

# The Secret Life of Languages

Vienna 2003 – 2006

Katharina Brizić

# Background

# SUBJECT-SPECIFIC "INDIVIDUALISATION"



... subject-oriented language learning ...  
... promotion of individual abilities ..

**... versus ...**

# ORIGIN-SPECIFIC FAILURE



**Turkish + Moroccan immigrant pupils**

**Maas & Mehlem 2002**

**Wijnstra 2001**

**Andriessen / Phalet 2002**

**Stanat 2003**

**Driessen / Dekkers 1997**

**IN AUSTRIA:  
ORIGIN-SPECIFIC FAILURE  
LINGUISTICALLY:**



**Peltzer-Karppf et al. 1999-2003**

**Peltzer-Karppf et al. 1999-2003 :**

**psycholinguistic 4-year study  
in 6 Viennese primary schools**

# Peltzer-Karpf et al. 1999-2003 :

**n=60**

**( Ex-YU = 37 )**

**( TUR = 23 )**

**several 1.000 individual tests in L1 / L2**

**Peltzer-Karpf et al. results**

**for Turkish group:**

**particularly weak**

**L2**

**! AND !**

**L1**

**proficiency**

**IN AUSTRIA:**  
**“ORIGIN-SPECIFIC” FAILURE**  
**IN L2 AND L1**



**= unexplained**

Reasons ???

# Group size & motivation?

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

**L1-group size ↑**

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

**L1-group size** ↑  
+  
**L2 motivation** ↓

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

**L1-group size ↑**  
+  
**L2 motivation ↓**

But:  
**L1-group size in A ↓**

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

Assumption:

**L1-group size** ↑

+

**L2 motivation** ↓

But:

**L1-group size in A** ↓

+

**L2 motivation  
& career aspirations  
particularly  
in Turk. Group** ↑↑

# Intra-group cohesion?

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

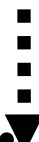
**L1-group size  
& cohesion** ↑  
⋮  
**L1 motiv. higher** ↑  
than  
**L2 motivation** ↓

# Why do Turkish pupils score so low ?

**Esser 2006**

**Brizić 2007**

**L1-group size  
& cohesion** ↑



**L1 motiv. higher** ↑  
**than**

**L2 motivation** ↓

**But:**

**If L1-group size  
& cohesion high** ↑

# Why do Turkish pupils score so low ?

Esser 2006

Brizić 2007

L1-group size  
& cohesion ↑

⋮  
↓  
L1 motiv. higher ↑  
than

L2 motivation ↓

But:

If L1-group size ↑  
& cohesion high

⋮  
↓  
why  
low

L1 proficiency ??? ↓

# L1-Input ??

# Why such contradictory results ?

**Esser 2006**

**Brizić 2007**

**Best in German: immigrant pupils with ...**

**1. Lg shift  
to school language**

**3. Parental L1**

# Why such contradictory results ?

**Esser 2006**

**Brizić 2007**

## **Best in German: immigrant pupils with ...**

1. Lg shift  
to school language

2. -

3. Parental L1

**1. Parental L1**

**2. Partly parental L1/  
partly lg shift**

**3. Lg shift**

# Why such contradictory results ?

Esser 2006

Brizić 2007

**Best in German: immigrant pupils with ...**

**1. *Lg shift***

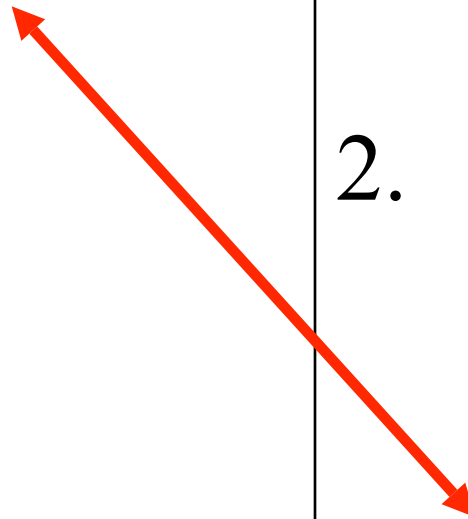
2. -

**3. Parental L1**

**1. Parental L1**

2.

**3. *Lg shift***



# Why such contradictory results ?

Esser 2006

Brizić 2007

**Best in German: immigrant pupils with ...**

**1. Lg shift**

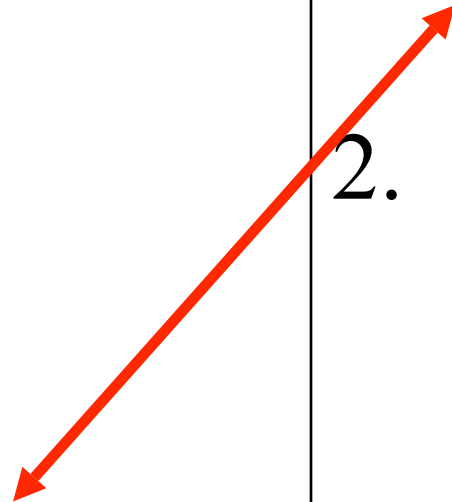
***1. Parental L1***

**2. -**

**2.**

***3. Parental L1***

**3. Lg shift**



# Why such contradictory results ?

Esser 2006

Brizić 2007

**Best in German: immigrant pupils with ...**

**1. *Lg shift***

**1. *Parental L1***

**2. -**

**2.**

**3. *Parental L1***

**3. *Lg shift***

**WHY**  
**such contradictory**  
**results?**

**WHY**  
**do Turkish pupils**  
**score so low?**

**WHY**  
**such contradictory**  
**results?**

# The „Secret Life of Languages“

Study:

**2 data sources**

**Official source  
(Vienn. Schulmatrik)**

**Data collection**

„At home, what do you speak ?  
– Turkish or German?“

„Ah, from Yugoslavia – then  
you speak Serbocroatian at  
home, don‘t you?“

**Official source  
(Vienn. Schulmatrik)**

**My study**

**Data collection**

„At home, what do you speak ?  
– Turkish or German?“

„Ah, from Yugoslavia – then  
you speak Serbocroatian at  
home, don‘t you?“

**Qualitative  
in-depth interviews  
(0,5 – 1 hour  
per parent)**

# Result 1

**Our parents in the  
Vienn. Schulmatrik:**

**Germ. BKS Minor. Turk. Minor.**

**Our parents in the  
interviews:**

**Child's L1**

**Germ. BKS Minor. Turk. Minor.**

# Result 1

**Our parents in the Vienn. Schulmatrik:**

Germ.	BKS	Alban.	Türk	
2,7%	91,9%	<b>5,4%</b>	100%	<b>0%</b>

<b>Germ.</b>	<b>BKS</b>	<b>Minor.</b>	<b>Turk.</b>	<b>Minor.</b>
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**Our parents in the interviews:**

**Child's L1**

<b>Germ.</b>	<b>BKS</b>	<b>Minor.</b>	<b>Turk.</b>	<b>Minor.</b>
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# Result 1

**Our parents in the Vienn. Schulmatrik:**

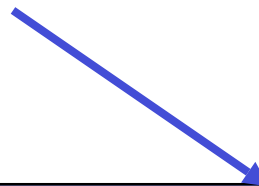
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<b>Germ.</b>	<b>BKS</b>	<b>Minor.</b>	<b>Turk.</b>	<b>Minor.</b>
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**Our parents in the interviews:**

„C r o a t.“	Alban.
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**Child's L1**



<b>Germ.</b>	<b>BKS</b>	<b>Minor.</b>	<b>Turk.</b>	<b>Minor.</b>
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# Result 1

**Our parents in the Vienn. Schulmatrik:**

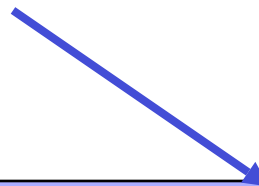
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--------------	------------	---------------	--------------	---------------

**Our parents in the interviews:**

„C  
r  
o  
a  
t.“

**Child's L1**



<b>Germ.</b>	<b>BKS</b>	<b>Minor.</b>	<b>Turk.</b>	<b>Minor.</b>
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**Germ. BKS Minor. Turk. Minor.**

**Our parents in the interviews:**

**Child's L1**

„C  
r  
o  
a  
t.“

**Vlach**

**Germ. BKS Minor. Turk. Minor.**

# Result 1

**Our parents in the Vienn. Schulmatrik:**

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**Our parents in the interviews:**

**Child's L1**

„C  
r  
o  
a  
t.“

**Vlach**  
**Romanes**

**Germ. BKS Minor. Turk. Minor.**

# Result 1

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„C  
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**Vlach**  
**Romanes**  
**Sloven**

**Germ. BKS Minor. Turk. Minor.**

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**Child's L1**

„C  
r  
o  
a  
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**BKS Alban. Türk.**

**Vlach.**  
**Romanes**  
**Sloven**

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**Vlach**  
**Romanes**  
**Sloven**

**Kurd.**

**Germ. BKS Minor. Turk. Minor.**

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**Child's L1**

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„C  
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t.“

**Vlach**  
**Romanes**  
**Sloven**

**Kurd.**

**Germ. BKS Minor. Turk. Minor.**

**Minority L1s**

**24,3%**      **4,3%**

# Why such contradictory results ?

**„I don‘t like this word, so I said German.“**  
**((Serbo-)Croatian)**

**„Ich mag dieses Wort nicht,  
also habe ich Deutsch gesagt.“**  
**((Serbo-)Kroatischsprecherin)**

# Why such contradictory results ?

„The headmaster doesn't know this language,  
I suppose.“

(Vlah)

„Die Direktorin kennt diese Sprache nicht,  
glaube ich.“

(Vlahisch-Sprecherin)

# Why such contradictory results ?

**„Well, we are Yugoslav.“  
(Roma)**

**„Wir sind ja alle Jugoslawen.“  
(Roma-Sprecher)**

# Why such contradictory results ?

„Die Direktorin hat mich gefragt, ob wir  
Türkisch sprechen, und ich habe ja gesagt.“  
(Kurdisch-Sprecherin)

„The headmaster asked me whether we  
speak Turkish, and I said yes.“  
(Kurd)

# Result 1

**Interviews:**

**Child's L1**

„C  
r  
o.“

BKS

Alban.

Turk.

Vlach

Kurd.

Romanes

Sloven

Germ.

Maj.

Minor.

Maj.

Minor.

Germ.

Maj.

Minor.

Maj.

Minor.

# Result 1

**Interviews:**

**Child's L1**

„C	BKS	Alban.	Turk.	
r	Vlach		Kurd.	
o.“	Romanes			
	Sloven			
Germ.	Maj.	Minor.	Maj.	Minor.

**Interviews:**

**Language use  
in the family /  
with child**

Germ.	Maj.	Minor.	Maj.	Minor.
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# Result 1

**Interviews:**

„C  
r  
o.“

BKS Alban. Turk.  
Vlach Kurd.  
Romanes  
Sloven

**Child's L1**

Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS

**Language use  
in the family /  
with child**

Germ. Maj. Minor. Maj. Minor.

# Result 1

**Interviews:**

„C  
r  
o.“

BKS  
Vlach  
Romanes  
Sloven

Alban.  
Kurd.

**Child's L1**

Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS  
Sloven

**Language use  
in the family /  
with child**

Germ. Maj. Minor. Maj. Minor.

# Result 1

**Interviews:**

„C  
r  
o.“

BKS  
Vlach  
Romanes  
Sloven

Alban.  
Kurd.

**Child's L1**

Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS  
Sloven  
Maked.

**Language use  
in the family /  
with child**

Germ. Maj. Minor. Maj. Minor.

# Result 1

**Interviews:**

„C  
r  
o.“

BKS  
Vlach  
Romanes  
Sloven

Alban.  
Turk.  
Kurd.

**Child's L1**

Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS  
Sloven  
Maked.

Vlach

**Language use  
in the family /  
with child**

Germ. Maj. Minor. Maj. Minor.

# Result 1

**Interviews:**

„C  
r  
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BKS  
Vlach  
Romanes  
Sloven

Alban.  
Turk.  
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BKS  
Sloven  
Maked.

Vlach  
Alban.

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in the family /  
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# Result 1

**Interviews:**

„C  
r  
o.“

BKS  
Vlach  
Romanes  
Sloven

Alban.  
Turk.  
Kurd.

**Child's L1**

Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS  
Sloven  
Maked.

Vlach  
Alban.  
Rumän.  
Bulgar.

**Language use  
in the family /  
with child**

Germ. Maj. Minor. Maj. Minor.

# Result 1

**Interviews:**

„C  
r  
o.“

**BKS**      **Alban.**      **Turk.**  
**Vlach**      **Kurd.**  
**Romanes**  
**Sloven**

**Child's L1**

**Germ.**    **Maj.**    **Minor.**    **Maj.**    **Minor.**

**Interviews:**

**BKS**      **Vlach**  
**Sloven**      **Alban.**  
**Maked.**      **Rumän.**  
**Bulgar.**  
**Romanes**

**Language use  
in the family /  
with child**

**Germ.**    **Maj.**    **Minor.**    **Maj.**    **Minor.**

# Result 1

**Interviews:**

„C  
r  
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BKS  
Vlach  
Romanes  
Sloven

Alban.  
Kurd.

Turk.

**Child's L1**

Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS  
Sloven  
Maked.

Vlach  
Alban.  
Ruman.  
Bulgar.  
Romanes

Turk.

**Language use  
in the family /  
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Germ. Maj. Minor. Maj. Minor.

# Result 1

**Interviews:**

„C  
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BKS  
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BKS  
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BKS  
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Germ. Maj. Minor. Maj. Minor.

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BKS  
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Turk.  
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**Language use  
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BKS  
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Romanes  
Sloven

Alban.  
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**Child's L1**

Germ. Maj. Minor. Maj. Minor.

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BKS  
Sloven  
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BKS  
Vlach  
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Alban.  
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Germ. Maj. Minor. Maj. Minor.

**Interviews:**

BKS  
Sloven  
Maked.

Vlach  
Alban.  
Ruman.  
Bulgar.  
Romanes

Turk.  
Kurd.  
Greek

**Language use  
in the family /  
with child**

Germ. Maj. Minor. Maj. Minor.

**Minor. family lang.s**

**32,4 %**

**13 %**

# Why such contradictory results ?

## German-speaking

(see „Croat.“)

## L1-speaking

“Serb.” = + Roma!

“Turk.” = + Kurd.!

= a group with much lg. shift

lg. shift

undetected

## German-speaking

(mainly Roma, Turk., Kurd. fam.)

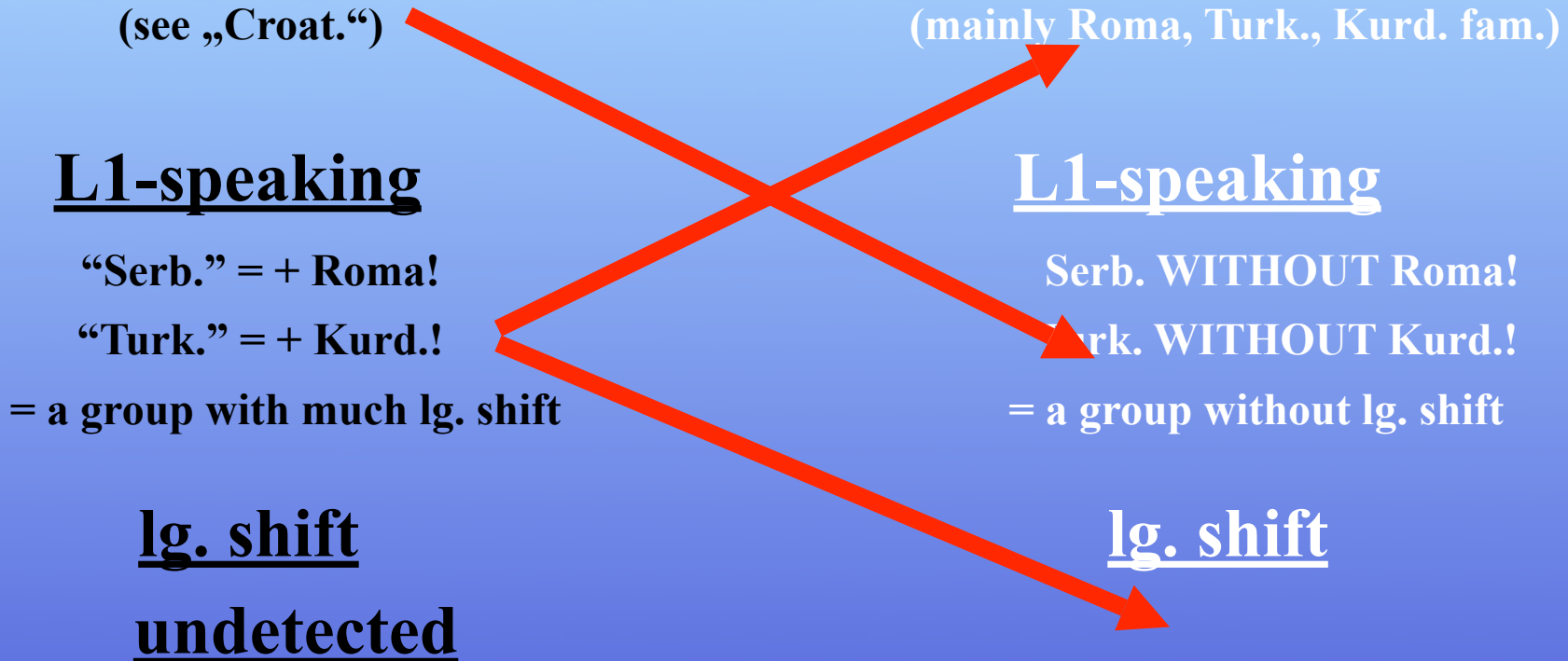
## L1-speaking

Serb. WITHOUT Roma!

Turk. WITHOUT Kurd.!

= a group without lg. shift

lg. shift



# Why such contradictory results ?

„German-speaking“

≠

German-speaking

„L1-speaking“

≠

L1-speaking

lg. shift undetected

≠

focus on lg. shift

<b>Quant. Studies</b> e.g. <b>PISA 2003/06</b>	<b>Official source</b> <b>(Vienn. Schulmatrik)</b>	<b>My study</b>
<b>Data collection</b>		
<p><b>What language do you usually speak at home?</b></p> <ol style="list-style-type: none"> <li><b>1 German</b></li> <li><b>2 Turkish</b></li> <li><b>3 Bosn./Cro./Serb./ Serbocroatian</b></li> <li><b>4 Romanian</b></li> <li><b>5 Polish</b></li> <li><b>6 Hungarian</b></li> <li><b>7 Czech</b></li> <li><b>8 Slovenian</b></li> <li><b>9 Other</b></li> </ol>	<p>„At home, what do you speak ? – Turkish or German?“</p> <p>„Ah, from Yugoslavia – then you speak Serbocroatian at home, don‘t you?“</p>	<p><b>Qualitat. in-depth interviews</b>   <b>(0,5 – 1 h per parent)</b></p>

# Why such contradictory results ?

„German-speaking“

≠

German-speaking

„L1-speaking“

≠

L1-speaking

lg. shift undetected

≠

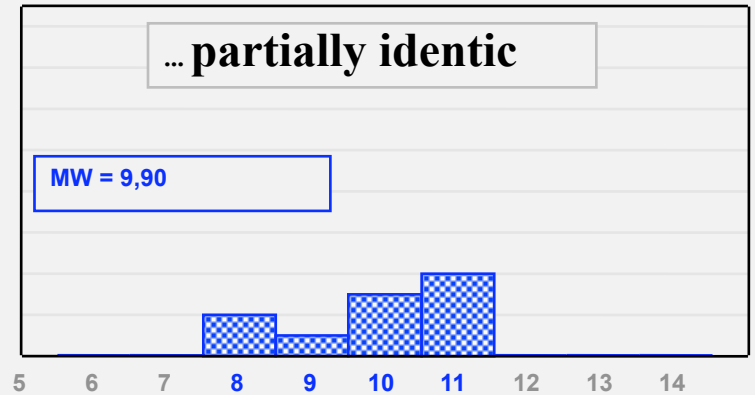
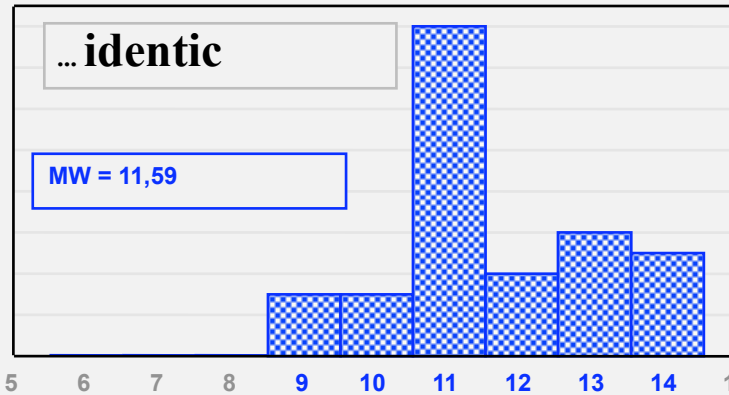
focus on lg. shift

„lg usually spoken at home“

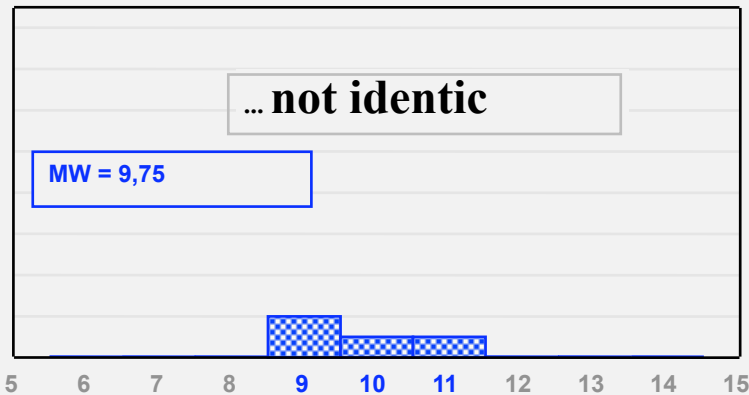
= unanswerable question

# Result 1

Mothers' L1(s) and children's L1(s) is/ are...



L2-German proficiency



L2-German proficiency

**p < ,001**

**WHY**  
**do Turkish pupils**  
**score so low?**

# Result 2

YU sample

Turk. sample

**minor. fam. lg.s**

**32,4 %**

**13 %**

YU sample

Turk. sample

**partial lg. shift**

**16,2 %**

**35 %**

YU sample

Turk. sample

**total lg. shift**

**10,8 %**

**17,4 %**

YU sample

Turk. sample

# Result 2

YU sample

Turk. sample

**minor. fam. lg.s**

**32,4 %**

**13 %**

YU sample

Turk. sample

**partial lg. shift**

**16,2 %**

**35 %**

YU sample

Turk. sample

**total lg. shift**

**10,8 %**

**17,4 %**

YU sample

Turk. sample

**Differences**

**less lg. shift**

## Result 2

YU sample

Turk. sample

minor. fam. lg.s

32,4 %

13 %

YU sample

Turk. sample

partial lg. shift

16,2 %

35 %

YU sample

Turk. sample

total lg. shift

10,8 %

17,4 %

YU sample

Turk. sample

Differences

less lg. shift

+ 18,8 % partial/  
+ 6,6 % total  
= more lg. shift

# Why did our Turkish pupils score so low?

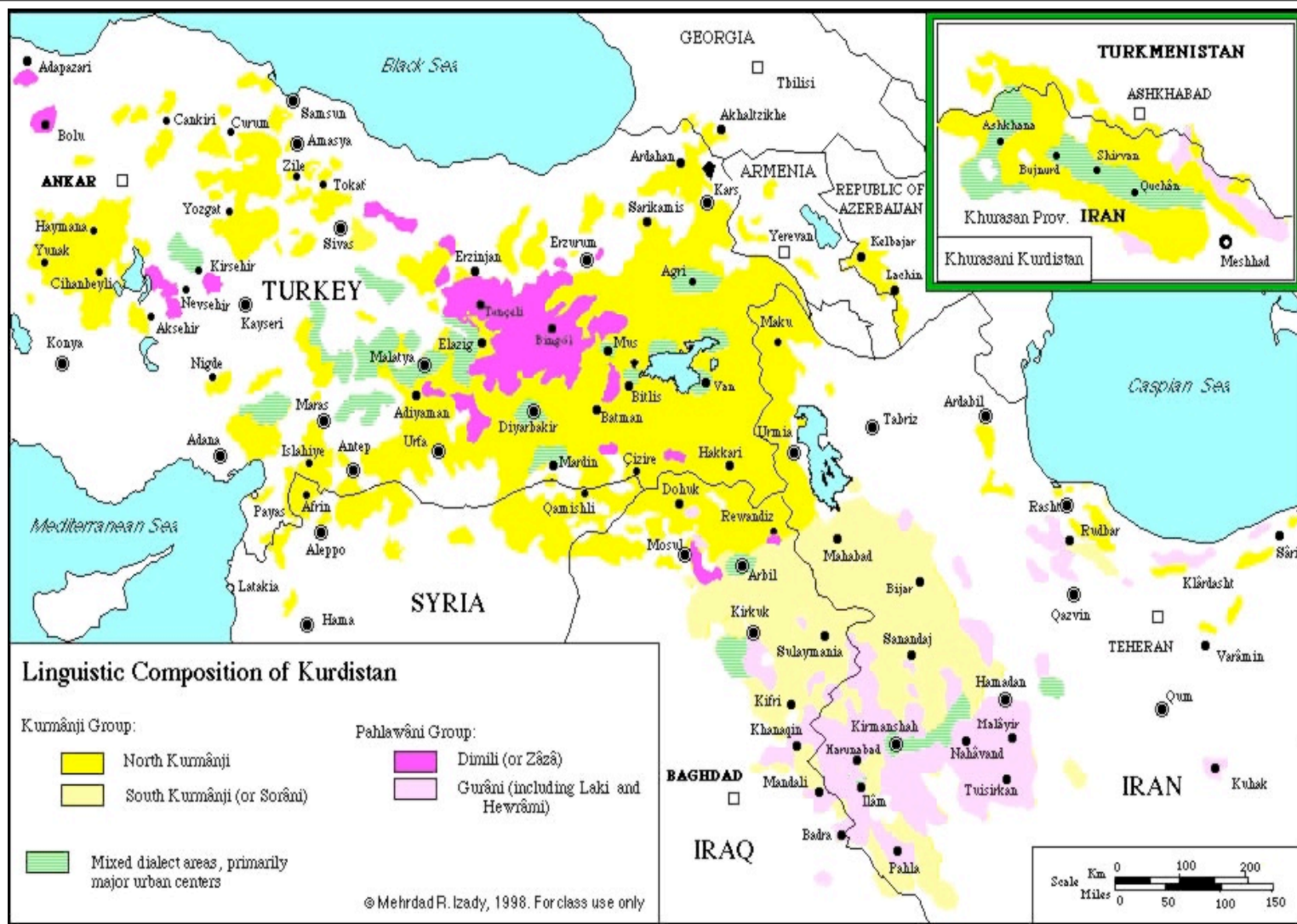
YU Sample:

- less language shift

Turk. sample:

- more language shift

WHY ?



## Geographic Distribution of Kurdish and Zaza

... from Kurdish etc. to Turkish ...

From: <http://modersmal.skolutveckling.se/nordkurdiska/kurdmap/>

YU:

Turk.:

- social inequality with rather ethnic-religious/  
educational character

- social inequality with rather ling. character

minorities + majority

(Robins 2000; Boeschoten 1997; Bozdoğan & Kasaba 1997)

**...and from Turk./Kurd. etc. to German**

## Result 2:

„Even our dialect she speaks very well.“

(Cro.)

„Sogar unseren Dialekt kann sie  
ausgezeichnet.“

((Serbo-)Kroatisch-Sprecherin)

## Result 2:

**„They speak all our languages: German,  
Serbocroatian, Romanes.“**

**(Roma)**

**„Sie sprechen alle unsere Sprachen: Deutsch,  
Serbokroatisch, Romanes.“**

**(Romanes-Sprecher)**

## Result 2:

**„Naturally we speak Albanian at home!“  
(Alban.)**

**„Natürlich sprechen wir zu Hause  
Albanisch!“  
(Alban.-Sprecher)**

## Result 2:

**„Doesn‘t matter! We‘re all humans.“**

**(Serb.)**

**„Macht nichts, wir sind ja alle Menschen.“**

**(Serb.-Sprecher)**

## Result 2:

**„Naja, jetzt ist Deutsch wichtig. Türkisch  
brauchen wir ja nicht mehr.“**

**(Türkischsprecherin)**

**„However, German is important now.  
We don't need Turkish any more.“**

**(Turk.)**

## Result 2:

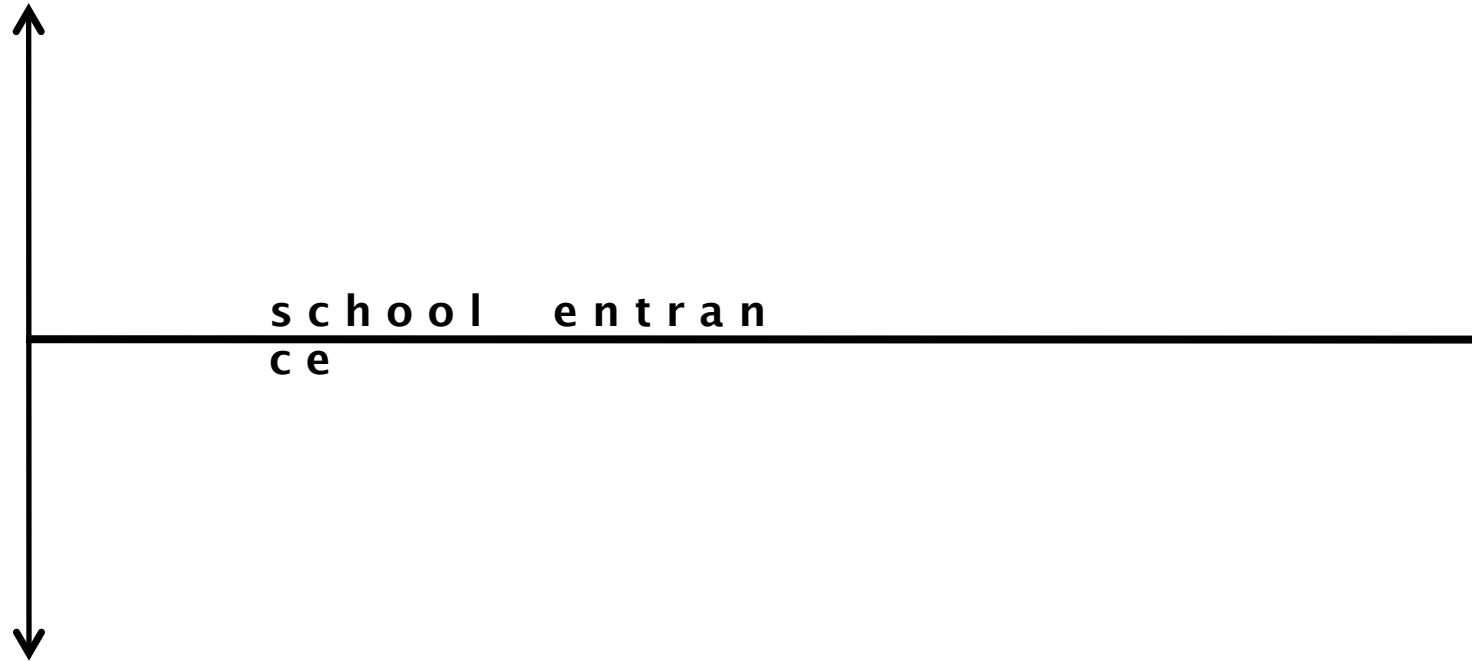
„Kurdisch? Ich?? Also *bitte*.“

(Kurdischsprecherin)

„Kurdish? Me?? - Very well then.“

(Kurd.)

# Linguistic Capital Model



macro-conditions for lang. acquisition in country of origin

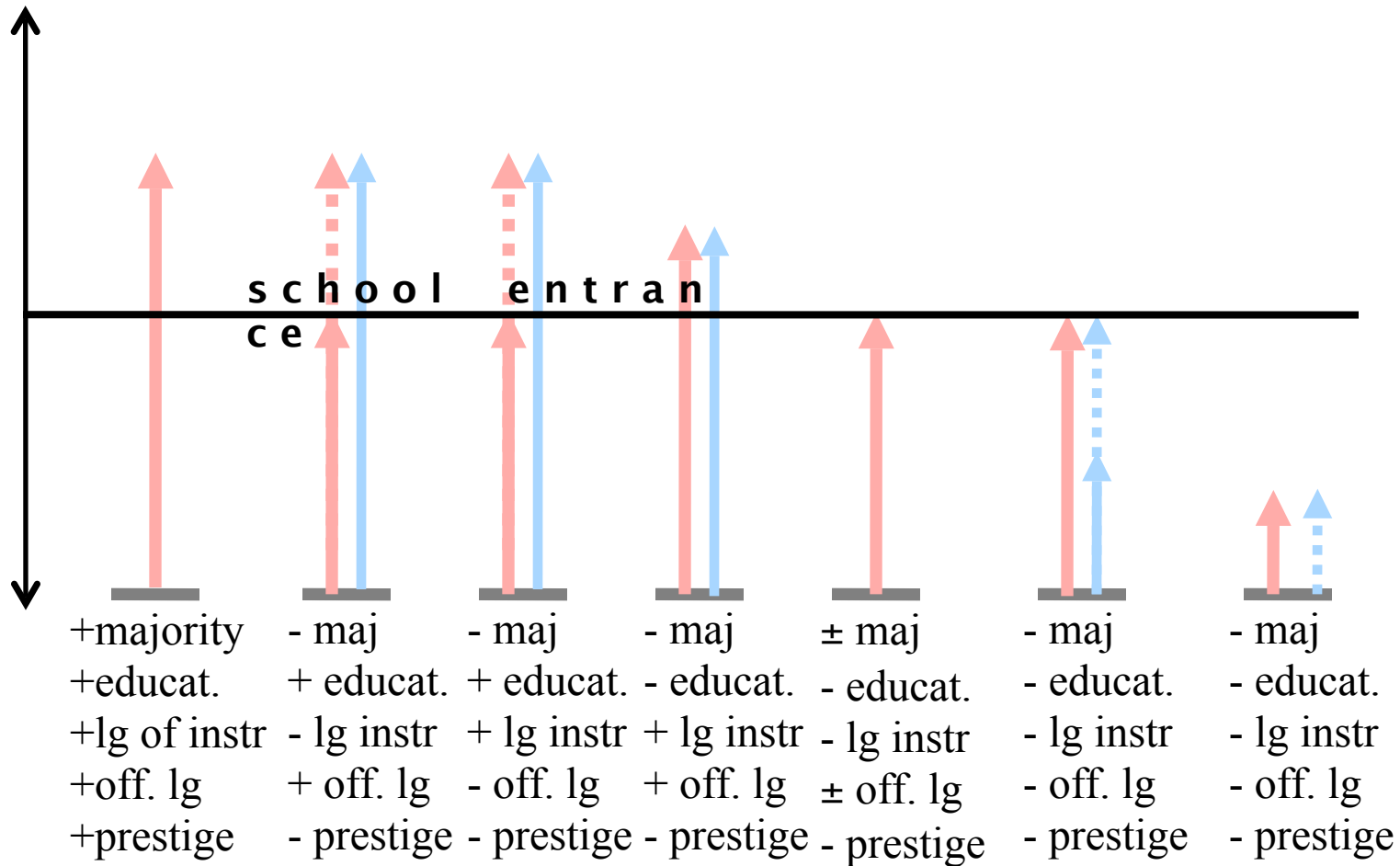


BKS  
rural  
Turk.educ.  
c.

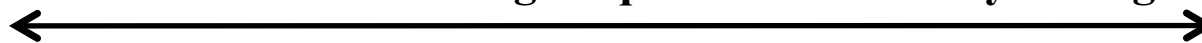
Vlah

Kurd.  
educ.

# Linguistic Capital Model



**macro-conditions for lang. acquisition in country of origin**



BKS rural  
Turk.educ  
c.

Vlah

Kurd.  
educ.

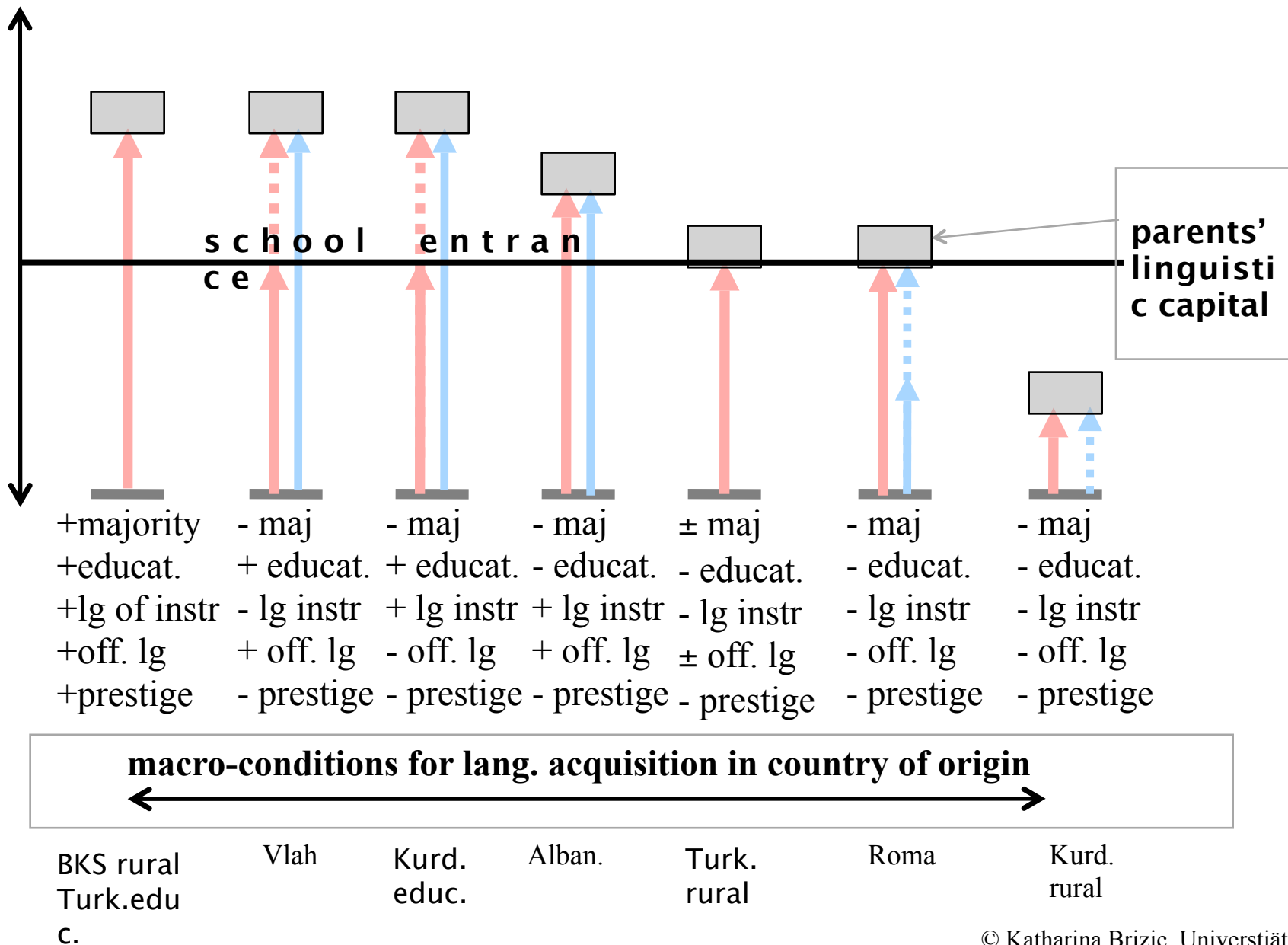
Alban.

Turk.  
rural

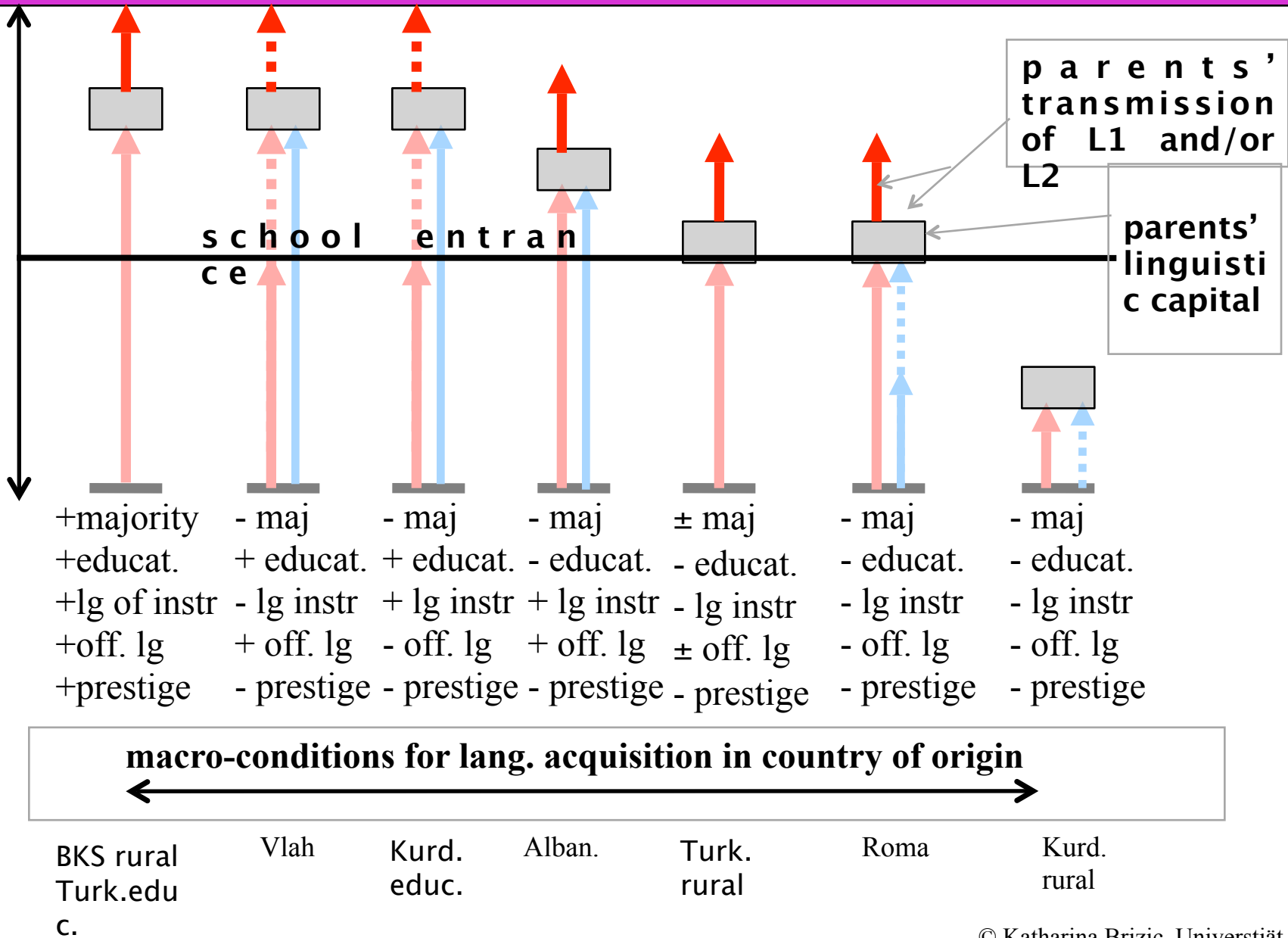
Roma

Kurd.  
rural

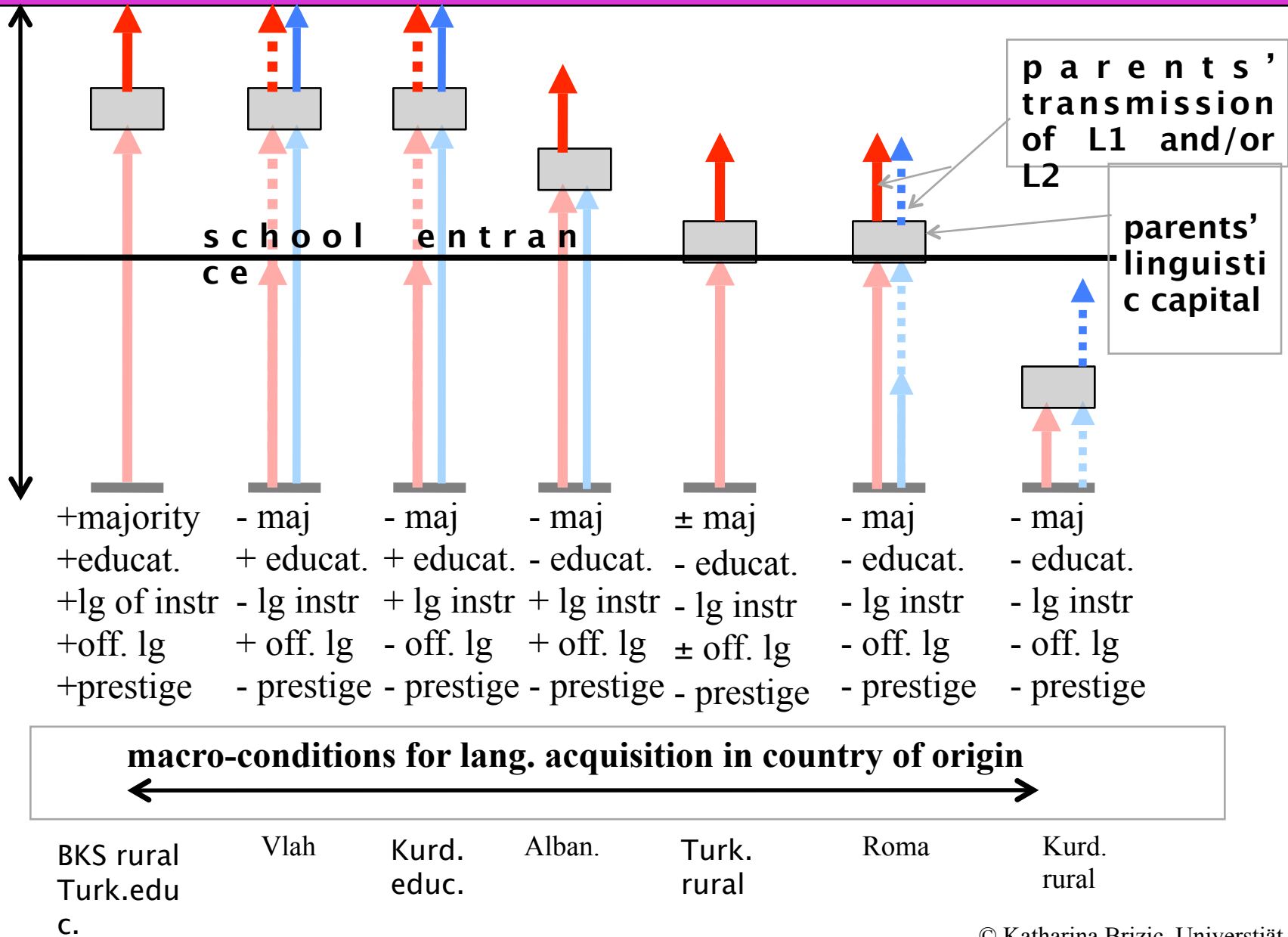
# Linguistic Capital Model



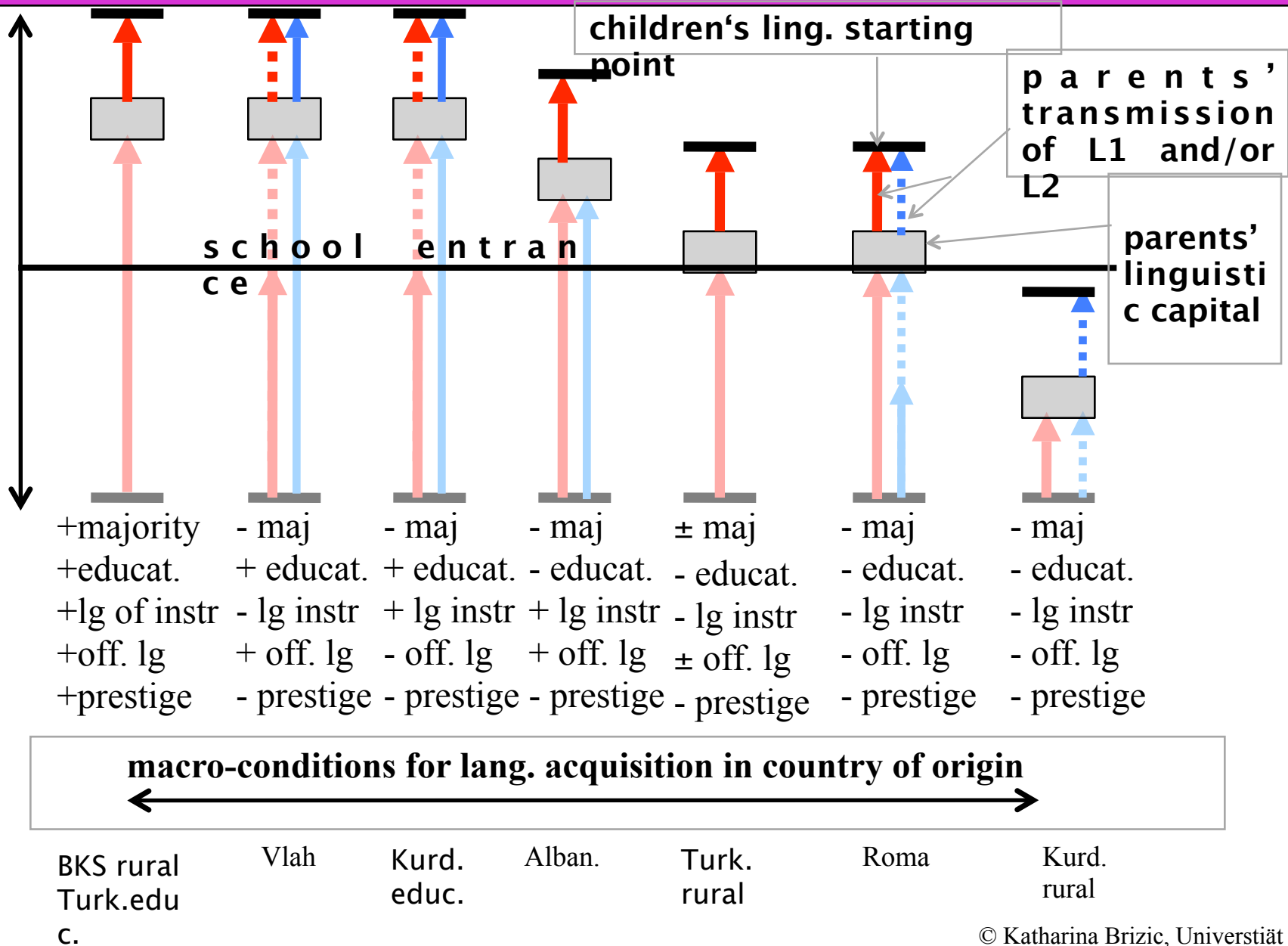
# Linguistic Capital Model



# Linguistic Capital Model



# Linguistic Capital Model



... and what to expect in larger samples?

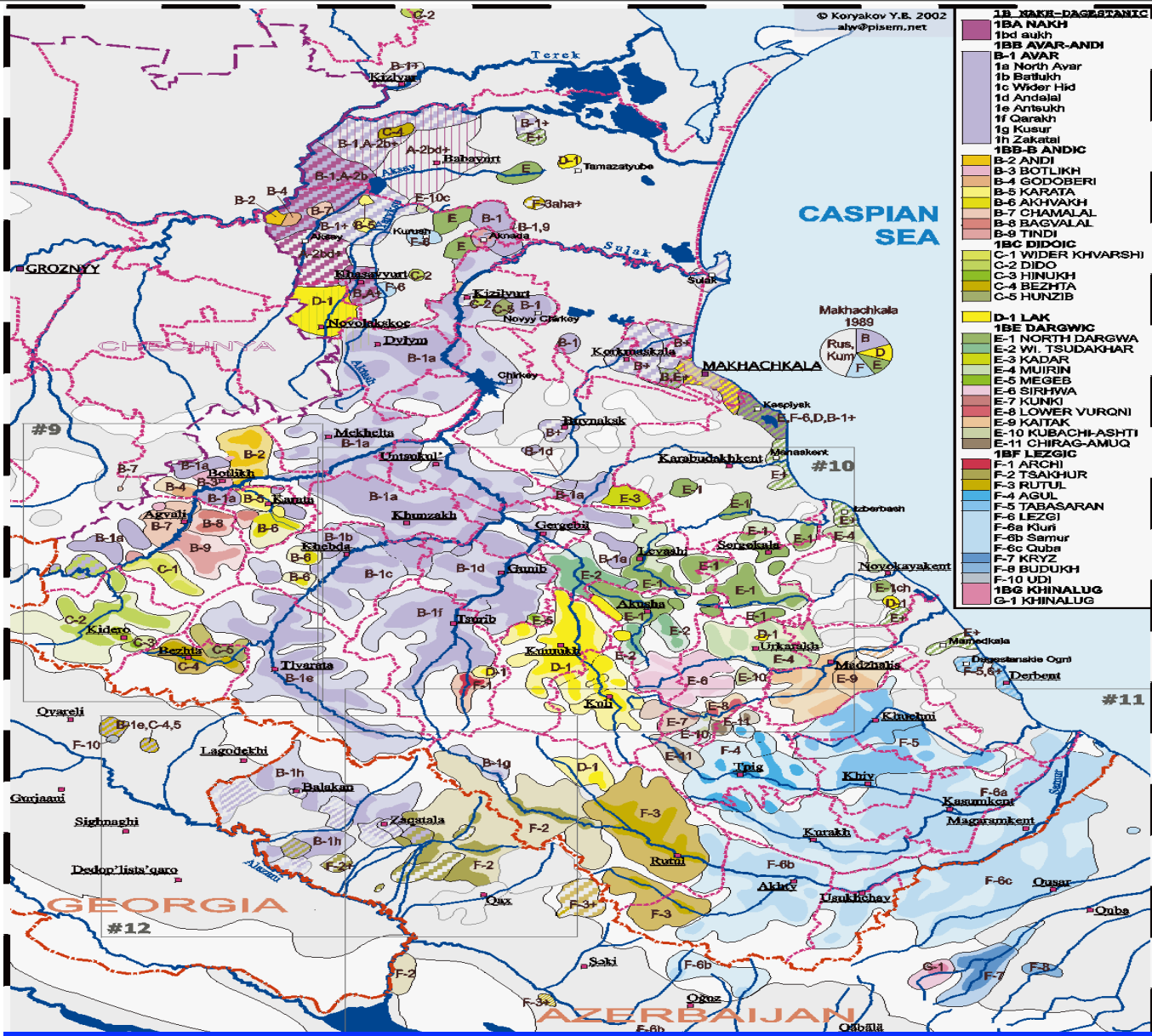
... Turkey as a country of immigration from  
e.g.  
Caucasus ...



**Caucasian Languages**

(C) Jost Gippert, 1993-2003

Copyright of the map: Jost Gippert, Frankfurt a/M, 1993-2003



- 1B NARG-DAGESTANIC
- 1BA NAKH
- 1bd aukh
- 1BB AVAR-ANDI
- B-1 AVAR
- 1a North Avar
- 1b Battukh
- 1c Wider Hid
- 1d Andsalal
- 1e Antsalukh
- 1f Qarakh
- 1g Kusur
- 1h Zakatal
- 1BB-3 ANDIC
- B-2 ANDI
- B-3 BOTLIKH
- B-4 GODOBERI
- B-5 KARATA
- B-6 AKH-VAKH
- B-7 CHAMALAL
- B-8 BAGVALAL
- B-9 TINDI
- 1BC DIDOIC
- C-1 WIDER KHVARSHI
- C-2 DIDO
- C-3 HINUKH
- C-4 BEZHTA
- C-5 HUNZIB
- D-1 LAK
- 1BE DARGVIC
- E-1 NORTH DARGWA
- E-2 W. TSUDAKHAR
- E-3 KADAR
- E-4 MUIRIN
- E-5 MEGEB
- E-6 SIRHWA
- E-7 KUNJKI
- E-8 LOWER VURQNI
- E-9 KAITAK
- E-10 KUBACHI-ASHTI
- E-11 CHIRAG-AMUQ
- 1BF LEZGIC
- F-1 ARCHI
- F-2 TSAKHUR
- F-3 RUTUL
- F-4 AGUL
- F-5 TABASARAN
- F-6 LEZGI
- F-6a Klun
- F-6b Samur
- F-6c Quba
- F-7 KRYZ
- F-8 BUDUKHI
- F-10 UDI
- 1BG KHINALUG
- G-1 KHINALUG

From: <http://linguarium.iling-ran.ru/maps/8-dag.gif>

## BKS/ Serbokroatisch

**Bosnisch**

**Kroatisch**

**Serbisch**

**Rusinisch**

**Rumänisch**

**Ungarisch**

**Vlachisch**

**Romanes**

**Bulgarisch**

**Albanisch**

**Makedonisch**

**Slowenisch**

**u.v.m.**

**Türkisch Landbev.**

**Turkmenisch**

**Azeri**

**Karapapachisch**

**Balkarisch**

**Karatschaiisch**

**Kumükisch**

**Kirgisisch**

**Kasachisch**

**Uigurisch**

**Usbekisch**

**Usbek-Tatarisch**

**Krimtatarisch**

**Noğay-Tatarisch**

**Gagausisch**

**Arabisch**

**Turoyo, Surit Lasisch**

## Türkisch

**Bulgarisch**

**Pomakisch**

**Bosnisch**

**Griechisch**

**Albanisch**

**Awarisch**

**Andi**

**Dido**

**Lakisch**

**Dargwa**

**Lesgisch**

**Tschetschenisch**

**Tscherkessisch**

**Abchasisch**

**Ubychisch**

**Georgisch**

**Kurdisch**

**Romanes**

**Armenisch**

**Zaza**

**Hemshinli**

**Ossetisch**

**Ladino**

**u.a.**

**BKS/ Serbokroatisch**

- Bosnisch**
- Kroatisch**
- Serbisch**
- Rusinisch
- Rumänisch
- Ungarisch**
- Vlachisch**
- Romanes**
- Bulgarisch**
- Albanisch**
- Makedonisch
- Slowenisch
- Tschetschenisch**
- u.v.m.

**Türkisch**

- Türkisch Landbev.**
- Turkmenisch**
- Azeri**
- Karapapachisch**
- Balkarisch**
- Karatschaisch**
- Kumükisch**
- Kirgisisch**
- Kasachisch**
- Uigurisch**
- Usbekisch**
- Usbek-Tatarisch**
- Krimtatarisch**
- Noğay-Tatarisch**
- Gagausisch**
- Arapisch
- Turboyo, Surit
- Romanes**
- Armenisch**
- Hemshinli**
- Lezginisch**
- Bulgarisch**
- Pomakisch**
- Bosnisch**
- Griechisch**
- Albanisch**
- Awarisch**
- Andi**
- Dido**
- Lakisch**
- Dargwa**
- Lesgisch**
- Tscherkessisch**
- Abchasisch**
- Ubychisch**
- Georgisch**
- Lasisch**
- Kurdisch**
- Ossetisch**

**Zaza**

# Summary

Is it *family-language maintenance*  
or *family-language loss*

that is conducive to the children's  
linguistic/ school success ?

family language(s) = ?

language shift = ?

⇒ question of „home language teaching“

**! “INDIVIDUALISATION” !**



**! in migration research !**

# Utopia ? ...



**How to connect**

**high data QUANTITY**

**to**

**high data QUALITY**

**?!?**



# “Best Success with Language Loss?”



## Austria/ Turkey 2007 - 2010

to provide substantial advancement in challenging  
multilingualism's "benefit" or "disutility"  
by a vivid and rounded comprehension of how  
linguistic identity



*is constructed (or deconstructed),*

*lived (or lost),*

*presented (or hidden)*

**in the course of differing methodological approaches**