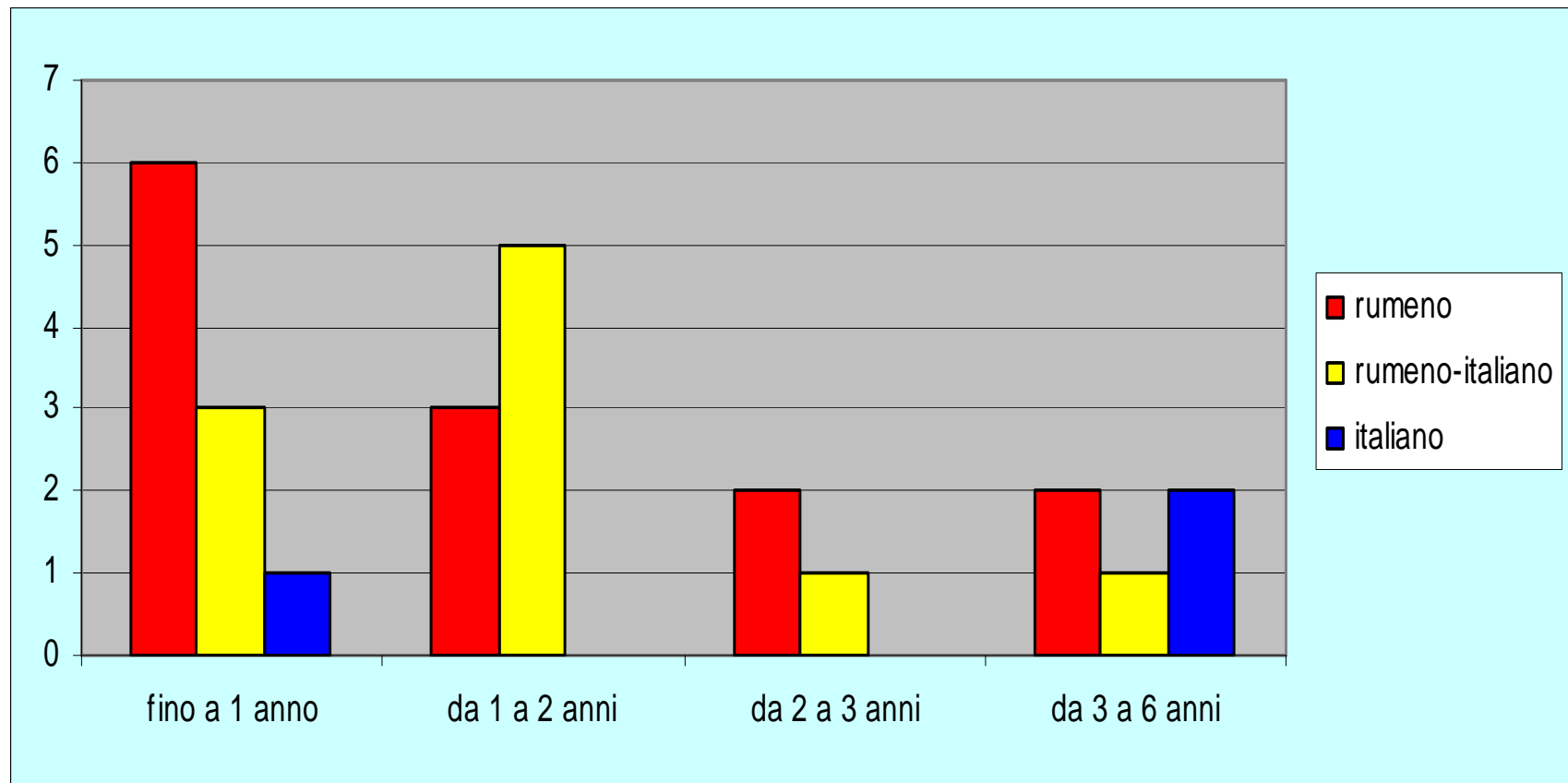
# Language use with mother and time of residency in Italy



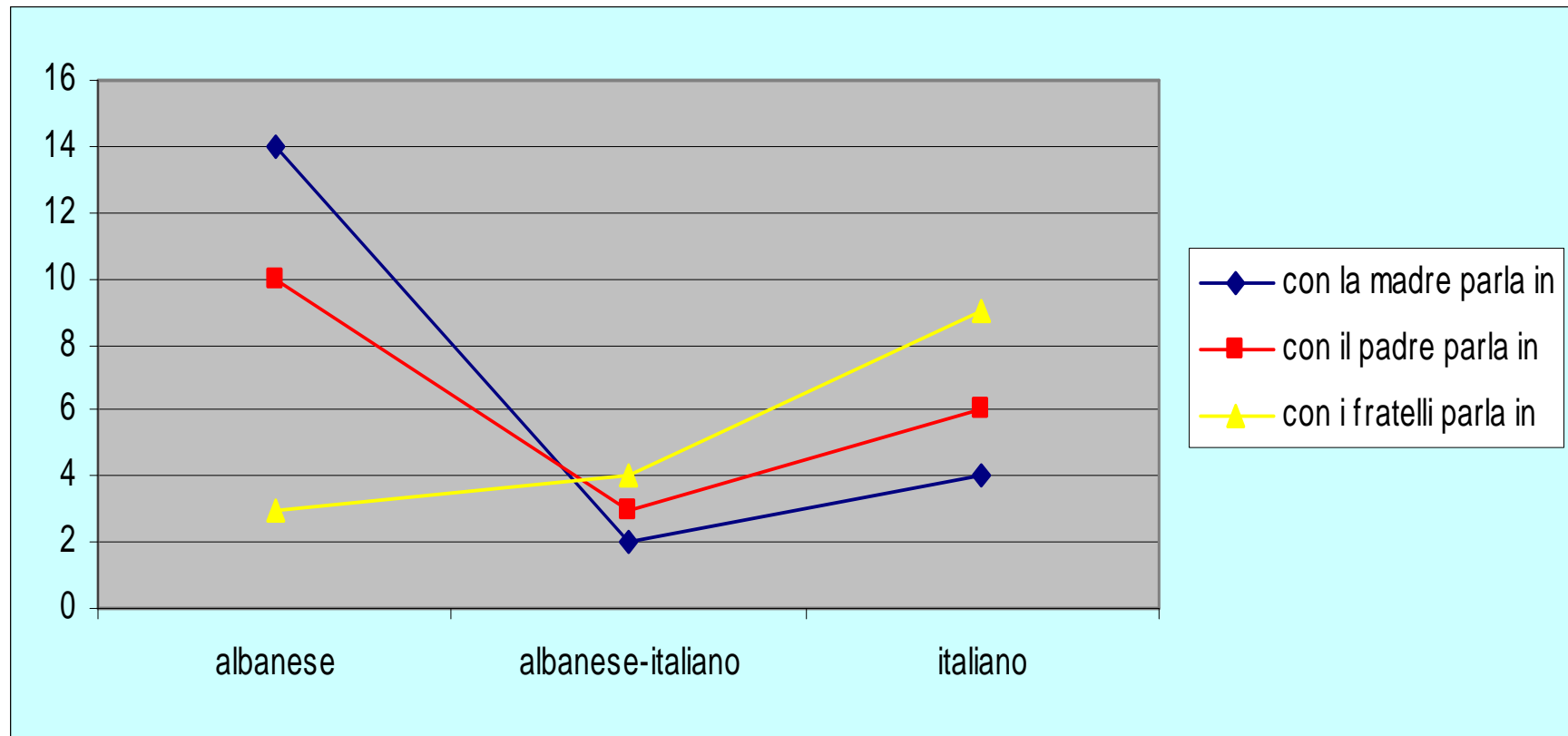
# Language use with father and time of residency in Italy



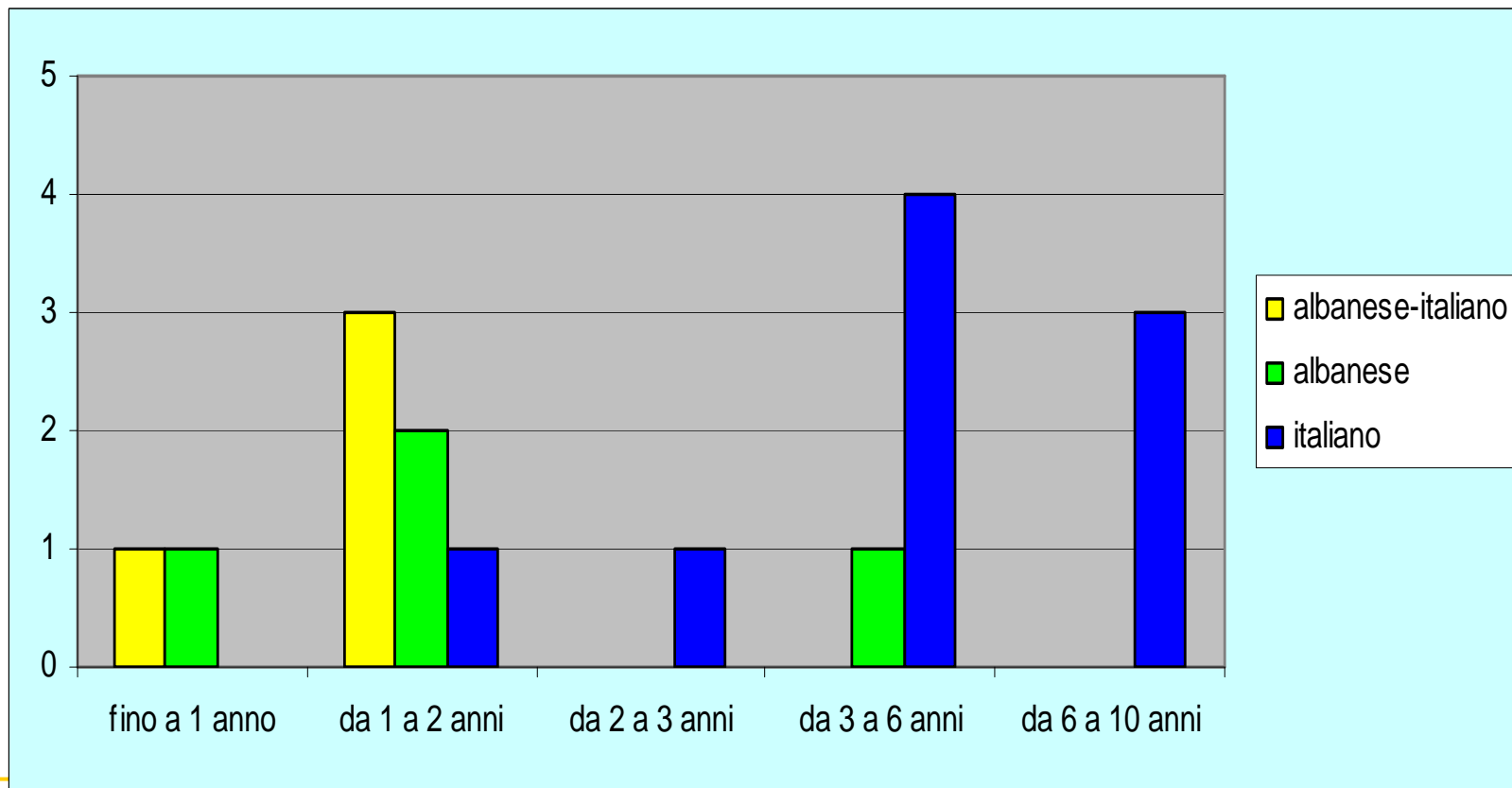
# Language use with brothers and sisters and time of residency in Italy



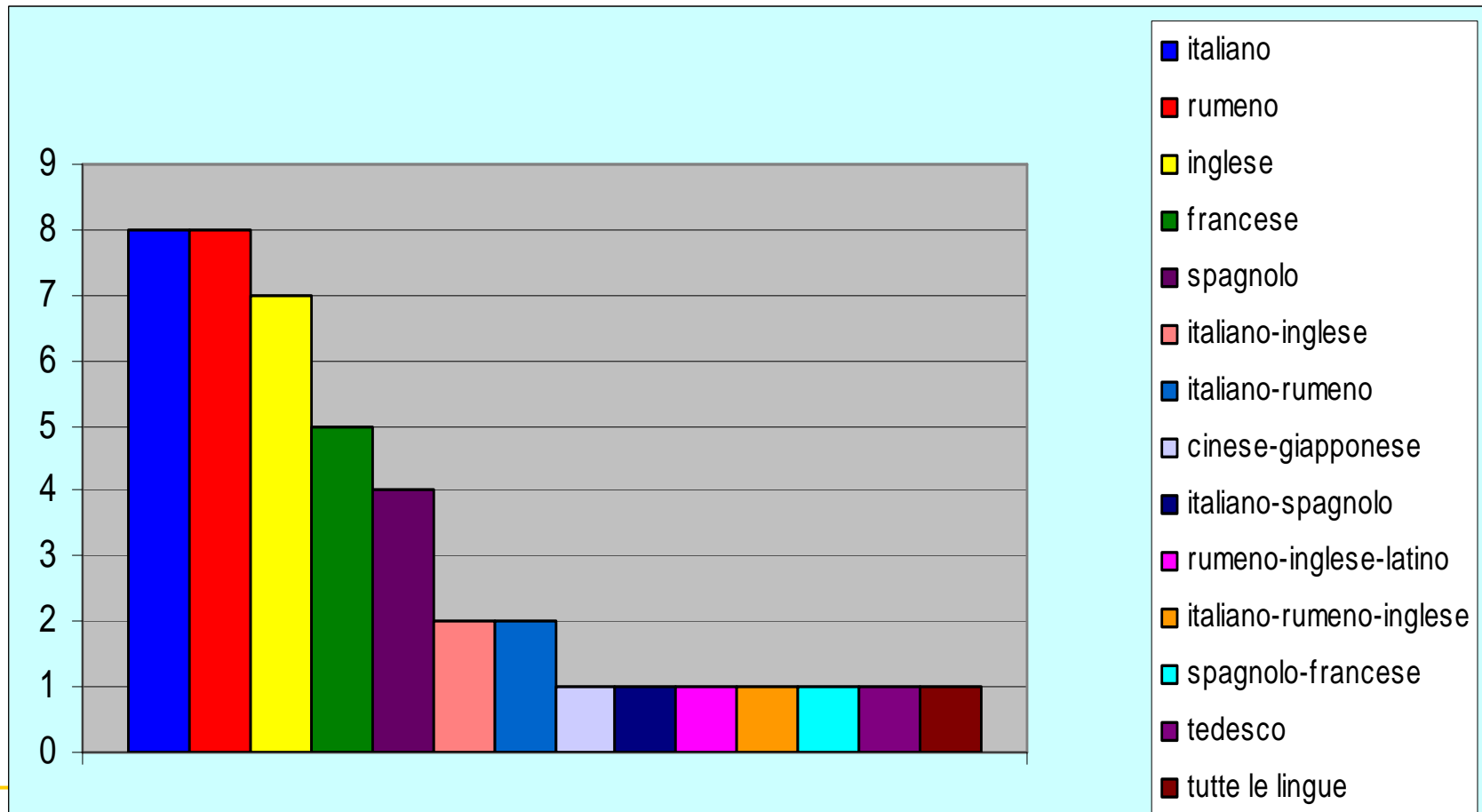
# Languages at home: Albanian



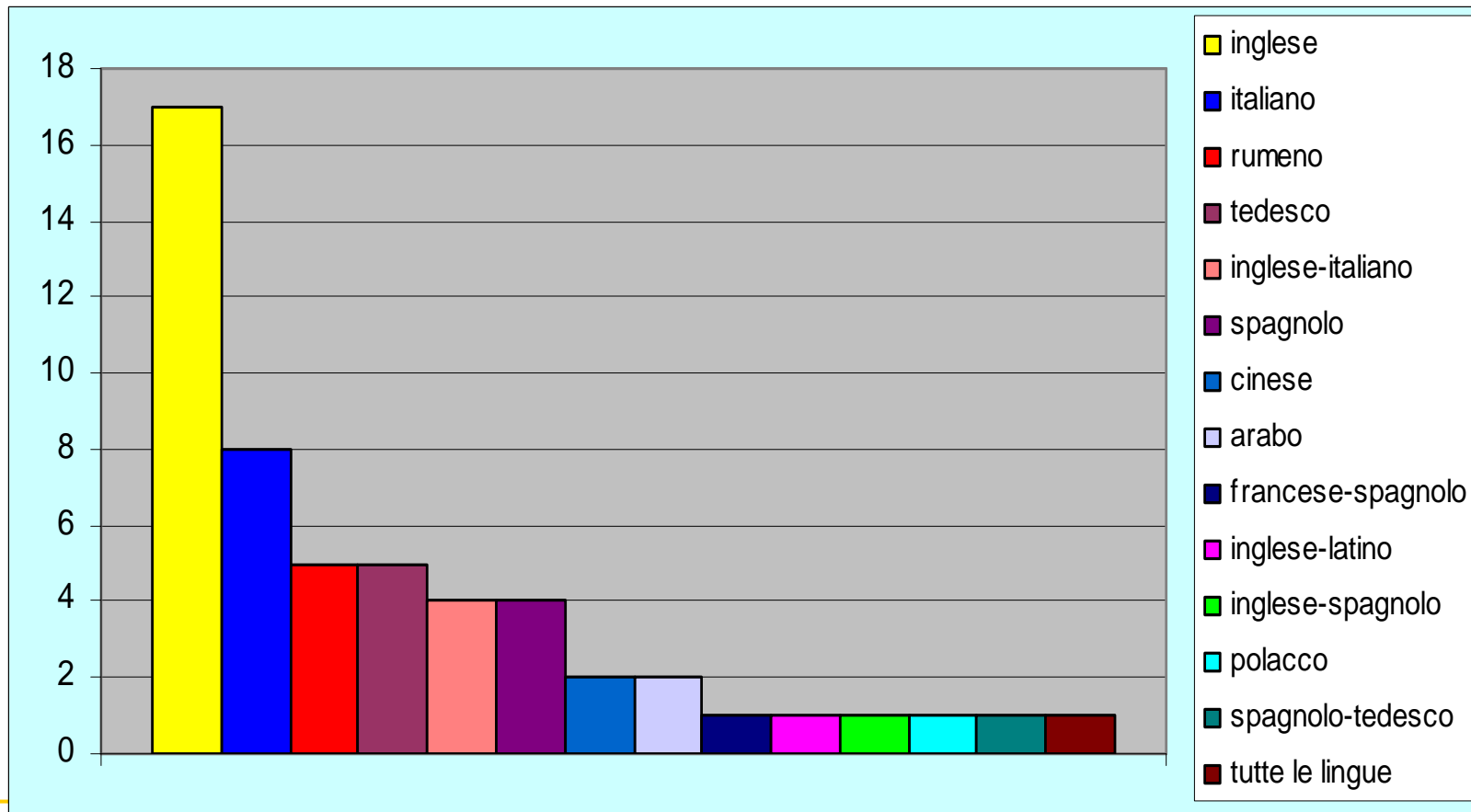
# Language use with brothers and time of residency in Italy



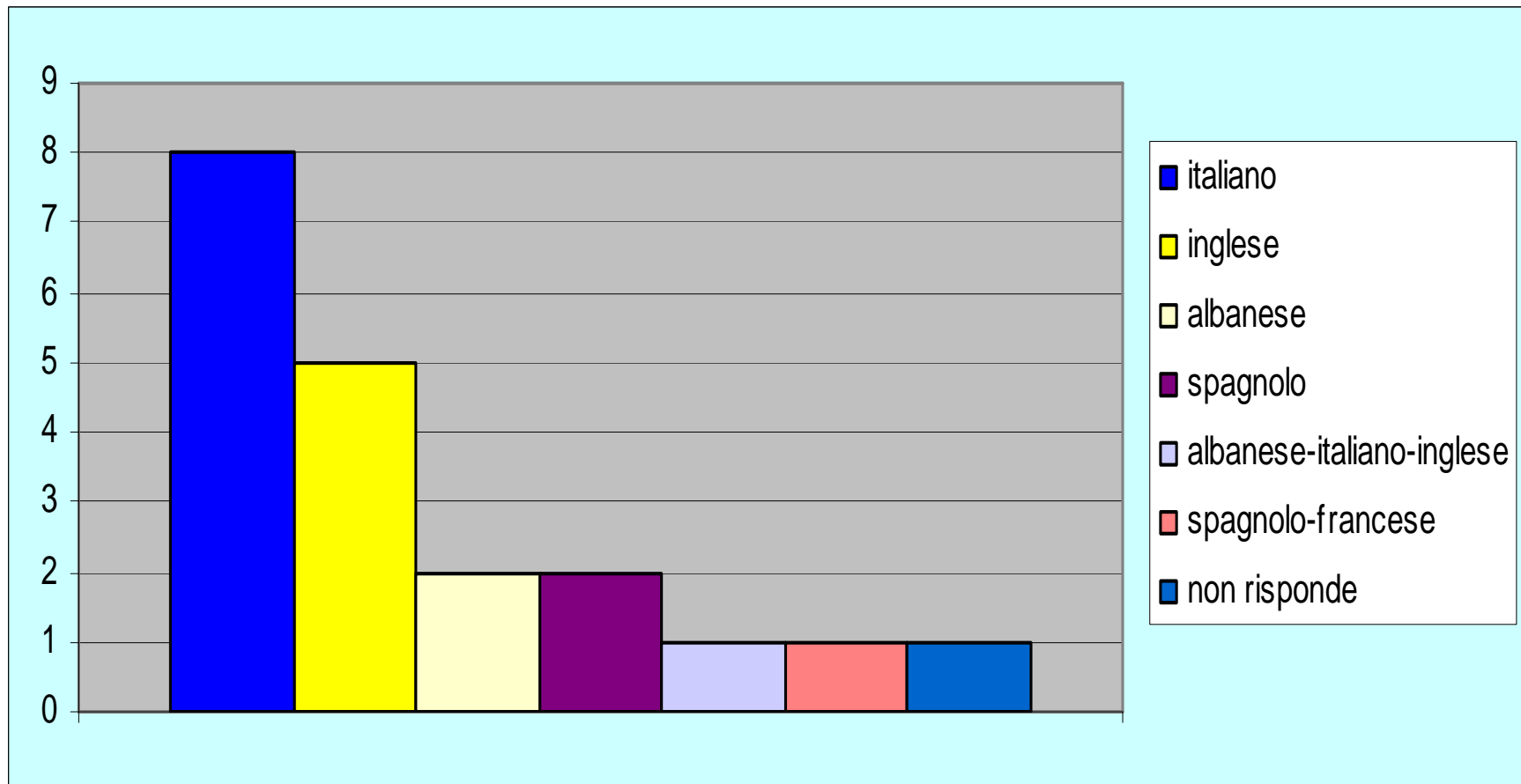
# Preferred languages by speakers Romanian



# The languages desired by speakers Romanian

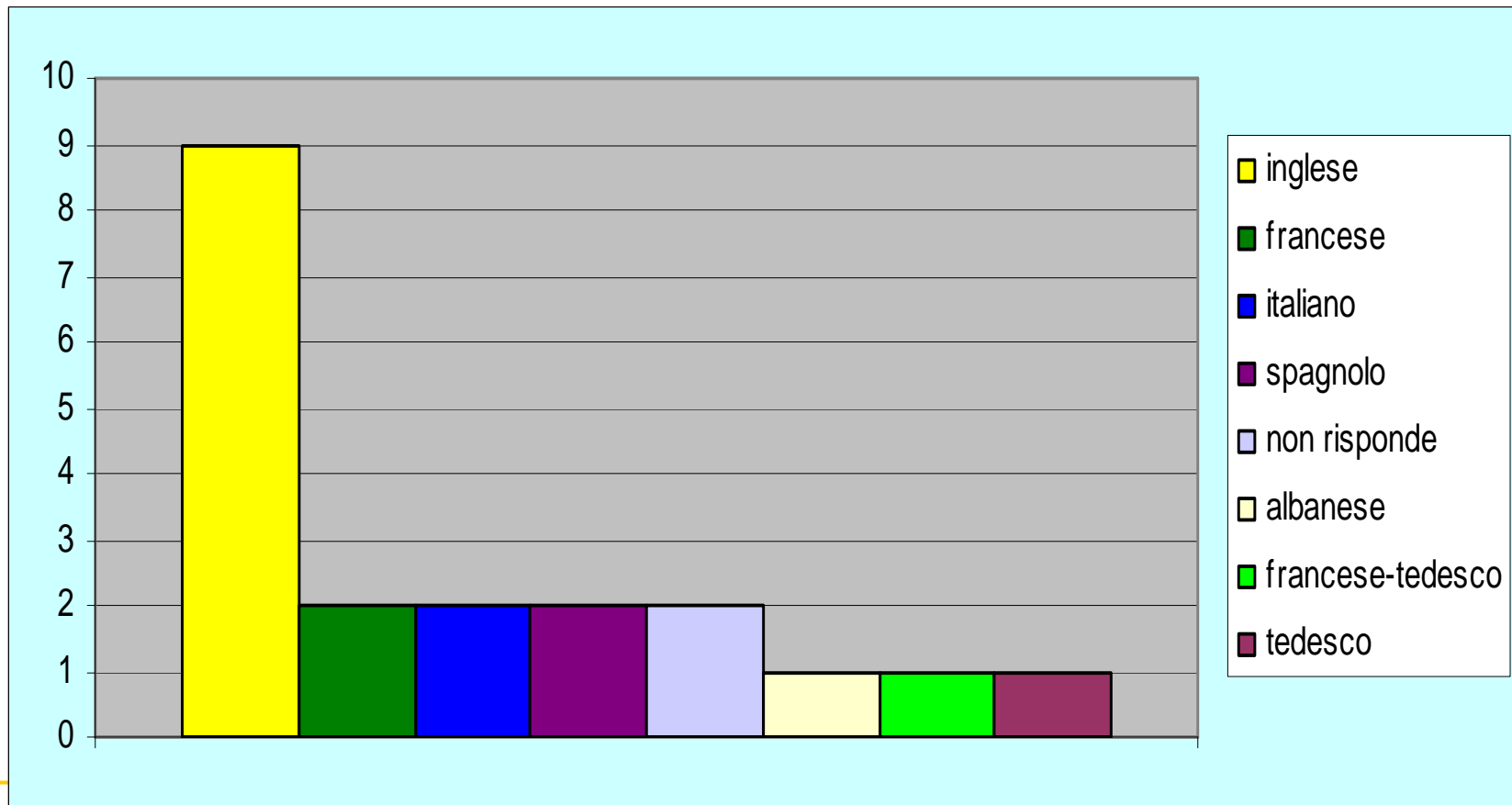


# Preferred languages by speakers Albanian

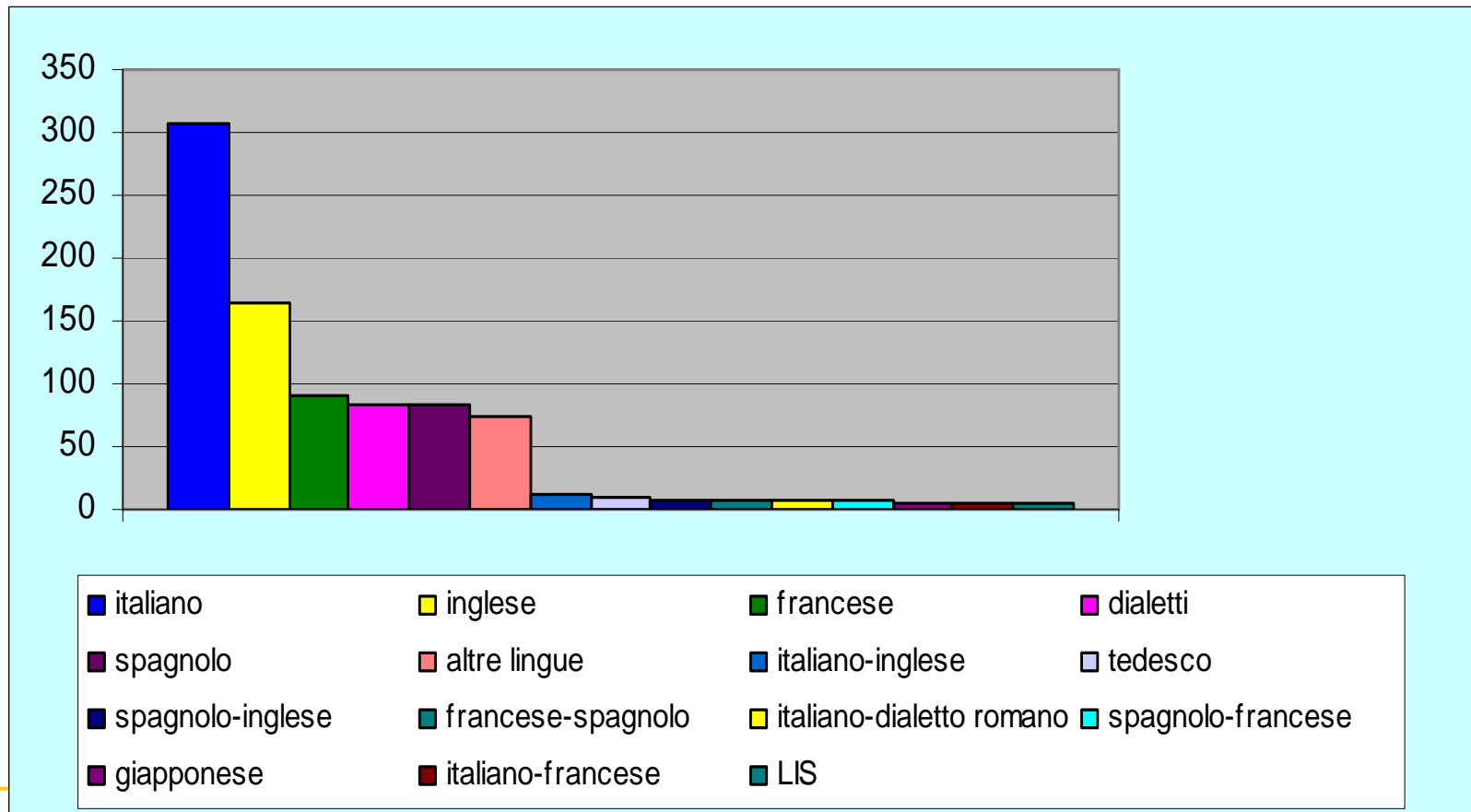




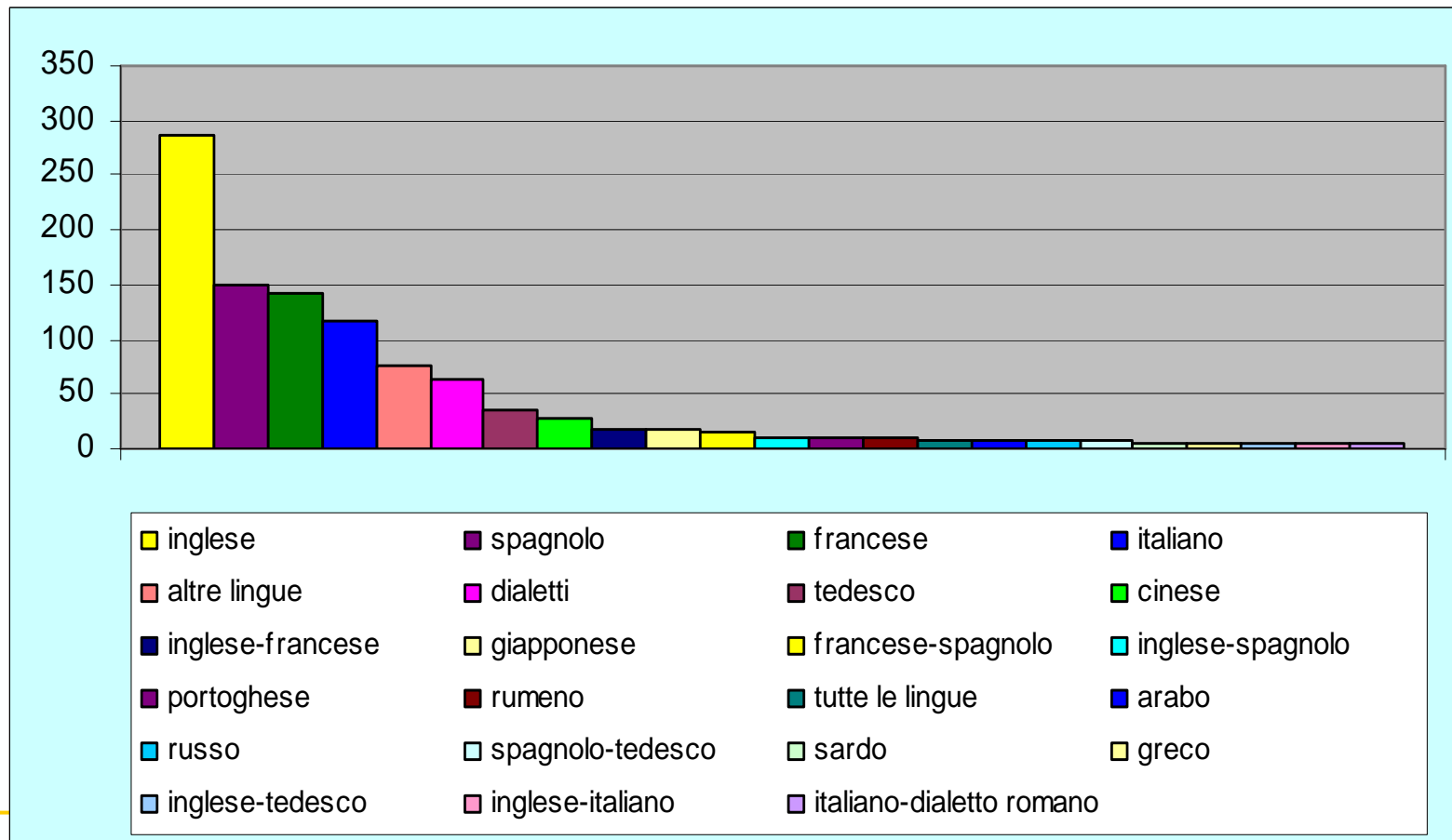
# The languages desired by speakers Albanian



# Preferred languages by speakers Italian



# The languages desired by speakers Italian



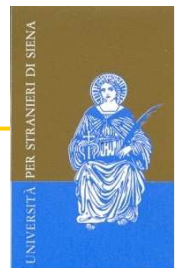
- 
- **Romanian is more present and stronger than Albanian**
  - **Romanian most used in the contexts of everyday interaction, strong presence in the preferences and desires of its speakers.**
  - **The Albanians, however, does not demonstrate the same force and remain in the imagination of its speakers.**

- 
- **No Italian informant showed a preference or desire towards Albanian, and Romanian, albeit in a limited way, appears in both choices. This, in general, is considered as refusal of the immigrant languages by the Italians, which is accentuated as you go up in level of education.**

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**The main habit is towards monolingualism, as evidenced by the strong presence of Italian among the preferred languages.**

**This leads us to reflect on conditioning exercised by the school that is not able to overcome the size defined by the teaching of languages of the school curriculum.**



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# Other lines of analysis

## Plurilingualism among natives:

- **Italian + local variety**
- **Italian + dialect variety**
- **Italian + local variety + dialect variety**
- **Italian + languages taught at school**
- **Italian + other languages**

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# Conclusions

**The data represent a significant source on which both schools and local authorities can draw in order to construct interventions to suit the language component actually present in the area, and to maximise the value of the heritage of all its residents.**



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- **The results obtained in our research are directly applicable to the definition of the linguistic policies of individual schools, who are the first to have the duty of teaching the values of plurilingualism and multiculturalism, which have become a structural component of the society.**

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***Mind the gap. Education inequality across EU Regions, 14 sept. 2012***

**“Despite commitments by EU Member States to promote equity in education and training, major geographic disparities persist in educational opportunities and outcomes, *across* but also *within* EU Member States and regions”.**

