



Information *for* Interlinguists

issue 18 (1/2022) ♦ 6th year ♦ ISSN 2521-7461

*Published by the Esperantic Studies Foundation (ESF) in cooperation with
the Centre for Research and Documentation on World Language Problems (CED)*

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CONTENTS

Welcome 3

Articles 4

Brian Kaneen: a major donor to the Esperantic Studies Foundation	4
UEA.facila – for beginners	6
Gamification of language-learning: LinguaPolis Esperanto	9
The history of the Vidyasagar Prize	13
ESF End-of-Year Update 2021	15

Bulletin 17

Introducing the Bulletin	17
Webinar at Mazandaran	17
Wanted: Translator of historical study	17
Un siècle d'espérantisme ouvrier	18
Gesellschaft für Interlinguistik 2021	18
François Grin on Radio Suisse Romande	18
Lectures by Ilona Koutny at BET-56	18
Translation, Esperanto and the Politics of Language	19
Who was Atanasov?	19
Impact of intercultural educational exchange	19
Building community through hospitality	20
Regularizing the regular	20
Linguistic justice at IKIKO	20

Grandpa Grabowski	21
Esperanto history in Catalonia	21
Recorded IKIKO sessions	22
Esperanto? What language is that?	23
Rules and incentives – a symposium	23
Abibifahodie! Language, consciousness and decolonization	23

ESF grants 24

WELCOME

Starting from this issue, the articles in *Information for Interlinguists* will generally appear first on the [ESF Connected](#) blog. This is a particularly important change regarding our short announcements of forthcoming events and projects.

We've noticed (and regretted) that *I/I*'s three-monthly rhythm means that previous issues have sometimes provided information too late to allow actual participation or contribution. So announcements of that kind will now appear earlier in their own section of the blog, known as the Bulletin, which you'll find in the right-hand column of the blog's home page.

Subscribers to the blog receive a short email, typically once every two or three weeks. The email indicates that a new main article has just been published, and offers links to all the intervening bulletin postings. We also endeavour to tweet most bulletin items via the Twitter account [@esfacademic](#), and the complete history can be explored on a [dedicated page](#).

The current issue of *I/I* is an archive of more or less everything that appeared on the blog in October, November and December 2021. Many thanks to all who contributed.

If you would like to distribute news of an event, publication or project that has some connection to the work of the Esperantic Studies Foundation, please send brief information (perhaps with a link to the full details) to ipi@esperantic.org or contact@esfconnect.org.

A successful 2022 to all our readers!

Simon Davies

ARTICLES

Brian Kaneen: a major donor to the Esperantic Studies Foundation

Wally du Temple

<https://esfconnected.org/2021/10/19/brian-kaneen-donor/>



The [Esperantic Studies Foundation \(ESF\)](#) supports a wide range of interlingual research and educational initiatives around the world. Researchers and educators seeking support for interlanguage projects are encouraged to browse the website to learn whether ESF can offer counseling and/or financial support.

ESF's investment, which generates the resources to fund projects, owes much to the generosity of three major donors, people like you who support language rights; Cathy Schulze, Bill Schulze, Brian Kaneen and many others. Here are some of my memories of Brian Kaneen, and my sincere thanks.

Brian was born on the Isle of Man, where the Manx language had weakened since the advent of mass English tourism in the 19th century. At the peak of tourism in the early 20th century, more than 600,000 Britons visited the island each year, when it had a local population of about 50,000. For the most part, the only way to succeed was to speak English. Manx language was associated with ignorance and poverty while English gave way to a better life. Brian, family and friends, regretted the steady decline in the use of the Manx language when he learned about Esperanto in 1950. Brian immediately considered Esperanto to be a new kind of language, as an evolutionary improvement in global communications, as a neutral international language, planned and created specifically to defend and protect minority languages, a true bridge language of communication between ethnic groups.

Brian Kaneen did not have the opportunity to speak Esperanto until his British military service in Germany. After immigrating to Canada, he studied at McGill University and later received his doctorate from Cornell University in Ithaca (New York), where he became an active member of the local Esperanto club. Since 1965, Brian Kaneen lived in Vancouver, where he served the Vancouver Esperanto Society first as secretary and then as long time president. As a lecturer at Simon Fraser University in Burnaby, Brian organized and taught many Esperanto courses, especially in the years before the 69th World Esperanto Congress, in whose Local Congress Committee he served as secretary and vice president. He served on the board of the Canadian Esperanto Association three times, with the positions of editor of a newspaper called *Lumo*, vice president (1999) and president (2000-03). Brian has long been a UEA delegate and language delegate in Vancouver. He was elected an Honorary Member of KEA in 1997. Brian Kaneen died in 2012. More than half a million Canadian dollars he bequeathed to the Esperantic Studies Foundation. He also bequeathed an equal sum to “Vannin Culture”, a Manx network dedicated to the Gaelic language of the Isle of Man to create scholarships for the young who wish to study Celtic languages.

Everyone who got to know Brian quickly learned about his attitude towards ethnic languages, that the use of the mother tongue is an important human right. He often noted that the violation of this right leads to communal conflicts historically too evident in many ethnic conflicts in Europe, Africa and Asia. Not surprisingly, Brian fully supported ESF’s primary goal of “working to promote the understanding and practice of linguistic justice in a multicultural world”.

As a language professor, Brian knew that language discrimination has historically had a documented tragedy of conflict that later generated a history of specific language rights granted to defined minority communities in Europe. The Peace Treaty of Westphalia, the Final Act of the Congress of Vienna and the Minority Treaties of the League of Nations during the interwar period in the first half of the twentieth century all included legal requirements for specific group-based rights in key areas related to language use, such as cultural institutions, education and communication within public services. Brian noted that after 1945 the new international system paid more attention to individual human rights than to language rights of groups.

Brian noted that after World War II the rapid spread of English around the world became a threat to other languages, especially those of lesser known communities and minority languages, which are rich reflections of specific cultural values that carry much linguistic, historical, social and anthropological information. He opined that as these languages are constantly threatened by marginalization and extinction, any attempt to protect and revitalize them will contribute to preserving linguistic diversity and cultural knowledge for future generations.

I remember Brian quoting words from Ilya Prigogine, who won the Nobel Prize in Science in 1977 for a theory describing transformations, not only in the physical sciences, but also in

society – the role of stress and disturbances that can push us to a new, higher level. Prigogine said: “We’re at an exciting time in history, perhaps at a turning point.” Unfortunately we are still waiting. If my friend Brian were still alive I have no doubt he would consider the current crises of global warming, of the challenges of global health in a time of pandemic, of the destruction of the natural environment, and of poverty and hunger as sufficient stresses and disturbances to cause a turning point and a paradigm shift.

Brian read Thomas Kuhn’s famous 1962 book, *The Structure of Scientific Revolutions*. He said Kuhn’s ideas were helpful, not only because they help us understand how a new perspective is born, but also how and why. Brian had a stoic attitude that a turning point would inevitably cause a paradigm shift that would lead to a more unified and just world. However, he was not prepared to simply wait, and for decades argued strongly to promote human rights universally. Brian was a strong advocate for the realization of the latent potential of the United Nations (U.N.).

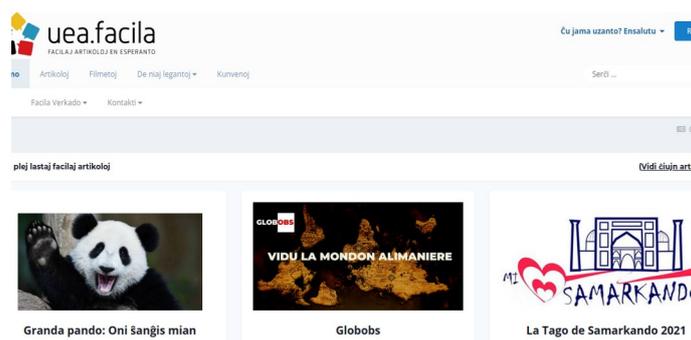
When Brian died and bequeathed half a million dollars to ESF and the equal amount for the teaching of the Manx language, I was surprised only by the size of the bequests. I pay tribute to Brian Kaneen. Thank you, dear friend.

Wallace G. du Temple, a former school principal in Nunavut, Canada, is the director of ESF responsible for managing its investment portfolio. He has decided to share his appreciation of one major donor, namely, Brian Kaneen.

UEA.facila – for beginners

Anna Lowenstein

<https://esfconnected.org/2021/11/03/uea-facila/>



Esperanto is the world’s easiest language, but even learning an easy language requires time and a certain amount of effort. What makes an easy language easy? Mainly its very simple and regular grammar. Famously, the basic grammar of Esperanto consists of only 16 rules – admittedly these include a large number of subdivisions and have spawned at least two **thumping tomes of exegesis**, but in any case it is certainly true that Esperanto grammar is far easier to learn than that of any other language.

What requires more effort on the part of Esperanto learners is the vocabulary. Zamenhof, the creator of Esperanto, facilitated vocabulary learning by drawing on the most widely used forms in the European languages (for instance *lingvo* language, *libro* book, *infano* child etc.), and also building vocabulary by means of compounds and affixes. Even so, this is the part of language learning which can only be acquired by study and practice.

I have always had an interest in creating reading material for learners by producing short, easy texts based on a limited vocabulary list. I remember when I was at school being given supposedly easy magazines in French and German, but being unable to read them because they included too many words that I hadn't encountered before. For this reason, when producing texts for learners I felt it was important to start off with a basic vocabulary list and to stick to it as far as possible, adding glosses for any words outside that list.

But perhaps I'm jumping ahead of myself. I should explain that I am the founder and editor of a site for Esperanto learners called [uea.facila](#). UEA stands for *Universala Esperanto-Asocio*, the [World Esperanto Association](#), while *facila* of course means "easy". My aim in creating the website was to introduce Esperanto learners to the Esperanto movement, and specifically to UEA, its most important organization. At least two million people have learnt Esperanto using the online app [Duolingo](#), but most of them know nothing about the movement which has grown up around the language: not just UEA, but also the national and specialist associations, the conferences and other meetings, books, magazines, radio stations, etc., etc.

UEA's official magazine is too difficult and probably not very interesting for people who are only just discovering Esperanto, and I felt they needed something suitable for learners. This is why I founded [uea.facila](#) at the end of 2019, with the help of a grant from [Esperantic Studies Foundation](#). As I mentioned above, articles are based on a [limited vocabulary list](#). The list contains approximately 1000 word roots including affixes and grammatical endings. Don't forget that with the addition of appropriate endings an Esperanto word root can function as a noun, verb, adjective or adverb. For this reason, far more can be done with 1000 roots in Esperanto than with 1000 words in English or most other languages.

If an article contains a word that is not in the list, readers can click on it to receive a brief definition. Definitions are written in Esperanto using only words from the list – after all, it's useless to add a gloss that is more difficult than the word it is intended to explain. This often requires a lot of ingenuity, and clearly the definitions have to be very simple. The aim is not to provide a complete definition as would be found in a monolingual dictionary, but merely to help learners understand the word in the given context. The definitions are also listed at the end of each article with added illustrations – as we all know, a picture is worth a thousand words.

An important point about articles in *uea.facila* is that they are short. For a learner a full page of text can be daunting, so articles have a maximum length of 400 words, or 600 in the category *Legaĵoj* (readings). Complicated sentence structures are avoided. The aim is to provide learners with plenty of easy reading matter which they can consume quickly, with enjoyment, and hopefully not too much head-scratching. This will give a sense of achievement while it reinforces material already learnt.

As explained above, the original aim of *uea.facila* was to introduce the Esperanto movement to people who are learning the language. There are articles about Esperanto news, specialist associations, conferences, personalities, and history. However a magazine consisting only of information about Esperanto would probably be rather dry, and so there are also short stories, poems, and articles of general interest.

There is often a tendency to give language learners texts such as fables or childish anecdotes which they would not normally read in their own languages. Although language learners need simple reading matter, it should be remembered that the readers of *uea.facila* are adults who are perfectly capable of understanding articles about politics or the economy – and words like *politiko* and *ekonomio* are actually “easy words” for most language learners. Recent articles in [uea.facila](#) include pieces on a traditional Korean poetic form, facial recognition technology, the 60th anniversary of Radio Havana in Esperanto, a short biography of Josephine Baker, a questionnaire produced by Unesco on the future of education; this gives an idea of the variety of articles all written using a very limited and basic vocabulary.

Anna Lowenstein is the author of three historical novels in Esperanto, besides several shorter works. She also wrote the story [La teorio Nakamura](#) which is the basis of the online course at [Lernu.net](#). She teaches Esperanto at beginners' and advanced level, and has created a large amount of teaching material.

Gamification of language-learning: LinguaPolis Esperanto

Vita Kogan and Stas Kapustin

<https://esfconnected.org/2021/11/22/gamification-linguapolis/>



Gamification – using game thinking and game mechanics for educational purposes – is building momentum. Several academic journals are dedicated to this exciting new trend: the *International Journal of Game-based Learning*, *Serious Games* and the *Electronic Journal of e-Learning*, among others. There is also an annual conference, the [European Conference on Game-based Learning](#), in 2022 in Lisbon, Portugal. Language educators recognized the value of gaming long ago: motivation, feedback, collaboration, engagement quality and a low anxiety level make games the perfect tool for language acquisition.

Like many language teachers, I have used a variety of board and computer games in my classroom – games that are specifically designed for language learners (many notable examples can be found in *Games for Language Learning* by Andrew Wright, David Betteridge and Michael Buckby) as well as those that are meant for native speakers (*Monopoly*, *Scrabble*, *Bingo*, etc). But something was always missing – a game to bring a real-world context to the classroom and motivate students to speak. Although there are many exciting board games where players explore fantasy worlds and solve creative problems, I wanted to transport my students to a *real* city, where they could visit local places of interest and experience their history and culture.

That is how *LinguaPolis* came to be. First, a friend and a wonderful illustrator Stas Kapustin helped me to put together [LinguaPolis New York](#), a card game, built on the idea of exploring New York City and practicing conversational English. The players, arriving at John F Kennedy International Airport, travel around New York where they encounter everyday situations: shopping, renting a car and going out. The game consists of two sets of cards: the locations – the city's most famous attractions and common public places – and the events, which lead to the players' adventures. For example, a stolen wallet might lead to a conversation with a

police officer. The player who communicates best, and arrives at their hotel before the other players, wins.

The game became a commercial success and we followed up with [LinguaPolis Moscow](#) for practicing conversational Russian.

What was even more exciting: the games began accumulating a community of practice around them with game-night gatherings and *LinguaPolis* clubs popping up around the world. The plan was to slowly build new games for new languages: French, Spanish, German...



Inside the box (LinguaPolis Moscow): location cards, event cards, money, dice

At this point, we began receiving emails from people asking us to create a game for minority languages or the languages that were dying off and had a very few speakers. A new sociolinguistic meaning that *LinguaPolis* could gain inspired us to look for a new project that went off the beaten path. Instead of engaging with the celebrated French-Spanish-German triad, we searched for a language that would unite all the nations and yet stays on neutral political and cultural grounds. That is how *LinguaPolis Esperanto* came to life. Thanks to the Esperantic Studies Foundation's Interlinguistic Support Fund (ISF), we could pilot a new game while building it and conduct associated research on foreign language speaking anxiety.

What is in the game?

The *LinguaPolis Esperanto* game board consists of various locations around EsperantoPolis, an imaginary transnational city that connects prominent landmarks and cultural objects of the world (e.g. the Eiffel Tower, or the Leshan Giant Buddha in China). As the players travel from the airport to the hotel, they experience Esperanto in a variety of real-life speaking situations: dining at a restaurant, navigating public transportation, and sharing their life stories with a friendly cabbie. The only way to make it to the final destination is to communicate effectively (in Esperanto!) and mind the budget.

Why play?

Speaking a foreign language is not easy, even if one knows it well. Many language learners avoid speaking in public, and, as a result, rarely improve their language skills beyond reading and writing. *LinguaPolis Esperanto* creates a safe, fun, yet realistic environment, where learners can slowly warm up to speaking Esperanto.

► Speak a real language!

Instead of practicing abstract meaningless situations and memorizing lists of unrelated words, the game encourages speaking about things that actually happen in everyday life: shopping, driving, going out, hailing a taxi, etc.

► Practice makes perfect!

By rehearsing simple everyday conversations with *LinguaPolis*, speaking in real life will become much easier. That's our solution for speaking anxiety about language barriers. If you manage to survive a medical drama in *LinguaPolis Esperanto* (in one of our game scenarios), introducing yourself in real life will be a piece of cake.

► It's teamwork!

The game implies at least two players, which means that everyone gets to learn something new from another player and share their knowledge in return. Peer coaching can be a powerful tool for language learning.



Playing LinguaPolis New York (with a teacher or without)

► Explore EsperantoPolis!

By “visiting” EsperantoPolis the players connect to speakers of other languages, become familiar with different cultures and traditions, and become true cosmopolitans.

All materials created as part of this project (the print-n-play PDF of the game, the digital version to be played on Google Jamboard, the audio recordings in Esperanto, etc.) will be available on our [LinguaPolis Esperanto](#) page, where we also invite volunteers to contribute to the project.

LinguaPolis Esperanto is more than just a game. Based at University College London, *LinguaPolis* is a research project that investigates the relationships between educational gamification and foreign language speaking anxiety. We welcome prospective participants to take part in our linguistics experiments, where we play games in foreign languages and share our thoughts about it.

Shying away from speaking a new language is one of the most common reasons why language learners progress slowly. Gamification offers solutions for alleviating speaking anxiety and improving language skills quickly. The positive emotions that learners experience when playing a game help to relax a so-called language ego – the identity a person develops in reference to the language they speak (Guiora, 1994; Dörnyei, 2005). We hope to share more important insights on this aspect of language learning soon.

Once again we thank the Esperantic Studies Foundation for making the game and the associated research project possible! Check with us for updates and new Esperanto-related materials.

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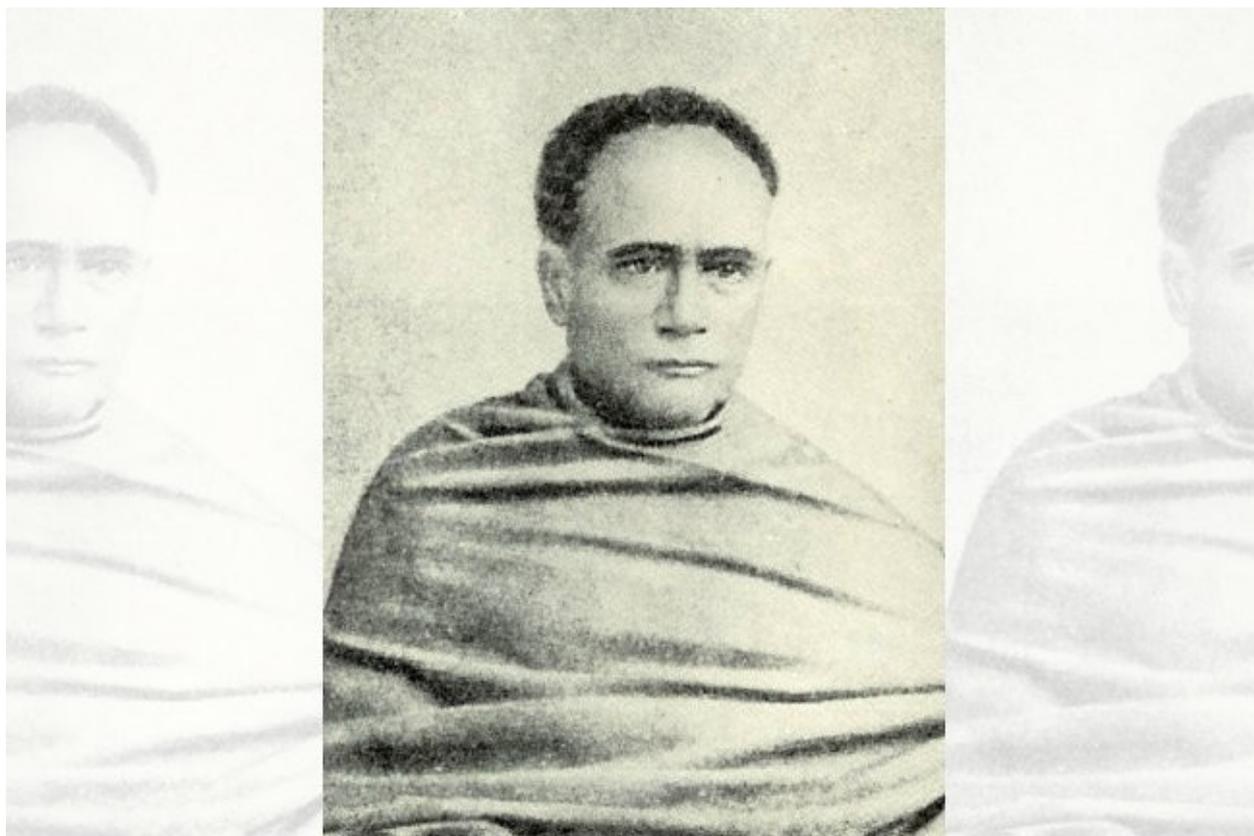
Dr. Vita Kogan is a Lecturer of Linguistics at Queen Mary University of London, UK. Before moving to England, she served as an Assistant Professor at the Defense Language Institute and coordinated and taught language programs at the Middlebury Institute of International Studies, Concordia College, and the University of Pittsburgh (USA).

*Stas Kapustin is an illustrator and photographer working on a wide range of international projects from visual advertising to illustrating books and designing board games, and a co-author of the language-learning board games *LinguaPolis New York* and *LinguaPolis Moscow*.*

The history of the Vidyasagar Prize

Probal Dasgupta

<https://esfconnected.org/2021/12/06/vidyasagar-prize/>



When informing an international audience that the ministry of higher education in the government of West Bengal (an administrative area of India) has awarded the “Vidyasagar Prize” to an Esperantist in 2021, one must first say a few words among other things about Ishwar Chandra Vidyasagar (1820–1891), a figure barely known outside his own region. He

was a pioneer in the fields of mass education, language planning, the bridging of the classical and modern educational domains and the advancement of women. Though his initiatives at first sight seem diverse, there were close ties between them. In the absence of any suitable presentation on the standard websites, what follows is an attempt to outline his contributions and those ties.

The honorary title *Vidya-sagar* (“erudition-ocean”), bestowed on him in 1839 by the Sanskrit College of Kolkata, identified him as a learned master of Sanskrit grammar and the traditional specialities connected with it. He translated several classic works (from Sanskrit, English, Hindi) into Bengali, the primary language of Bengal; his city of Kolkata was the capital of not only that province, but also the whole of India, then a British colony. His translations put in place a stable aesthetic norm for Bengali prose. To enable suitable printing of Bengali works, Vidyasagar designed an elegant typeface. He wrote primers – which were an instant success, and have remained classics – to teach that style of handwriting and also to initiate children into behaviours appropriate to the lay culture and the modern legal system.

At that time, Bengali families did not generally educate their daughters. An additional problem was the large number of girls who got married and widowed at an early age. Vidyasagar founded (and instigated the founding of) many girls' schools. Regarding the particular problem, he campaigned for widows to have the right to remarry. To that end he debated against the erudite orthodoxy, citing a pre-classical lawmaker who had decreed that widows should have that right. His opponents wrote solely in Sanskrit. Vidyasagar refuted them not only in that language but also via witty Bengali pamphlets. Having culturally defeated them, he managed to get the colonial government to grant legal approval to the rights of widows to remarry.

While director of the Sanskrit College, Vidyasagar reformed the curriculum so that its rational content outweighed the theological. He wrote textbooks of Sanskrit in Bengali which made it easier to teach the language. Using money earned through the sale of textbooks, he funded social welfare campaigns, living without luxury, anonymising his patronage where possible.

From 1980, the administrative government of Kolkata has awarded the annual Vidyasagar Prize to authors for their lifetime's contributions. On the occasion of the two hundredth anniversary in 2020–21, the name of his wife Dinamoyee was added and the prize became linked with all the fields in which his interventions were significant. In 2021 it was awarded to four people, for their work on language, literature, education and social reform. The prize for language was awarded to Probal Dasgupta, with his Esperanto activity receiving mention alongside his other contributions. This highlighting of Esperanto in India's cultural landscape was made possible by decades of work by countless members of the movement, not just in the country itself. Esperanto activity in Bengal began to gain momentum a few decades ago, and is slowly growing. Let's work in hope.

ESF End-of-Year Update 2021

Chuck Mays

<https://esfconnected.org/2021/12/20/end-of-year-2021/>



Seeking linguistic
solutions to
global inequality
since 1968

The Esperantic Studies Foundation had a busy and productive year in 2021 despite the limitations caused by the pandemic. In this post I'll give some highlights since the [update](#) in July.

The US Summer Esperanto Program (NASK) was held virtually again in 2021 with 68 participants. The post-beginner course was taught by veteran instructor Hans Becklin. NASK welcomed Christophe Chazarein-Béa (France) who taught the intermediate course and Tim Owen (Britain) who taught the advanced course as first-time instructors. The NASK team is preparing to return to in-person classes in 2022 and is planning an online preparatory course for those needing a refresher before NASK and before the world congress in Montreal in July 2022.

A new program, the Marjorie Boulton Fellowships, was started in 2021 and will continue in 2022. Two fellowships were awarded to young scholars Guilherme Fians and Edwin Michielsen.

Fians' research project builds on the subject of his Ph.D. dissertation, an ethnographic study of the Esperanto movement in France, and seeks to understand how languages and digital media have an impact on the way people develop and convey political perspectives.

Michielsen's fellowship will take him back to Waseda University and to the Japanese Esperanto Institute to examine the early history of Esperanto in Japan and China and particularly how Esperanto was utilized by proletarian writers in the first half of the twentieth century to assemble a linguistic solidarity worldwide against imperial languages and linguistic oppression.

Our annual board retreat was held virtually for the second year. In five sessions in September and early October the board made plans for 2022 and beyond. One outcome is the addition of three board members: Paige Feldmann, a lawyer in private practice in Raleigh, North Carolina; Professor Francis Hult of the University of Maryland Baltimore County (UMBC); and Marcia Rego, Associate Professor of the Practice of Thompson Writing Program at Duke University. These talented additions to the board strengthen the already experienced and dynamic board members who are guiding the Esperantic Studies Foundation. With regrets, two board members are no longer able to serve: Ben Speakmon, software engineer from Seattle and Esther Schor, professor at Princeton. ESF thanks them for their dedication and years of service.

Thank you for your support for the Esperantic Studies Foundation in 2021. We are looking forward to 2022 and hope to be able to greet you in person in Montreal.

Chuck Mays is the Executive Director for ESF.

BULLETIN

Introducing the Bulletin

<https://esfconnected.org/2021/11/26/introducing/>

Welcome to the ESF Connected Bulletin, a collection of brief bilingual postings on upcoming events, recent publications and new projects relating to ESF, interlinguistics and linguistic justice. Such items have formed a large part of the content of our three-monthly [Information for Interlinguists](#) newsletter over the last two years, and will continue to do so, but they will now appear on [ESF Connected](#) first.

Each Bulletin article contains a short text in both English and Esperanto, often with a link to further details online. The information is sourced by Luis Obando and Angela Tellier, and translated and prepared for the blog by Simon Davies. Many thanks to Angela for her work on ESF Connected since its inception a little over a year ago!

Webinar at Mazandaran

<https://esfconnected.org/2021/11/27/webinar-mazandaran/>

The 2nd Esperanto Webinar at the University of Mazandaran, Iran was held very recently, presenting Esperanto to the wider public. The languages used were Esperanto and Farsi (plus occasionally English), with translation. It's [available to watch on YouTube](#) (length: 4h 15 m).

Wanted: Translator of historical study

<https://esfconnected.org/2021/11/29/wanted-translator/>

Almost complete is a historical study of two major Esperanto activists (Japanese and Bulgarian) who were also dedicated communists. The study, about 9000 words in length, throws light on their careers in the communist and Esperanto movements, including their reaction to the fall of socialist systems. ESF has approved a grant of 800 euros (approx. 900 US dollars) to fund translating the manuscript into English for publication in a specialist review (in a themed issue on Esperanto and ideologies).

Qualifications: proven competence in writing English at university level (not necessarily about history); basic understanding of the history and politics of the 20th century; excellent reading skills in Esperanto. Prior experience of specialist translation would be welcome. The translation is required by 1 March 2022.

Please send letters of application to ESF board member [Mark Fettes](#), [mtfettes\(at\)sfu.ca](mailto:mtfettes(at)sfu.ca).

Un siècle d'espérantisme ouvrier

<https://esfconnected.org/2021/12/01/siecle-ouvrier/>

On 17 December, the hundredth anniversary of Sennacieca Asocio Tutmonda, the seminar “Un siècle d'espérantisme ouvrier” was held in Paris at Campus Condorcet. Languages were French, English and Esperanto. It concluded with presentations by current activists, general discussion and a convivial aperitif.

Here are [further details](#), including the programme.

Gesellschaft für Interlinguistik 2021

<https://esfconnected.org/2021/12/02/gil-2021/>

Sabine Fiedler informs us that the Gesellschaft für Interlinguistik yearbook 2021 has been published. The articles are written in German. There is also an [online version](#) of the book, with the table of contents and downloadable PDF files of the articles. Each article is accompanied by an abstract in English and Esperanto.

François Grin on Radio Suisse Romande

<https://esfconnected.org/2021/12/03/francois-grin/>

“12,000 to 15,000 hours are required in order to learn English and use it at a good level. No states manage to build study like that into their curriculum.” So said François Grin, one of ESF's advisory board members, on Wednesday 10 November 2021 on Suisse Romande Radio during the programme [Forum](#) (in French).

Lectures by Ilona Koutny at BET-56

<https://esfconnected.org/2021/12/07/koutny-bet-56/>

At the 56th Baltic Esperanto Days event (9–17 July 2022 in Lithuanian port city Klaipėda), Prof. Koutny will be presenting five lectures:

- ◆ “Esperanto amid the natural languages” will deal with differences between planned and natural languages, and then present the sound system, grammar and lexicon of Esperanto in comparison with ethnic languages, based on a large database, and will explore to what extent Esperanto is an average European language.
- ◆ “Stages of Esperanto’s evolution” will present the evolution of the Esperanto language in five stages with important relevant documents.
- ◆ “Stubborn roots” will deal with the problem of word formation and will analyse the problem of root characterisation in Esperanto.

- ◆ “Verbs in the centre” will discuss the role of verbs from various angles (syntactic and semantic).
- ◆ “Esperanto vocabulary and its evolution” will deal with relationships within the vocabulary and analyse the way in which new roots are adopted.

Translation, Esperanto and the Politics of Language

<https://esfconnected.org/2021/12/08/translation-esperanto-politics/>

Giridhar Rao gave an interesting talk in English to a non-Esperantist audience in India, at the National Translation Mission (NTM) in September 2021: [Translation, Esperanto and the Politics of Language](#).

Who was Atanasov?

<https://esfconnected.org/2021/12/10/atanasov/>

During recent research into the interlinguistic activity of Rudolf Carnap, Başak Araj has managed to find the name of the Bulgarian Esperantist and student activist he became friends with during and after the 1922 congress in Helsingfors. He was called [Atanas D. Atanasov](#), but there is only a small amount of information about him online. Do you have copies of what he wrote and/or any more detailed information about him? We already know about the book *La lingva esenco de Esperanto*.

Impact of intercultural educational exchange

<https://esfconnected.org/2021/12/13/intercultural/>

A recent publication assesses the impact of educational exchange and study-abroad programs. The work, titled [Intercultural Communicative Competence in Educational Exchange: A Multinational Perspective](#), is based on two extensive research projects that explored the nature of intercultural communicative competence (ICC), its development during intercultural exchanges (summer, short term and semester programs) and the impact of these experiences on the lives of both students and hosts up to 20 years later.

Conducted by the Federation of the Experiment in International Living in eight countries – Brazil, Ecuador, Germany, Great Britain, Ireland, Japan, Switzerland and the United States – the research involved over 2,000 students and over 200 host families, exploring the significance of exchange experiences in transforming people’s lives. Based on both quantitative statistics and qualitative narratives, the study also identifies program components that most promote intercultural development, highlighting host family homestays and host language proficiency as most significant.

This important contribution by [Dr Alvino E Fantini](#), Professor Emeritus, SIT Graduate Institute, to the intercultural communication literature bases its multinational perspective on extensive literary search in six languages spanning 50 years in order to identify ICC's multiple components, to develop comprehensive assessment tools and to assess ICC development and its impact on exchange participants.

Building community through hospitality

<https://esfconnected.org/2021/12/16/community-hospitality/>

Anthropologists largely draw on the theoretical assumption that the interactional practices underlying hospitality are akin to those of gifting. Yet, by focusing on the giving and receiving of hospitality, such scholarship has failed to address these exchanges' third element: reciprocating. Faced with this, this recent article by Guilherme Fians, "[Building community through hospitality: Indirect obligations to reciprocate in a transnational speech community](#)", reflects on travelling among Esperanto-speakers in France, aiming to grasp how hospitality gains prominence in turning people into fully fledged Esperanto-speakers through promoting intercultural, multilingual and cross-border exchanges.

Regularizing the regular

<https://esfconnected.org/2021/12/17/regularizing/>

This fascinating article – "[Regularizing the regular: The phenomenon of overregularization in Esperanto-speaking children](#)" by Renato Corsetti, Maria Antonietta Pinto and Maria Tolomeo, published in *Language Problems and Language Planning* in 2004, deals with the phenomenon of overregularization in Esperanto, a language already extremely regular, in children who learn it as their mother tongue alongside one or two other national languages. It consists of an analysis of the diaries kept by Esperanto-speaking parents, tracing the development of five children who were brought up speaking Esperanto as one of their first languages.

Linguistic justice at IKIKO

<https://esfconnected.org/2021/12/18/ikiko/>

The [International Congress on Intercultural Communication \(IKIKO\)](#), held online, included in its programme a series of [items](#) (in Spanish) to do with linguistic justice. The results will be subsequently published or distributed in Esperanto.

Grandpa Grabowski

<https://esfconnected.org/2021/12/21/grandpa-grabowski/>

Chapter 1 of *Z. Anthony Kruszewski in Wartime Europe and Postwar America*, Beata Halicka's 2021 biography of a leading intellectual in the Polish-American community, starts with a section entitled "Grandpa Grabowski – the First Esperanto Poet". Zbigniew Kruszewski took his middle name in honour of his grandfather and Esperanto pioneer Antoni Grabowski.

Grant Goodall commented:

Tony Kruszewski was my colleague at UT El Paso, where I taught for 20 years. He's a wonderful guy, very much aware of his Esperanto heritage (and very proud of it!).

Humphrey Tonkin commented:

I met Tony on a couple of occasions at conferences. A remarkable guy. His grandfather did more to put Esperanto on the Polish intellectual map than perhaps any of the early Esperantists — and of course his translation of Mickiewicz was a major contribution to Esperanto literature (and to the international reputation of Polish literature).

Esperanto history in Catalonia

<https://esfconnected.org/2021/12/22/catalonia/>

A year ago, Javier Alcalde published an article (in Italian) on the history of the Esperanto-movement in Catalonia in an Italian journal specializing in the history of social movements. It can now be [read online](#). In fact, the [entire issue](#) may be of interest if you can read Italian, as it concerns conflicts related to languages.

EDITORIAL

- ◆ Salvatore Corasaniti, Alessandro Pes and Alessandro Stoppoloni, "Language hits where the tooth aches"

ZOOM

- ◆ Luca Des Dorides, "Without words: Sign languages and social conflict"
- ◆ Ettore Asoni, "Between space and words: Race and language in Standard American English"
- ◆ Ester Cois, "Order is decorum: Discursive registers and dispositional practices in an urban space"

IMAGES

- ◆ Alessia Masini, "This is punk, not music!"

SPLINTERS

- ◆ Angelica Pesarini and Guido Tintori, “The grammar of race: identity and citizenship”
- ◆ Javier Alcalde, “Maro estas gutaro: History of the Esperanto movement in Catalonia”
- ◆ Alessandra Castellani, “Black and gray: Chicani tattoos and neighborhood cultures”

HISTORY AT WORK

- ◆ Francesca Socrate, “Corpus linguistics: Language and conflict”

COMICZ

- ◆ Andromalis, “Cut up for dummies: A short guide to language conflict”

VOICES

- ◆ Women in Translation, “A feminist translation: the poems of Audre Lorde” (edited by Giulia de Rocco)
- ◆ Sandro Gobetti, “X: Discovering the unknown in the pages of *Infoxoa*” (edited by Giovanni Pietrangeli)

OTHER STORIES

- ◆ Luca Peretti, “Lights, camera, action! Some notes on cinema and conflict”
- ◆ Alessandro Pes, “How films form society: Films and TV series in the post-Obama era”

PLACES

- ◆ Project “San Basilio, Storie de Roma”, “21st-century inquisition: Appearances (and disappearances) in the suburbs”

INTERVENTIONS

- ◆ Christian De Vito, “Knowledge and power: The languages of academia”

Recorded IKIKO sessions

<https://esfconnected.org/2021/12/27/ikiko-sessions/>

The Second International Congress on Intercultural Communication (IKIKO) was recently held online. Here are the recordings of the sessions:

- ◆ [17-a de decembro](#)
- ◆ [18-a de decembro](#)
- ◆ [19-a de decembro](#)

Esperanto? What language is that?

<https://esfconnected.org/2021/12/29/esperanto-what/>

Here is the [doctoral thesis](#) of Brazilian linguist Andréa Marques Rosa Eduardo. Andréa has just obtained her doctorate in Languages at the Federal University of Mato Grosso do Sul with a thesis exploring Esperanto via a discourse-analysis approach. Her thesis is essentially an analysis of Zamenhof's discourse, and how it contributes (or doesn't) to the acceptance of Esperanto as an international language.

Andréa based her studies on the Portuguese translations of Zamenhof's discourse, and she's now learning Esperanto thoroughly in order to continue her Esperanto-related research shortly.

Rules and incentives – a symposium

<https://esfconnected.org/2021/12/30/rules-incentives/>

REAL (Research group “Economics, policy analysis and language”) will be organising an interdisciplinary symposium on 16 and 17 June 2022 at [Andrássy-Universität](#), Budapest and [Nemzeti Közszerológati Egyetem Ludovika](#) (University of Public Service), Budapest.

Submissions are invited to address the general theme of the symposium “Rules and incentives in language policy and planning: Economic, legal and sociolinguistic approaches”. Further details are available [here](#).

Abibifahodie! Language, consciousness and decolonization

<https://esfconnected.org/2021/12/31/abibifahodie/>

Esperanto is discussed in a footnote in [this essay](#) by Kamau Rashid of Northeastern Illinois University, published in the October issue of *Moja*, an interdisciplinary journal of African studies.

“Language, beyond its utility as a medium of communication, is also a signifier of political and economic power. It is also, perhaps most importantly, an expressive instrument of a people's worldview. Thus, as Africans have and continue to struggle for self-determination in the world, they are often beset by an ongoing dependency on the very languages of those peoples who are the architects and stewards of the system opposed to such liberatory ends. This essay seeks to examine the intersections of language and decolonization with respect to African people. It offers a critical examination of several notable proposals and seeks to explicate the indispensability of language as a key element in the contested terrain of African consciousness.”

ESF GRANTS

The Esperantic Studies Foundation has two grant programmes: the Interlinguistics Support Fund and the General Support Fund.

Interlinguistics Support Fund (ISF)

This is administered by an international panel under the auspices of the Centre for Research and Documentation on World Language Problems. It awards small grants, normally less than US\$2000, to assist scholars and advanced students in conducting research in the fields of language planning, interlinguistics, transnational language policy, linguistic justice and planned languages (including Esperanto). The grants may cover the purchase of, or access to, research materials, attendance at conferences, travel to research libraries, fieldwork support, website development, publication costs, etc. ISF grants are awarded on a competitive basis and must normally be used within a year of the award.

General Support Fund (GSF)

This covers all three of ESF's current priorities: Research, Education and Conservation. It is open to individuals and organisations, including universities. Projects must sit firmly within ESF's priority areas. Grants are awarded on a competitive basis. Although most grants are small and must normally be used within a year of the award, occasionally grants are made for longer periods and in larger amounts. Before making a request for funding, it is best to submit a brief message of inquiry to admin@esperantic.org. GSF applications are reviewed by a sub-committee of the ESF Board of Directors. GSF applications that fall within the guidelines for the ISF will be referred to the ISF committee.

Deadlines

There are three application deadlines per year, for both of the above support programmes:

- ◆ 31 January
- ◆ 30 April
- ◆ 30 September

For more information, please visit: <https://www.esperantic.org/en/grants/available>

IjI is a publication of the Esperantic Studies Foundation (ESF) in cooperation with the Centre for Research and Documentation on World Language Problems (CED) at Universala Esperanto-Asocio (UEA), Nieuwe Binnenweg 176, NL-3015 BJ Rotterdam, Netherlands. ISSN 2521-7461. A parallel Esperanto version, *Informilo por Interlingvistoj (IpI)* is also available. The content of both normally appears first on the [ESF Connected](#) blog. This issue was edited by Simon Davies.

To receive notice of future issues, or to send items for publication, email ipi@esperantic.org or contact@esfconnect.org. Deadline for next issue: 31 March 2021. Contributions from all parts of the world are welcome. We accept material in English or Esperanto, or ideally as a translated text in both languages. ESF on the web: www.esperantic.org, esfacademic.org, esfconnected.org, interlingvistiko.net, www.facebook.com/esperantic. Twitter: [@esperanticsf](https://twitter.com/esperanticsf), [@esfacademic](https://twitter.com/esfacademic).

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