

COST Action 1306

New Speakers in a Multilingual Europe: Opportunities and Challenges

Linguistic and Sociolinguistic Perspectives on New Speakers in a Multilingual Europe
19-20 October 2015

Introduction

The aim of this report is to provide an overview of the activities, presentations and discussions taken place at the workshop ‘*Linguistic and Sociolinguistic Perspectives on New Speakers in a Multilingual Europe*’ at the University of Central Lancashire, Cyprus, from 19 to 20 October 2015. There were 25 presenters from Cyprus and abroad. This two-day workshop was focused on a cross-linguistic examination of discursive competence in child and adult migrants, as well as linguistic identity of new speakers in a multilingual Europe. The report has been prepared by Sviatlana Karpava, convenor and coordinator of the event. The report includes: key questions addressed and answered at the event, the issues and concerns raised by the various contributors at the workshop, theoretical framework(s), definition of ‘new speaker’ and ‘new speakerness’, the range of multilingual profiles and/or contexts explored and cross-cutting themes or differences across these, synthesis of the contributions of the participants at the event and policy recommendations taken from the discussion during the workshop.

The aim of the workshop and its theoretical framework

The main purpose of the workshop was the examination of discursive competence and linguistic identity of new speakers in a multilingual Europe, to promote the idea of facilitation of structural dialogues and collaboration among the researchers of WG7 ‘Multilingual competence and new speaker varieties’ and the Cost Action project in general. Discursive competence (narrative abilities) is crucial for academic achievement, employment and income prospects. What is also crucial for functioning in the society is the entire set of attitudes and beliefs concerning language values. Are identity issues and attitudes towards multiple languages reflected in any way in the narrative discourse of a new speaker in a multilingual Europe?

The aim of the workshop was to run a cross-linguistic examination of migrant identities and attitudes towards migrant languages in society. There was a plan to focus on instances of linguistic discrimination of bilinguals and multilinguals by “native speaker” communities, as reported by migrants. It was planned to have presentations and discussions by various researchers with respect to the data collection (oral and written) cross-linguistically, picture-based story elicitation, by monolingual, bilingual and multilingual children, adolescents and adults, and data analysis in terms of macro and micro structures (Hickmann et al., 1995; Gagarina et al., 2010, 2015), mental/cognitive verbs (Adrian et al., 2005; Dunn and Brophy,

2005), theory of mind (Astington and Bairds, 2005), causality, subjectivity, referential and relational coherence (Sanders et al., 1992) and conceptual complexity of discourse connectives (Evers-Vermeul and Sanders, 2009).

It is important to conduct both quantitative (Baltaxe and D'Angiola, 1992) and qualitative research on discourse coherence. Narratives are an ideal way to investigate the development of linguistic knowledge in text-embedded contexts. Narratives are a form of discourse that emerges early cross-linguistically. Research on narrative acquisition can show that there is a shift from conversation-based, interactive, picture-based, context or task-dependent narration to autonomous creation of a coherent story with the adequate evaluative content, background information, internal states, integration of bottom-up individual events and top-down narrative structures (Berman and Slobin, 1994).

Being a universal type of discourse, narratives are focused on concrete objects, events and people rather than abstract emotions, concepts and ideas; they are organized according to the principle of chronological sequentiality. The development of narrative abilities can take a long period of time, until adolescence and even beyond (Berman, 2007). Narrative development presupposes a shift from local to global level of structuring and organization of information, from bottom-up to top-down discourse structure (Hickmann, 2003).

Theories of later language development are closely connected with the notion of literacy (Olson, 1996; Tolchinsky, 2004). Literacy is one of the cultural factors that influence later language development. Literacy and how children and adults write and read determine their participation in literate community and communicative activities (Ravid and Tolchinsky, 2002). Other psychological factors in later language development are related to the theory of mind, the ability to understand the intentions of the other people (Siegal and Varley, 2002).

The development/creation of new tools for assessment of oral production, narratives, production and comprehension of multilingual children, adolescents and adult immigrants is crucial for their education, future employment and for being a legitimate part of the community. It is important to test language competence and performance of multilingual children, adolescents and adult immigrants in each of their languages (L1 and adopted languages), paying attention to their social identities and practices, linguistic spaces, integration into host society, in this way, promoting multilingual and multicultural societies, linguistic diversity and equal opportunities, integration, social cohesion and economic collaboration and eliminating socioeconomic hierarchies and inequalities, discrimination and exclusion.

Multilingual profiles and contexts, synthesis of the participants' contributions

The workshop was planned and scheduled in such a way that the first day was devoted to sociolinguistics and issues of 'new speakers' and multilingualism, while day two was focused mainly on discursive competence of new speakers from linguistic and psycholinguistic perspectives.

Larissa Aronin from Oranim Academic College of Education, Israel had a keynote presentation on: '*Multilinguality and discursive competence in current multilingualism.*' The talk was focused on the new research tools and approaches to complex multilingual reality of multilingualism. The view on migrants with marginal status has been revisited and has been

shifted to ‘new speakers’ with a normal status. It is important to investigate their identity, discursive competence, language attitudes and practices. Aronin proposed to look at multilingualism and linguistic identity using the concepts of multilinguality and Dominant Language Constellation (DLC). DLC is different from the person’s language repertoire as DLC is a group of languages that are the most essential for a person in order to deal with all the needs and tasks in a multilingual environment; it functions as the entire unit (Aronin, 2015). So, the discursive competence of multilinguals can be investigated not in terms of their separate languages but of their constellations. Linguistic, psychological and social factors should be taken into consideration with respect to the phenomenon of multilinguality. Multilinguality is an individual characteristic of a person, it is unique. It includes all the factors and variables that are related to the acquisition and use of language at present and in future, experience, perception and attitudes. Identity of a multilingual person is seen as a whole, undivided entity.

Our next keynote speaker, Kleanthes K. Grohmann, University of Cyprus and Cyprus Acquisition Team, had a talk on: ‘*CAT and the Investigation of Language in a Multilingual Space.*’ He introduced and discussed the concepts of the Socio-Syntax of Development Hypothesis and Comparative Bilingualism, gradience in multilingualism, taking into consideration ‘discrete bilectalism’, diglossic environment of Cyprus, with Cypriot Greek and Standard Modern Greek varieties in Cyprus. Bilectalism is put on a gradient scale of multilingualism (from monodialectal, monolingual to multilingual speaker, bidialectalism, bilectalism and bilingualism), with the focus on receptive and expressive skills, executive functions and cognition.

Loukia Taxitari, Maria Kambanaros and Kleanthes K. Grohmann, Cyprus University of Technology, University of Cyprus and Cyprus Acquisition Team, presented the talk on: ‘*Investigating Early Language Development in a Bilectal Context.*’ The co-existence of the local dialects with higher standard varieties in such countries as Cyprus, Great Britain, Germany or Switzerland is a challenge to investigation of language development of children who grow in discretely bilectal linguistic communities (Rowe and Grohmann, 2013). The MacArthur-Bates Communicative Development Inventory (CDI) parental questionnaires can help to collect data on young children’s language development, with theoretical, clinical and experimental applications.

Natalya Eracleous, University of Cyprus, had a presentation on: ‘*Russian as a Commodity: A Case Study of the Linguistic Landscape of Limassol.*’ According to Castells (2000), multilingualism has been given an added value, there has been witnessed the shift from the ‘old’ economy to the ‘new’ economy. Knowledge of languages can be perceived as a commodity (Bourdieu, 1991; Duchene and Heller, 2012). Other languages, besides the international lingua franca English, are used. After the 2000s there is a tendency for Russian to be a new lingua franca in the former USSR republics and abroad (Pavlenko, 2012). The increased valorization of Russian in Cyprus is due to tourist flow, immigration, international marriages, cultural and religious ties, military and political cooperation, investments and transnational corporations (Kuznetsov, 2010; Filippov, 2011). The presentation dealt with linguistic landscape in Limassol, Cyprus, qualitative and quantitative analysis. It was found that the authors of the signs and advertisement boards are not L1 speakers, but non-native speakers of Russian. The results of the research showed that Russian is functioning as lingua franca in Cyprus and is perceived as commodity.

Although the majority of the presentations were about migrants and migrant contexts of language acquisition and use, there was one presentation on minority language acquisition and use by Ane Ortega, Begoñako Andra Mari Teacher Training University College, Basque country, and Esti Amorrortu, Deusto University, Basque country, about: '*The way I speak: The impact of language competence on language use and linguistic identity among new speakers of Basque.*' The presentation examined how a minority language competence affect new speakers of Basque, their successful functioning in different language markets, their language identity and self-perception as legitimate speakers of Basque. Language competence is a multi-layered and complex notion, which includes general command of the language, self-perception, oral fluency, native-like pronunciation and intonation, mastering of different registers (dialects). This was part of a large project on the attitudes, motivation and identities of new speakers of Basque in the Basque Autonomous Community. The qualitative data collection methodology was implemented, focus groups and semi-directed interview and then content analysis were used. The emphasis was on the discourse produced on the theme. Questionnaire and self-reported information on general language competence and competence of Basque varieties were used in order to assess general competence, fluency, accuracy and complexity and Basque variety.

Giorgos V. Georgiou, University of Athens, had a presentation on: '*Communicative mechanisms under the use of Cypriot Greek and their effect in the classroom.*' The paper examined the topic of social exclusion associated with the use of Cypriot Greek (CG) dialect in the school environment of Cyprus. Standard Modern Greek (SMG) is a prestigious language in education and official communication conditions. But the use of CG dialect can be linked to the covered prestige and strategic use of CG. The paper examined the theme of social bilingualism and literacy in education (Auer, 2007). Dialect can function as a tool for communication strategies, using the tools of Critical Discourse Analysis (Fairclough, 2001; Wodak and Meyer, 2001). It investigated the attitudes in bilingual societies, prestige, high and low varieties. CG dialect, low variety can be used as a tool, strategy of communication rather than an element of disability. This is related to language planning and policy.

There were also two presentations focused on L2 learning/teaching of English in Cyprus. The first was by Elena Kkese, University of Central Lancashire, Cyprus, and Kaki Petinou, Cyprus University of Technology, '*Identifying plosives in L2 English: perception abilities of L1 Cypriot Greek listeners: types of errors involving plosive consonants.*' The presentation was focused on adult L2 English learning/use of phonetics and phonology, acquisition of plosive voicing contrasts (phonetic cues and phonological constraints)—difficulty perceiving voiced English plosives. It was found that there is a phonetic/phonological challenge in SLA phonology and speech perception.

The second was by Panagiota Matsidi and Dimitris Evripidou, University of Central Lancashire, Cyprus on: '*Attitudes towards Accents of English: A Case of Greek-Cypriot EFL Learners.*' Verbal guise test was used in order to reveal attitudes towards the Received Pronunciation, a British accent, and American accent (General American) by L2 learners of English with Cypriot Greek. Mixed methods approach was implemented, quantitative and qualitative methods of data collection and data analysis were used. It was found that real-life exposure, personal contacts and norms of standardness during EFL classes and experience are

the factors that affect their attitudes to the accents as well as history and geopolitical circumstances.

Eleni Kyrtaji from the Ministry of Education of Cyprus had a talk about: '*Factors in Bilingual learning: The case of English-Greek children in Cyprus and in UK.*' Bilingualism and multilingualism have a great impact on education context. Various factors influence the bilingual child's learning: level of linguistic competence, home language, the age of the bilingual child, language used by parents (Johnson and Wilson, 2002). The presentation explored the development of reading and factors affecting it (cognitive and language characteristics, academic and sociolinguistic settings). Reading development of English-Greek and Greek-English children was under the scope of investigation.

Our keynote speaker Natalia Gagarina, Center for General Linguistics and Humboldt University of Berlin, Germany, presented on: '*Bilingual children's narratives across languages and populations.*' She was talking about using narratives as a research tool (Reese et al., 2012). The presentation examined narrative's production and comprehension in bilingual children. Narratives can tap into language-specific and language-universal, abilities, cognitive and social abilities (Liles, 1993).

Narratives are ecologically valid for examining communicative competence (Botting, 2002). There is less bias against bilingual speakers while using narratives in comparison to other assessment methods (Paradis et al., 2011). In her talk, Natalia Gagarina provided an overview of macro and micro analysis of narrative production and the development of narrative skills from early pre-school to school children. The discussion was focused on whether macrostructure differs from language to language and whether it depends on language pairs; which elements of macrostructure (story structure, story complexity and internal state terms) are more universal than language-specific and how microstructure analysis can reveal the development of narrative skills.

Several presentation showed the results on the implementation of MAIN (Multilingual Assessment Instrument for Narratives) (Gagarina et al., 2012) in order to test grammatical knowledge and narrative discourse skills of bilingual children in various countries.

Natasha Ringblom from Stockholm University, Sweden presented on: '*Using MAIN for elicitation of grammatical knowledge: a case of Swedish-Russian bilingual children.*' She presented the results for bilingual Swedish-Russian children residing in Sweden. The assessment of morpho-syntax and narrative abilities of bilingual children is of great importance for early screening of impaired children and early intervention and identification of children at risk for specific language impairment (SLI). This kind of assessment is useful for parents, teachers and speech therapists. This task allows to elicit linguistic material from a child and provide information to teachers, experts and practitioners. Macro and micro-structure analysis of both languages of a bilingual child can provide interesting data and give us insight into the process of bilingual language acquisition.

Karolina Mieszkowska and Agnieszka Otwinowska-Kasztelanic from the University of Warsaw, Poland, presented on: '*Mental state language in the narratives of Polish monolingual and Polish-English immigrant children living in the UK.*' This presentation elaborated on mental state language development of bilingual children, MAIN task was used, telling and retelling modes, receptive and productive vocabulary of Polish-English bilingual children was compared with monolingual Polish children. Linguistic and cognitive development of Polish

immigrants in the UK, discourse analysis, language acquisition, immigrant children, narrative, mental state terms were under the scope of investigation.

Sviatlana Karpava, University of Central Lancashire, Cyprus and Cyprus Acquisition Team, Maria Kambanaros, Cyprus University of Technology and Cyprus Acquisition Team, and Kleanthes K. Grohmann, University of Cyprus and Cyprus Acquisition Team, had a presentation on: '*Narrative performance by Russian–Cypriot Greek bilingual children: MAIN macro-structural analysis*'. Russian–CG bilingual children were under the scope of investigation, and MAIN tool was used. Macrostructure analysis included story structure, structural complexity and internal state terms. It was found that retelling was easier than telling and that bilingual children's ability improves with age. The internal state language in children's narrative reflects their theory of mind abilities (Tomasello, 2003). Microstructure is language-specific, while macrostructure is universal and language-general and reflects narrative discourse competence (Pearson, 2002). The increasing number of immigrants and bilingual children in Cyprus and in Europe overall raises the importance of assessment of their linguistic and cognitive development and distinguish between typically developing and language-impaired children. The study of language acquisition norms for typical language development, language delay and impairment can help to prevent misdiagnosis of bilingual children with impairment. Narratives can help identify linguistic, cognitive, semantic and social abilities as well as communicative competence and cultural awareness of a child (Paradis et al., 2010). The development of narrative abilities can be influenced by such factors as cultural communities, language environment, home language use, parental attitudes towards bilingual and bi-cultural learning and the level of proficiency.

Agnieszka Otwinowska-Kasztelanic, Marcin Opacki and Karolina Mieszkowska from the University of Warsaw presented on: '*Narratives in the Assessment of Polish-English Bilingual Children.*' There is a difference between monolingual and bilingual children in terms of their language development (De Houwer, 2009; Gathercole and Thomas, 2009; Bialystok et al., 2010). Bilingual children tend to show cognitive advantages later in their lifetime in comparison to monolingual speakers. It is not appropriate to use monolingual norms for bilingual and multilingual assessment (Bedore and Pena, 2008; Armon-Lotem, 2012). Bilinguals and multilinguals should be assessed in each of their languages with respect to their language production and comprehension. Quantitative and qualitative methods of analysis should be implemented (Pearson, 2002; Cohen and Walters, 2012). Narrative tasks can help to compare/ elicit spontaneous and elicited speech samples. Macro and microstructure were examined. Macrostructure is focused on story complexity and coherence, complexity of episodes (goals, attempts and outcomes) (Renz et al., 2003; Flory et al., 2006), while microstructure deals with the cohesion on syntactic, morphological and lexicon level, lexical measures (type-token ratios), syntactic measures (communication units, mean length of utterance), morphological, syntactic errors and transfer errors.

Our keynote speaker, Christiane M. Bongartz from the University of Cologne in Germany presented on: '*Weaving patterns: referential cohesion in bilingual narratives in oral and written production.*' The objective of the study was to align the results on measures of linguistic development with non-linguistic factors of cognition and social embeddedness. The assessment of language and literacy development was done with the help of story-retelling tasks in written and oral modes, with the focus on referential cohesion that taps into the

processes of attention and memory, referent activation in cognition (Torregrossa et al., 2015), linguistic encoding of referent accessibility (Ariel, 1990) and the choice of referential expressions (Arnold, 2010). Context and common ground between the interlocutors should be taken into consideration. The Edmonton Narrative Norms Instrument (ENNI, cf Andreou et al., 2015) was used in order to elicit narrative production. Bilingual children differ from monolingual ones and the former use more underspecified forms in their two languages than monolingual children. This can be explained by the increased processing, language dominance and literacy preparedness.

Nikoletta Christou from University of Edinburgh, UK, gave a talk on: '*Anaphora resolution in intermediate level adult second language learners of English and Greek.*' The presentation was focused on anaphora resolution which is related to syntax-discourse interface (Serratrice et al., 2004; Tsimpli et al., 2004; Sorace and Filiaci, 2006; White, 2011) in L2 learning of English and Greek.

Maria Kambanaros from Cyprus University of Technology had a presentation on: '*Narrative re-tell production in three languages. Which language has the best story?*' She adopted a single-case approach and tested longitudinally, a multilingual school-aged child with SLI specific language impairment in all spoken languages (CG, English and Bulgarian). The degree and extent of the language impairment can be determined by measuring linguistic productivity with the help of a narrative-retell task. There is an interaction between multilingualism and SLI, between implicit linguistic competence and explicit metalinguistic knowledge (Paradis, 2009).

Eleni Theodorou and Kleanthes K. Grohmann from the University of Cyprus, Cyprus Acquisition Team had the presentation on: '*Syntactic Structures of Typically Developing Children and Children with SLI in Narratives.*' The presentation was focused on the examination of syntactic structures used by CG children with SLI and TD in narrative samples elicited with the help of the Renfrew Bus Story (BST). Qualitative and quantitative analysis was implemented for the story content, mean length of utterance, number of sentences. It was concluded that identification and assessment of language-impaired children can be done with the help of narratives.

Dealing with the concept of 'new speakers' of a multilingual Europe

Our workshop highlighted the importance to understand, to deal with 'new speakers' of a multilingual Europe. Even the participants themselves were the representatives from different countries of Europe (Cyprus, Greece, Germany, Poland, Spain and Sweden). The participants provided their examples of 'new speakers' in their multilingual (bilingual, bicultural, bidialectal) environments of every country: adults and children, immigrant and minority speakers, typical and impaired population. The first day of the event was focused on sociolinguistics and the second day was devoted to linguistics, narratives and evaluation of narrative skills.

Multilinguals, assessment of their linguistic abilities, challenges they have while they acquire languages and opportunities to learn and to use languages were the issues raised during our workshop. There was an attempt to identify the concept of 'new speaker' and to elaborate, work on this concept. The basis for this was the definition of the concept of 'new speakers' proposed in the *Memorandum of Understanding for the implementation of a European*

Concerted Research Action designated as COST Action IS1306: New Speakers in a Multilingual Europe: Opportunities and Challenges (2013: 3) ‘New speakers, from this perspective, are all multilingual citizens who, by engaging with languages other than their “native” or “national” language(s), need to cross existing social boundaries, re-evaluate their own levels of linguistic competence and creatively (re)structure their social practices to adapt to new and overlapping linguistic spaces.’

This workshop was a great opportunity to have a dialogue and collaboration among the researchers of (mainly) WG7 ‘Multilingual competence and new speaker varieties’ after the Cost Action Galway Meeting in Ireland in September 2015 and to proceed with implementation of Phase 2. The workshop was primarily focused on immigrant population. The ‘new speaker’ profiles from different countries have been compared, similarities and differences have been revealed with respect to the use of languages by multilinguals in various domains, such as education, healthcare, workplace, family, community, the media, cyberspace and public institutions. Individuals, both adults and children, were under the scope of investigation, challenges and opportunities they face in non-native countries.

Linguistic ecology of Europe has been changed with globalization, mobility and transnational networking. Multilingualism is not perceived any more as an exception. Europe has become multilingual and multicultural (EC 2007: 6). The increased linguistic diversity requires certain actions and correct attitudes which are different from the principles of multilingualism (homogeneity and nativeness), the society should prevent socioeconomic hierarchies, and inequalities must be overcome.

The problems, issues, challenges of non-native speakers have been overlooked and ignored. Previously, non-native speakers have been perceived as deficient in terms of their linguistic ability and performance, while IS 1306 Cost Action has suggested a more positive view on non-native speaker and described them as ‘new speakers’, as linguistic diversity is perceived as a benefit for multilingual Europe. Being a ‘new speaker’ means to adopt an additional language, ‘personal adoptive language’ (MoU, 2013: 4). Such multilingual speakers play a very important role in a multilingual Europe.

The ‘new speaker’ concept is a complex issue, it can be perceived differently in different multilingual contexts and in different countries. New language acquisition, language use and comprehension in adopted language require complex mechanisms. ‘New speakers’ enter into power relations with ‘old’ speakers, native speakers. There might be some inequalities in terms of legitimacy and access to resources in the countries. Better understanding of the ‘new speaker’ issue will be a benefit to economic, cultural and societal development of Europe.

The workshop was focused mostly on the immigrant population. Immigrants have to adopt the new language of their new community, new country in order to integrate into the host society and be part of economic, social and political life. But there might be discrimination and exclusion based on linguistic factor. The workshop concentrated on the development of multilingual practices and lifestyles. The native speaker models in sociolinguistics and applied linguistics, linguistic anthropology and discourse analysis state that only native speakers are legitimate speakers of national languages. Their status is associated with authority, correctness and appropriateness. They can easily have access to economic resources, education, employment and have social recognition.

‘New speakers’ is a new label for ‘non-native’ speakers, L2 learners or users. It is based on the growing research in the area of multilingualism. New policies that respect minority and migrant languages, language maintenance and transmission should be offered. The native speaker models should be adjusted and modified, taking into considerations the needs of multilingual population, ‘new speakers’ of multilingual Europe.

The individual researchers were brought together for a collaborative work and a dialogue to work on the new framework of ‘new speakerness’ of Europe. One of the advantages of the workshop was that it brought together researchers both from linguistic and sociolinguistic background. The interdisciplinarity of the event facilitated discussions on the issue of ‘new speakers’ of Europe, their profiles and practices. Education, employment, social services, community can be accessed via language. Individual and collective identities are built with the help of language. New speakers might often have unequal access and might undergo social tensions with ‘old’ speakers due to inequalities and their status of ‘new speakers’. European integration might be endangered due to these inequalities, social cohesion and economic collaboration can be undermined. It is of great importance to share our understanding, best practices and experience in order to solve any negative issues that ‘new’ speakers might face in multilingual settings: education, health care, youth culture and workplace.

The impact of the event and its relevance to the main objectives of the Cost Action

The participants of the workshop were mainly members of WG7 ‘*Multilingual Competence and New Speaker Varieties.*’ The focus of the group is the inter-disciplinary approach to ‘new speaker’ in a multilingual Europe, which includes linguistic, psycholinguistic, educational, sociolinguistics and economic and political research perspectives. The issue of ‘multilingual competence’ was examined during the workshop in relation to its form (specific linguistic features, language processing and code-switching) and function in the society (the functions at different languages of a new speaker, registers, styles, indexicalities and values in the society).

The objectives of the workshop were in line with the objective of MoU of IS1306 Cost Action (p.8) ‘the challenges and opportunities involved in acquiring, using and being understood as a ‘new speaker’ of a language in the context of a multilingual Europe.’ There was an attempt to have a cross-case analysis of new speaker profiles, to identify common themes and theoretical frameworks. The participants were working on the research questions and had agenda for future work, policy and practice recommendations; future research; how to deal with linguistic diversity in immigrant contexts, to promote integration and social cohesion.

Workshop was a networking event, both local and international researchers were involved in fruitful discussion, which facilitated future collaboration. There were representatives from a wide range of Cost countries, both early-career and well-established researchers. The discussion was focused on understanding of immigrant communities and their practices. Stakeholders, academics and non-academics, language planning bodies were invited and were actively involved in the discussion of certain policy recommendations, the agenda for future research, research questions, typology and theoretical framework.

The workshop facilitated the formation and development of Europe-wide group of researchers, WG7 members, Cost Action members and not only, who try to investigate new

profiles of multilingual speakers in multilingual Europe. It was a great benefit for undergraduate and postgraduate students, early-stage researchers and local academic and non-academic community as senior researchers presented their work to a wider audience.

The workshop brought together researchers from the areas of applied linguistics, sociolinguistics and psycholinguistics. There was a co-production of knowledge by various researchers, academics, practitioners and policy makers. There were organized question and answer sessions, discussions in order to arrive at research outcomes and to reveal gaps in the existing knowledge. This workshop was a small forum for sharing and disseminating of research outcomes among Cost members, WG7 group members and wider audiences, teachers, practitioners and parents. Recommendations for future work and collaboration in WG7 were proposed.

The workshop in Cyprus took place at the beginning of Phase 2: *Developing a Research and Dissemination Framework*. In Phase 1 the network coordinated a cross-case analysis of new speakers in multilingual Europe, provided a typology of ‘new speakers’ in Europe. Meta cross-case analysis was implemented and the recurring themes were identified. In Phase 1 our group was the working Group 2, ‘immigrant group’.

This workshop, besides the presentations and discussions, also included the meeting of the newly-formed WG 7 ‘*Multilingual competence and new speaker varieties*’, with activities and contribution from all the participants. The workshop facilitated further explorations of the themes that had been identified in Phase 1 with respect to migrant population. There was a dialogue and collaboration, a co-production of knowledge, elaboration on theory and policies. The aim of the workshop was to reveal/ identify themes of ‘new speaker’ that need further research and also to prepare to Phase 3, discuss future collaboration, joint publications, presentation at the conferences, STSMs, how to disseminate main research outputs, to prepare specific output of WG7, provide guidelines for policy makers and policy evaluators, research findings and applications. This workshop was part of knowledge transfer activities and development of early career researchers, their involvement and contribution to WG7 and Cost Action overall, building strong network and enhancement of their research skills; mentoring for early career researchers, development and opportunities for growth of PhD students, co-production of knowledge, dissemination and quality academic outputs.

Research methodologies, strategies and skills as well as policy and language planning in relation to linguistic diversity were discussed by group leaders, researchers, early-career-researcher and stakeholders. Policy changes should take into consideration ‘new speaker’ practices, better understanding of ‘new speakers’ in a multilingual Europe and their practice. Participation in research projects and grant biddings, presentations/contribution at international research conferences, co-ordination of research activities are the possible future outcomes of the event.

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