

PREFACE

This special edition of the *Journal of Estonian and Finno-Ugric Linguistics* (ESUKA – JEFUL), entitled Papers from the 10th Nordic Conference on Bilingualism, contains a selection of articles based on presentations given at the conference of the same name held from 26–28 October 2009. This was the first time that the conference had been staged in Estonia in its then 33-year history. Organised by the Department of Estonian as a Foreign Language of the University of Tartu, its main themes were multilingualism and identity, acquisition of a second language, multilingual education and language policy. 36 presentations were given over two days, three of them plenary. Linguists from 12 countries spoke at the event.

Eleven articles representing a cross-section of the themes and research trends covered at the conference have been selected for this special edition. In general terms they can be divided up into the following thematic areas: language development, bilingual language acquisition, language teaching and interaction (with articles by Ewa Donesch-Jezo, Jyrki Kalliokoski, Kari Pitkänen and his colleagues, Lea Nieminen and Ritva Takkinen, and Minna Suni and Lea Nieminen); language use in multi- and polylingual societies (with articles by Jens Normann Jørgensen and Somogy Varga, Shahzaman Haque, also Elena Ryabina); and language policies and bilingual education (with articles by Laima Kalēdienē, Sirkku Latomaa and Minna Suni, and Vineta Poriņa). All the articles are based on original data.

Ewa Donesch-Jezo's article looks at the importance of the orientation of feedback and output in learning a second language. She presents observations made among a study group of university students which confirm the importance of adequate encouragement by the teacher and orientation towards the target language in achieving grammatical correctness and good skills in expression in acquiring a second language. Jyrki Kalliokoski's article focuses on communicative competence and plurilingualism. The author discusses Dell Hymes' notion of communicative competence in relation to plurilingualism, examines the use of the concept in applied linguistics and the role of communicative competence within the Common European Framework of Reference for Languages (CEFR) and looks at how multilingual

communities are studied and the idea of plurilingualism as a means of interaction. The article by Kari Pitkänen and his colleagues concentrates on the need to develop English language support in light of the international English-based study programmes offered by the University of Helsinki. The article is based on the pilot project for the development of language support in study programmes. Lea Nieminen and Ritva Takkinen's article looks at the means of expression used by a deaf bilingual child in spoken and signed versions of *The Story of the Frog*. Analysis reveals that the child uses different evaluative devices and expressions in telling the two versions of the stories. Minna Suni and Lea Nieminen discuss how structural complexity and the shared processing of linguistic elements are related in the development of L1 and L2.

Jens Normann Jørgensen and Somogy Varga debate the usefulness of employing the traditional notion of "language" in contemporary polylingual society. They consider it of greater importance to focus on separate features that arise in individual language use. The article is based on studies carried out in Denmark observing the discourse of 16-year-old Turkish Danes. Shahzaman Haque's article examines the linguistic choices between generations of three families of Indian immigrants. This study, conducted in France, Norway and Finland, primarily looks at truncated linguistic competence in different communication-based situations. The article effectively documents the temporal and spatial changes that are taking place in language use in today's Europe. Elena Ryabina's research focuses on the particulars of colour term distribution in three languages: Russian, Udmurt and Komi. The number of basic colour terms in the languages differs, and divergence can also be seen at the level of dialects. Here, too, cultural differences and interlanguage influences play a part. The article is based on the results of field studies conducted in Russia.

Laima Kalėdienė's article examines the attitudes of Lithuanian citizens to the need to learn specific languages. It is based on the *Cities and Languages* study. In analysing the results, the author states that there is a general sense of antagonism towards learning other languages among the respondents, and that just one-fifth of city-dwellers expressed any desire to learn another language. The most surprising result of the study was that half of the respondents would nevertheless enrol their children in a

bilingual school i.e. one where both Lithuanian and English were the languages of instruction. Sirkku Latomaa and Minna Suni's article looks at the current state of multilingualism in Finnish schools from the point of view of the teachers working there. A number of respondents claim that significant strides have been made in the organisation of the work of plurilingual students since they started teaching, while in some regions of Finland people have only recently become aware of the growth of multilingualism in schools. In her article, Vineta Poriņa shines the spotlight on the development of individual and social bilingualism in Latvia against the backdrop of the demographic processes taking place in the nation. The author states that a number of positive changes have taken place in the country since it regained its independence in terms of the strengthening of the position of Latvian as a language, with the number of people speaking it soaring, particularly among the 15–34 age group.

The editors of this special edition would like to thank all of the authors and reviewers of the articles. For their contribution to the publication we would also like to thank the Estonian Ministry of Education and Research and the Publishing Committee of the University of Tartu.

We wish you inspiring and enjoyable reading!

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