



COST Action New Speakers in a Multilingual Europe: Opportunities and Challenges

**Emerging findings and recommendations for
non-academic audiences**

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1.0 Introduction

This report provides an overview of the current research activities of the members of the COST Action New Speakers in a Multilingual Europe: Opportunities and Challenges and presents the findings and recommendations for non-academic audiences emerging from the research completed to date by network members. The data upon which this report is based was gathered via the distribution of an on-line questionnaire to the COST network database of 213 network members, Barcelona conference participants and interested parties. Of the 106¹ who completed the questionnaire, 100 (94.3%) indicated that they were academic and six (5.7%) reported being non-academic.

This report is a collaborative output involving around half of the networks' members. The report was designed and authored by members of Working Group 5 (dissemination and impact). Ialith: the Welsh Centre for Language Planning was commissioned to publish the report.

2.0 Research on new speakers

55 respondents were engaged in research on new speakers. A list of the title of each research project is provided in Appendix A. 40 respondents indicated that their research was of direct relevance to non-academic audiences. These non-academic audiences included:

- EU, national and regional policy makers in the areas of immigration, education and language;
- Education boards, primary schools and secondary schools, education services;
- Primary and secondary school teachers of majority and minority languages, foreign language teachers;
- Minority language adult education practitioners, adult learners and organisations involved in supporting and implementing language courses for adults;
- Cultural organisations, minority language organisations, organizations involved in foreign language teaching; health care organizations, migration study centres, service providers;
- Companies (as organisations and employers) and employees;
- Adult learners and families who are raising bi/multilingual children;
- Learners and new speakers of small languages;
- Business and employment community services;
- NGOs working with immigrants;
- Neighbours; and
- Minority language activists.

¹ Comprising 62 complete and 70 partial responses.

3.0 Key research findings for non-academic audiences

The following research findings were reported as being relevant for non-academic audiences. The anticipated findings of as yet uncompleted research are not included.

Integration

- The study has revealed key factors in educational practices for integration in bilingual contexts:
 - the structural importance of diversity within the school,
 - the value of students' competences recognized by both reception and mainstream teachers,
 - the immediate integration into mainstream classes according to academic—not necessarily linguistic—levels,
 - the continuous monitoring and support of newcomers in basic subjects,
 - a pedagogical attitude on the part of the RC teachers to involve the rest of the staff, and
 - an affective factor involving individualised attention.

However, even where such educational practices are present, challenges in relation to the reception programmes in schools in sociolinguistically complex contexts remain, namely:

- the lack of active involvement in the reception programme of mainstream, specialized teachers, and
- the self-division between local students and newcomers in leisure spaces, which makes the establishment of intercultural networks difficult.

Such attitudes, if not consciously attended to within the schools, become key factors that hinder the achievement of the linguistic, social and educational integration.

- A majority of research on language in Northern Ireland (NI) has focused on deepening our understanding of the history and contemporary diversity of the languages and dialects spoken by the major ethnic groups (Roman Catholics and Protestants). There have been heated debates surrounding the linguistic heritages of these communities (Irish Gaelic and Ulster Scots) and the scholarly focus reflects aspects of the social conflict endured by NI's population for much of the twentieth century. The recent Peace Process has, on the one hand, ensured greater protection for Irish and Ulster Scots and has also made NI more attractive to economic migrants. This has resulted in unprecedented inward migration (particularly from the new EU countries) so that ethnic minorities in the region (and the languages they speak) have become increasingly visible and audible. This has led to new sources of tension between certain sectors of the

traditional NI populations (particularly young, working class males) and the new arrivals. Reports in the media following racist attacks have, for instance, proclaimed that ethnic minorities "have become the new victims in NI's post-conflict society". This project sought to better understand the socio-cultural and linguistic impact on NI of its changing population. Another important finding for public purposes was our comparison between the experiences of contemporary migrants to NI with those of the NI Diaspora who themselves fled abroad in response to historical conflicts, famine and times of economic depression within the region. By our provision of insights into the problems with integration experienced by previous generations of migrants from the ethnic majority communities, the lives of NI's ethnic minorities have been improved and ethnic majority values have changed.

- Other research has shed light on the negative consequences of exclusionary linguistic regimes targeting migrants institutionalised in Europe.

Diversity and complexity

- Within sociolinguistics it is a truism that linguistic minority children differ a great deal from each other despite the fact that they may be assigned (or may have self-described as speakers of) the same 'mother tongue', both in terms of linguistic competences, linguistic interests, sense (and type of) belonging etc. Yet, this seems to be forgotten, overlooked or ignored outside of academia.
- Briefly, language practices are much more complex than what can be caught in traditional surveys and census statistics. Ethnographic research can much better illuminate how languages are being used in the everyday. Critical sociolinguistic theory can help unpack how ethnolinguistic frontiers are maintained within everyday interactions. It can also help deconstruct many taken-for-granted common-sensical representations of language and identity. This type of data and theory can be useful to policy makers and educators, as well as others in civil service functions, better understand the experience of "new speakers", including the sometimes quite subtle experience of exclusion and non-belonging.
- The research also uncovers differences in language ideologies, attitudes and practices triggered by parents' experiences in the host society, students' age of arrival and the family's previous linguistic experiences in the country of origin. All in all, results point at robust plurilingualism, pragmatic ideological standpoints and the need to foster more flexible educational practices that academically value participants' multilingual abilities.
- Ethnicity plays a part in new speakers learning a minority language, but it is not the only motivation. The relationship new speakers have to their adopted

language is varied and complex and this needs taking into consideration when planning courses, etc.

- New speakers of Gaelic tend to be diverse in terms of place of origin and methods of acquisition. Criteria of heritage and descent tend not to play an important role in stated motivations to learn and use the language. Native speaker language models are still generally regarded as the target variety for acquisition and linguistic practices.
- Research has identified the need to integrate adult Gaelic learning with opportunities to learn Gaelic as a family. Also, there is a need for more opportunities to learn and use Gaelic in the workplace.
- The nuanced de-coupling of minority language revivalism and ethnolinguistic group membership. A range of motivations to learn a minority language were identified. 'Revivalism' was only relevant to a sub-group of language learners/speakers. A qualified move away from regarding 'traditional', 'native' speech as the most appropriate model for newcomers to the language was identified. This view was expressed by both new and traditional speakers.

Ideologies and language teaching

- Different ideologies of language, teaching and community influence the classrooms. These may have both positive and negative effects in terms of teaching. They may also differ from what the policy makers, teachers and parents expect or are aware of.
- *In Guernsey*: Although there has been a shift over the last 30 or so years towards broadly positive overt attitudes in favour of maintenance of Guernsey's indigenous language in the community as a whole (both speakers and non-speakers), it seems from our research that ingrained covert negative attitudes linger in some sections of the community. Current rhetoric reinforces the assumption that the indigenous language belongs to 'native' and 'traditional' speakers, who see themselves as its 'guardians' but who are using it less and less. 'Traditionalist' ideologies regarding the status of 'High' and 'Low' languages, 'correctness', and the 'ownership' of a language are largely impervious to public opinion shifts, which has led to debates regarding control over the direction of language maintenance and revitalization. From these observations we have identified two main divergent trends in beliefs and ideologies concerning who has authority to speak on behalf of 'the community', and to make decisions regarding the future of an endangered language (if indeed a future is envisaged): 'static' and 'dynamic' views of language. Ideologies of language ownership and legitimacy also affect the ability of prospective new speakers to access and practise language. If and when they are lucky enough to find a relative or neighbour who speaks Giernesiei, and they try to say phrases they have learnt,

the speakers' reaction is likely to be along the lines of 'we don't say it like that' or 'you'll never pronounce it like we do'. Learners find this demotivating; some even report having stopped learning/speaking Giernesiei because of it. Language lessons have been largely symbolic and ineffective, and the few materials available are based on assumptions rather than a corpus of language in use. We have been developing such a corpus, and have started making short excerpts available online (<https://audioboom.com/GuernseyMuseums>). We have presented a proposal for an integrated adult language course to the Guernsey Language Commission, which has agreed to fund the materials.

Some characteristics of new speakers

- *Secondary school new speakers of Catalan from Latin American origin:* Unlike some older Latin Americans (LA), all Generation-1.5 LAI participants were proficient in Catalan and willing to use it in interviews, although like most other classmates it was largely absent from peer interactions including with native Catalan speakers. Most classes are taught in Catalan and teachers mostly use it outside class with students. However LAs, like autochthonous Spanish-background (ASB) adolescents, generally respond in Spanish although with Catalan sometimes used in both contexts. Attitudinally, there was a mixture of mild negative affect towards Catalan, neutral views, and positive evaluations. The strong identity-laden negative and positive responses of some ASBs were entirely absent. The universal proficiency and willingness to use Catalan differed markedly from highly Spanish oriented ASBs. Nevertheless one commonality was an ideological association of Catalan with education and middle-class aspirations. This spectrum appears more of an outgrowth of ideas present among prior LAIs than ASBs. Although Catalan remains scalarly limited for LAIs, its association with education gives it an important niche going forward into adulthood.
- *Secondary school new speakers of Catalan from Chinese origin:* On the one hand, participants report a highly compartmentalized multilingualism with Mandarin and other Chinese varieties used at home and in family-run businesses, Catalan dominating in academic settings and Spanish in peer social communication and family-owned businesses. On the other hand, closer analysis of data uncovers mixed domains. Catalan appears at home in interactions between young relatives, in formal settings when participants act as language brokers for parents and in interactions with Catalan-speaking friends with whom participants purposely practice the language. Several Asian languages appear in consumption of popular culture, at least receptively, and school triggers the use of English in relevant classes and outside the school when command of Catalan and Spanish fails.

- *New speakers of Basque:* Overall, immersion education in Basque seems to foster a successful Basque L2 development in young new speakers who are grown up in a sociolinguistic context where the presence and use of Basque is reduced to school. Overall, young new speakers show a development of Basque quite parallel to the one by L1 speakers. However, the production patterns of stories are not identical in both groups. This concerns some discursive features (the production of some text organisers, the use of direct/indirect speech structures, etc.) and also some grammatical features (such as the production of the ergative case and the use of verb ellipsis).
- Our research permits to identify quite precise discursive and grammatical features of narrative practices of new speakers and L1 speakers of Basque in school contexts. In some cases we found differences between both groups of speakers and these divergences permit to identify some aspects of Basque L2 that might be more difficult to learn in an immersion school context. Therefore, and even if our research is limited to a precise narrative practise, results may be helpful in order to create more efficient and precise teaching materials, specific for immersion contexts.
- In some non-academic spheres of Basque society it is quite widely assumed that the immersion young new speakers from Spanish-speaking contexts do not achieve a successful level of Basque. (This is indeed one of the reasons mentioned by some new speakers of Basque that "stop" them to make a clear "muda" from Spanish to Basque). The results from our research may contribute to create another kind of discourse according to which the linguistic skills achieved in immersion context by new speakers could be more positively valued.

4. Recommendations for EU policy makers

- EU educational and linguistic policy should promote minority language-based immersion programmes since it allows the promotion of young new speakers whose linguistic practices at school context can be developed successfully.
- The nature of individual and group language repertoires are complex. Institutional stances can cause ideological shifts in the population. Furthermore, state linguistic ideologies are often at variance with the views of the majority of the population. EU language policy should be mindful that national states do not have monopoly of opinion that should formulate EU language policy, but are only one contributory element.
- There is a need for EU policy makers to engage with a more critical understanding of plurilingualism in Europe (and other contexts) going beyond the celebration of linguistic diversity to tackle the issues of exclusion. Ethnographic research is key in providing this more critical understanding.

- Supporters of very small and highly endangered languages (with under 10,000 speakers, and no traditional native speakers of child-bearing age) find it difficult to access resources for the documentation of such languages and the production of corpus-based learning and teaching materials. The survival of such languages depends on the development of a cohort of proficient adult and young adult speakers, who need opportunities to learn and practise. New and prospective speakers should also be involved in policy decisions regarding languages. Funding for collaborative research and materials production needs to include real new speakers who do not have a university affiliation.
- There is a need for greater awareness of the appeal of Yiddish as a non-territorial, heritage language, with its appeal for people of Jewish and non-Jewish heritage.

5. Recommendations for other non-academic audiences

Language policy and planners at national levels

- There is a need for greater investment in making provision to use the minority language outside of the educational context. This could be by subsidising social events which create a safe environment in which 'new speakers' can develop their skills and meet other potential speakers which could later help form stronger social networks.

Teachers and educators

- Children with the same heritage language background should not be assumed to have similar linguistic experiences and competences or similar social experiences and aspirations. Educators should take into account the specificities of the particular child and teach them accordingly.
- The teaching of minority languages should not be done primarily with the aim of enhancing the children's competences in their, 'so-called' second language, often the societal majority language. Instead, the aim of minority language teaching should be to enable the student to develop his or her full linguistic (and cultural) repertoire as well as his or her multilingual skills, including poly/translanguaging skills.
- Due regard should be given to training the teachers of 'new speaker' pupils. Skilled teachers are essential for the successful minority language education.

Skilled teachers means teachers skilled in teaching and not just teachers that speak the language fluently.

- Educators should seek to understand the ideologies and motivations of the new speakers (language adopters) rather than provide a 'role model' approach, providing idealised language speakers as members of an imagined community of speakers.
- There is a need for increased awareness when it comes to teaching minority languages to second language learners about how to 'become' a speaker, how and where to seek out social networks to engage with the language, how to engage with 'native' speaker communities.
- Many learners and new speakers of endangered languages complain of a lack of opportunities to practise. In endangered language contexts there are often a number of 'latent speakers' who have buried language knowledge but low confidence in their ability to speak. 'Re-activating' them can be rewarding, and they can also become a source of support for other learners. We recommend conversational practice as an adjunct to formal lessons, which can include organised events to provide task-based language learning: activities where language is not the focus, but a conscious decision is taken to speak the language throughout. 'Buddying' with other new speakers can provide a non-threatening environment in which to practise. Master/ mentor–apprentice schemes which pair a fluent speaker with a learner or re-activating latent speaker can be combined with recording fluent speakers of disappearing language varieties. Funding bodies can help by providing administrative and organisational support and facilities for such activities.

Parents

- Parents should be made aware of the benefits of multilingualism when deciding whether to transmit their heritage language.

Teachers of Gaelic to Adults:

- Gaelic for adults courses should be designed around family learning and the workplace

6. Community projects involving new speakers

The following community projects involving new speakers were described:

An artist association in the Blosne quarter of Rennes, Brittany called Age de la Tortue (the Age of the Turtle) is involved in a project that aims to create an Encyclopedia of Migration based upon migrant's histories. This is both an artistic and scientific project involving a number of local associations in several towns in France, Spain and Portugal. (http://agedelatortue.org/?page_id=2613)

The Consorci per a la Normalització Lingüística (Consortia for Linguistic Normalization) in Catalonia has developed initiatives for integrating foreign migrant citizens and celebrating linguistic and cultural diversity.

For example, in 2006, the Forum of the Languages of Lloret de Mar, a tourist town on the Catalan coast where citizens of many different nationalities coexist, developed an initiative to celebrate the linguistic diversity of the town. Primary school teachers put on shows celebrating linguistic diversity. They also organized discussions and activities for the parents of migrant children. This project brought together the representatives of migrants, municipality services, the users of linguistic and social services and gave them the opportunity to reflect upon linguistic and cultural diversity, local actions promoting respect and diversity of languages spoken, and to consider also the social position of Catalan. Since 2006, schools in the town have continued to develop activities for the promotion of linguistic diversity. (<http://www.grao.com/revistas/quix/341-llengua-interculturalitat-i-cohesio-social/l-experiencia-del-ceip-pompeu-fabra-al-forum-de-les-llengues>)

'Voluntariat per la Llengua' (Volunteers for the Language) is another Consorci per a la Normalització Lingüística initiative which focuses on social integration and the promotion of Catalan among foreign migrants. Voluntariat per la Llengua has been running in towns and cities in Catalonia for the past ten years. Language planning agents organise Catalan speaking volunteers to take responsibility for supporting newcomers who want to learn Catalan informally. (http://www.cpl.cat/voluntaris/novetats_voluntaris/).

7. Key issues and the need for further research

The main issues concerning 'New Speakers' provided by the non-academic respondents were:

- 'Usability' of the new language
- Numbers of speakers and density of speakers' networks
- Use of acquired language

- The role of new speakers regarding language transmission
- Opportunities to use the language acquired by new speakers in areas where the language is a minority
- Migratory processes (both synchronic and diachronic) viewed from a pan-European perspective
- Regarding immigrant-children in times of globalization, this demands networking between linguists and practicing pediatricians, logotherapists, kindergarden- and schoolteachers urgently - As a specialized pediatrician dealing with speech-impairment in multilingual children, I see plenty of ignorant and wrong recommendations by professionals, belated treatment as well as overtreatment , confusion in self-identification, problems in self-esteem , broken socialization , language-barriers within families, etc..... These children will be our adults in 20 years and we need knowledge, tools and support beyond the investigation of a specific language to make it work for them and society.

8. Suggestions for knowledge building and/or knowledge sharing activities between academic and non-academic colleagues for this COST network to consider

- Organize discussions on how to influence the EU, with regard to minority language children
- Develop connections with interested third parties, e.g. unions, networks for equality and integration at national, regional and EU levels in order to engage in a conversation with them and get their perspectives on the benefits and challenges related to issues of new speakers.

Conferences

- Organise further conferences involving members of language policy organizations, both governmental and non governmental.
- A conference at the EU parliament in Brussels both halfway through as well as at the end of the Action so to inform policy makers.
- Presentation of research findings as knowledge exchange amongst interested non-academic groups
- Organise round table discussions including academic and non academic speakers

Website

- Chatroom, Facebook-Blog for invited participants, regional Networks
- Perhaps a repository of media coverage on 'new speakers' (a language in the media site/database)
- Visual resources (short video clips, films, audiofiles, a multimedia library of resources on a website)

Social media

- Better use could perhaps be made of social media such as twitter and blogs. Setting specific tasks to be addressed by workshops within each region/Member State for subsequent collation.

Sharing findings

- Ask members of the network to share their findings and community outreach initiatives through the Knowledge Mobilisation Initiative on the Discourse Hub website (www.discoursehub.fi)
- Connect with other on-line fora on the internet such as 'Sociolinguists on Facebook'. There are well over 5000 research members in the group and at least 20 interested by research on New Speakers.
- Exhibitions in town/city halls
- The concept of the "new" speaker of Yiddish is generally unknown in Yiddish educational circles and could be introduced to summer school planners, etc.

A point made by one of the respondents was that 'despite rhetoric on inclusion of non-academic colleagues, COST funding (e.g. for visits) does not cover collaborators without a university affiliation such as actual new speakers who are not postgraduate students. For real collaboration it needs to do so'.

Appendix A: Titles of research projects (2014)

- Attitudes towards languages in the Baltic States
- Mother Tongue Education in the Superdiverse Metropolis Copenhagen
- Making 'new speakers': preparing Philippine nurses for work in Germany and Switzerland
- Comasan Labhairt ann an Gaidhlig (CLAG) - Gaelic Proficiency (GAP)
- Estudis de cas de la influència del nucli familiar, el procés d'acollida i l'edat d'arribada en la construcció de les actituds i ideologies lingüístiques dels joves llatinoamericans i xinesos a Catalunya
- Foreign Language Education for New Speakers in Geneva and Catalonia
- Polish Mother Tongue Education in Copenhagen
- Teaching Welsh to immigrants and ethnic minorities: pathway to multicultural citizenship
- 'Múin Béarla do na Leanbháin' (Teach the Children English): Migration as a Prism on Ethnolinguistic Vitality'
- Rhotic variation among new speakers of Scottish Gaelic
- New speakers of Yiddish
- The role of parents into heritage language maintenance
- Sociolinguistic Survey of the Basque Country (specific analysis of data on new Basque speakers)
- "Becoming biliterate in Spanish: a case study of a complementary school in Tokyo" (part of the Project entitled "Rethinking Multicultural "Kyosei" in Japan")
- Migration, language, power and identity
- Cultural and linguistic diversity in Northern Norway and Trøndelag
- Migration research and biographical approach: constructing a collaborative work in the Portuguese context

- New Speakers of Galician: a study of Cape Verdean immigrants in Burela
- Gaelic, new speakers and public sector work
- Language, place, and belonging in Roermond, Limburg, the Netherlands.
- Linguistic and Cultural Diversity at Work
- New speakers of minority languages and their role in revitalization
- Language Attitudes towards Catalan (Chinese and Latin American High School Students)
- Ethnic minority language use at home and in schools: An investigation into Somali children's bilingualism in Manchester
- Implementing language policy for deaf students from multilingual homes
- Konta bu storia
- Language use and attitudes in adult new speakers of English
- Coping with superdiversity in multilingual service encounters: the development of a web-app for new speakers of Dutch in health care
- New speakers, new identities: linguistic practices and ideologies in the post-national era
- Crossing languages and borders (teaching and learning of Turkish in Cyprus) <http://www.kcl.ac.uk/sspp/departments/education/research/lrc/research/proj/Crossing-languages-and-borders-.aspx>
- New Speakers of Basque: attitudes, motivations and identity
- New Speakers of Gaelic in Edinburgh and Glasgow
- A comparative ethnographic study of students' experiences and perceptions of language ideologies in bilingual Welsh/English education: Inclusive policy and exclusionary practice
- El desarrollo lingüístico bilingüe y multilingüe desde la infancia hasta la edad adulta en euskera y en las lenguas de su entorno. (Bilingual and multilingual language development from childhood to adulthood in Basque and in its environmental languages in contact)

- Linguistic Minorities Accessing Services: whose responsibility is it?
- The Linguistic Assimilation of Polish Migrants in Wales and their attitudes towards the Welsh language
- Mobilities and language
- After language shift: language revitalization in late modernity
- Breton morphosyntax in two generations of speakers: evidence from word order and mutation
- Investigating the motivations, goals and needs of adult learners and potential learners of a small, highly endangered language
- Globalizing language policy
- Strategies for engaging young people of autochthonic minorities across Europe in ethnic activities : institutions, activities, identity choices (Kashubs, Sorbs, Bretons, the Welsh)
- Linguistic ethnography of classroom interaction at a Brussels secondary school
- Sevillian Linguistic Landscape
- Language attitudes of Punjabi immigrants in Catalonia
- The voices of undocumented migrant populations in Barcelona
- Peripheral multilingualism
- Basque New Speakers: Language Attitudes and Identities
- New speakers, new identities: linguistic practices and ideologies in the post-national era
- "Langues de France et Charte des langues régionales ou minoritaires: Regard critique sur les opposants à la ratification"
- New Speakers and 'Place': Migrants to Gaelic Speaking Areas
- Montreal on the move: language practices in a city redefined
- The role of language policy in the revitalization of Occitan: A comparative analysis of Languedoc-Roussillon and Midi-Pyrénées

- Phonological and Morpho-syntactic Features of Language and Discourse of Polish Children Raised Bilingually in Migrant Communities in Great Britain

Appendix B: List of publications, research reports and documents

Invisible Multilingualisms Community Event. More info here:
<http://www.discoursehub.fi/discourse-knowledge-mobilisation-lab/invisible-multilingualisms/>

Codó, Eva (2014) Cosmopolitanism, mobility and multilingualism: New discourses for new identities? In Casesnoves, R., M. Forcadell and N. Gavalda (eds.) *Ens queda la paraula. Estudis de Lingüística Aplicada en honor a M. Teresa Turell*. Barcelona: Institut Universitari de Lingüística Aplicada, pp. 153-169. ISBN: 978-84-9984-149-6.

Compton, Sarah. "American Sign Language as a Heritage Language" *Handbook of Heritage, Community, and Native American Languages in the United States*. Ed. Wiley, Peyton, Christian, Moore & Liu. Routledge and the Center for Applied Linguistics, 2014. 272-283. *Sign Language Professional Development Workshop Series 2014*: <http://www.discoursehub.fi/discourse-knowledge-mobilisation-lab/interpreter-workshop-series/>

Desecuritizing Turkish: Teaching the language of a former enemy, and intercultural language education *Working papers in Urban Languages and Literacies*, Paper 137 https://www.academia.edu/9098479/Desecuritizing_Turkish_Teaching_the_language_of_a_former_enemy_and_intercultural_language_education

Helen Kelly-Holmes and Sari Pietikäinen (2014) Commodifying Sámi culture in an indigenous tourism site. *Journal of Sociolinguistics* 18 (4), 518-538. DOI: 10.1111/josl.12092.

Kati Dlaske (2014) Semiotics of pride and profit: interrogating commodification in indigenous handicraft production. *Social Semiotics* 24 (5), 582-598. DOI: 10.1080/10350330.2014.943459.

Kennard, Holly J. 2014. 'The persistence of verb-second in negative utterances in Breton' *Journal of Historical Linguistics* 4(1): 1-39

Lamarre, P. (2013) *Catching Montreal on the move and challenging the discourse of unilingualism in Quebec*. *Anthropologica*, vol 55.

Lamarre P. (In press). *Post-101 Quebec and defining Québécois today: Transformations and Challenges from Within*. In Margaret Kelleher and Michael Kennealy (eds). *Irishness and Québécoisité: New perspectives*. McGill-Queens Press.

Lola Pons (2014): "El paisaje lingüístico de la frontera luso-española: multilingüismo e identidad", en E.Bravo-García *et alii* (eds.): *Investigaciones sobre la enseñanza del español y su cultura en contextos de inmigración* Sevilla-Helsinki, 69-89.

Lola Pons (2012) *El paisaje lingüístico de Sevilla. Lenguas y variedades en el escenario urbano hispalense*. Sevilla: Diputación Provincial de Sevilla (Colección Premio Archivo Hispalense, Área Ciencias Sociales), 2012. ISBN 978-84-7798-3323.

Manterola, I. y Almgren, M. (in press). Quelques traits du développement du basque L2 en contexte de revitalisation de la langue à travers l'immersion scolaire. *Revue Suisse des Sciences de l'Éducation, Sprachliche Bildung von 3-bis 8-jährigen Kindern* (Coord. Edina Krompæk, Sandrine Aeby, Dieter Isler).

Manterola, I., Almgren, M. & Idiazabal, I. (2013). Basque L2 development in immersion school settings. *International Journal of Bilingualism*, 17(3) (2013); 375–391.

Manterola, I. & Almgren, M. (2013). Las grandes líneas de progresión de los aprendizajes lingüísticos en la escolarización en euskera. In J. Dolz & I. Idiazabal (Ed.), *Hacia una didáctica integrada de lenguas* (pp.217-240). EHU/UPV, Bilbao

Marquis, Y. and Sallabank, J. 2014. 'Ideologies, beliefs and revitalisation of Guernesiais (Guernsey)' in *Endangered Languages: Ideologies and Beliefs* edited by Peter K. Austin and Julia Sallabank (British Academy/Oxford University Press, 2014).

Múin Béarla do na Leanbháin" (Teach the Children English) Migration as a Prism for Viewing Ethnolinguistic Vitality in Northern Ireland, <http://research.ncl.ac.uk/language-migration/>

Newman, M., Patiño-Santos, A. & Trenchs-Parera, M. (2013). Linguistic reception of Latin American students in Catalonia and their responses to educational language policies. *International Journal of Bilingual Education and Bilingualism*, 16(2), 195-209. Special Issue "Catalan in the 21st Century." Eds. K. Woolard & S. Frekko.

Nicole Dołowy-Rybińska. 2012. Néo-bretonnants – konstruowanie tożsamości językowej przez młode pokolenie osób bretońskojęzycznych, „Sprawy Narodowościowe. Seria Nowa”, 41, s. 119-137.

Nicole Dołowy-Rybińska. 2013. The Fest-noz: A Way to Live Breton Culture, „Colloquia Humanistica” 2, s. 233-255.

Nicole Dołowy-Rybińska. 2013. The Europe of Minorities. Cultural Landscapes and Ethnic Boundaries, „Art Inquiry. Recherches sur les Arts”, XV (XXIV), s. 125-137.

Nicole Dołowy-Rybińska. 2013. Kaszubski dyskurs narodowościowy, „Sprawy Narodowościowe. Seria Nowa”, 43, s. 107-129.

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