



IS1306 “New Speakers in a Multilingual Europe: Opportunities and Challenges”

WG7. MULTILINGUAL COMPETENCE AND NEW SPEAKER VARIETIES

End-of-Phase 2 Report

REPORT BY ANE ORTEGA & AGNIESZKA OTWINOWSKA-KASZTELANIC

1. WG7 MEMBERS

WORKGROUP LEADERS: Ane Ortega, Agnieszka Otwinowska-Kasztelanic, Noel Ó Murchadha.

COMMUNICATIONS OFFICER: Noel Ó Murchadha

PUBLICATIONS OFFICER: Ane Ortega

PARTICIPANTS:

Agnieszka Otwinowska-Kasztelanic, University of Warsaw, Poland
Anastassia Zabrodska, Tallinn University, Estonia
Anat Stavans, Beit Berl College, Israel
Ane Ortega, Begoñako Andra Mari Teacher Training College, Euskadi, Spain
Brownen C. Evans, University College London, UK
Claire Nance, Lancaster University, UK
Colin Flynn, Dublin City University, Ireland
Francesca La Morgia, Trinity College Dublin, Ireland
Gisela Tome Lourido, University College London, UK
Hanna Lantto, University of Eastern Finland, Finland
Joanna Kołak, Warsaw University, Poland
Jon Morris, Cardiff University, UK
Karolina Mieszkowska, University of Warsaw, Poland
Kathrin Oberhofer, University of Innsbruck, Austria
Larissa Aronin, Oranim Academic College of Education, Israel
Maria Garraffa, Heriot-Watt University, Scotland, UK
Natalia Gagarina, The Centre for General Linguistics & Humboldt University, Germany
Natalia Meir, Bar-Ilan University, Israel
Natalia Ringblom, Stockholm University, Sweden
Nicola Carty, University of Glasgow, Scotland, UK
Noel Ó Murchadha, Trinity College Dublin, Ireland
Sviatlana Karpava, University of Central Lancashire, Cyprus, Cyprus
Stefan Moal, Skol-veur Roazhon2, France
Ulrike Jessner-Schmid, University of Innsbruck, Austria

In the list above we have included those who have attended at least one meeting or have added to the list of conference presentations and publications.

2. WG7 THEME AND THEME-RELATED QUESTIONS

2.1. FORMING WG7

Working Group 7 formed at the COST Action meeting in Vigo, Spain in April 2014. The group gathered a diverse range of scholars from a range of disciplines; thus, at the Vigo meeting it was decided that a multilingual perspective on new speakers be adopted. Within this conceptual framework, we propose that 'multilingual competence' be examined as a CONTINUUM between a FORM and its FUNCTION in society. Therefore, we found it necessary to employ an interdisciplinary outlook on new speakers' competence, which includes linguistic, psycholinguistic, educational, sociolinguistic, economic, and political research perspectives.

We decided to investigate and explain the concept of multilingual competence from all the above angles. We wanted to examine the formal aspects that the different languages of a new speaker might take, i.e. focus on specific linguistic features, language processing and code switching. We also considered the various functions played by the different languages of a new speaker, as perceived by the individual and by the environment, i.e. focus on registers and styles, indexicalities, social consequences, and values attributed to languages.

To achieve this aim, the workgroup decided to combine different quantitative and qualitative methodologies: psycholinguistic experimental studies on L2-Ln languages; classroom-oriented experiments; narrative assessment of speakers' competence in L2-Ln languages; questionnaire research; focus groups; structured and unstructured interviews; linguistic biographies; corpus studies. This kind of interdisciplinary research with the use of complementary methods was expected to provide us with valuable insights into the concept of multilingual competence at the individual and societal level.

WG7 gathers two quite distinct groups of participants: (1) the former WG2 ("New speakers in of migrant communities") researchers and practitioners, working on second language acquisition and bilingualism/multilingualism in migrant situations from a psycholinguistic and sociolinguistic perspective, and (2) the former WG1 (New speakers of (heritage) minority languages) researchers and participants, working in the context of minoritised languages from a sociolinguistic and anthropological perspective. There is also a number of researchers who contacted us and joined WG7 in Phase 2 of the Action.

WG7 members coming from WG1 on new speakers of heritage minority languages work on the Irish, Scottish, Welsh, Basque, and Breton contexts. The subjects of their research are mostly adults and teenagers. The focus has mainly been on competence in the minority language, including registers and standard/dialect mastery, as well as attitudes and values related to them. Work on the form or the type of competence focused on phonetic traits of new speaker talk, standard and/or dialectal traits, and use of CS. These researchers are very interested in the social implications of the "type" of competence displayed by new speakers, especially repercussions on self- and other- perception as legitimate speakers of the minority language, and on usage. The research by former WG2 members working on migrant contexts has mainly concentrated on two areas: on family transmission and maintenance of the language of origin in a context where the host-country language is the dominant language (subjects being the families and the children), and on the description and assessment of bi-/multilingual competence of the subjects, who may be children, teenagers and adults. In both strands – minority and migrant – the speaker is considered to be a multilingual person and the work on competence is framed in its social context, which is very much taken into account.

Despite the differences between the groups coming together in WG7, members considered positively the potentialities of putting together the more sociolinguistic background and approach of the minority languages members with the more psycholinguistic background and approach of the members working on migrant situations. Likewise, the social implications of "type" of competence could enrich those focusing more on the description of competence, whilst those working on the social aspects could benefit from innovative ways of describing the competence and thus identifying the specific traits that have most social repercussions in the legitimacy of speakers. In the time scale of Phase-2 of the project it was always difficult that the full potential of this joint venture on the lines just described could be achieved, but there is no doubt that awareness of colleagues' work has widened the perspectives of

members, certainly of those more actively involved in the network and the WG.

2.2. RESEARCH QUESTIONS

The following questions were devised at the time WG7 was created, with the view of helping focus the group's contributions to the overall theme. The description of activities by members in the next section will give further details.

Concept-related questions:

1. What are the means/ language processes by which new speakers in the different contexts (immigrant, transnational workers, minority languages) learn/acquire the new language? (i.e. immersion/in the street without formal learning, in evening classes together with usage, only in structural learning, etc.)
2. Is there a correlation between the mode of learning and the level of competence and type of variety learned/acquired? (re. variety, typically, standard, local dialect / local sociolect, becoming bidialectal / multi-registered ...)
3. How do the new speaker's competence and varieties fare in the language market(s) where s/he has to function? What are the social consequences of new speaker competence varieties /the competence type of the new speaker?
4. What are the situational variables and constraints for code-switching? What are the implications of these practices?
5. Where the speaker has a complex competence, i.e. is bidialectal, multi-registered, etc. what are the functions of each, and does the speaker find the need to develop this complexity?
6. What is the relation between type of competence and new speaker linguistic identity, (a) as perceived by others, and (b) as perceived by themselves? (i.e. incomplete, good, authentic, etc.) and with what social groupings are these speakers associated?
7. What are the conditions when new speakers of L2 are willing to pass their L1 and L1 literacy to their children?

2.3. BACKGROUND INFORMATION

What follows is a brief summary of the main ideas pertaining to the abovementioned questions.

The subjects researched by the former WG1 members working on heritage minority languages are mainly new speakers of the minority languages who had acquired the language by means of formal instruction, namely, at school (and most typically in early immersion in the case of Basque, Welsh and Irish) or at adult education classes (or a combination of both). In areas with high percentages of minority language speakers this mode of learning has been found to be combined with interaction in everyday life activities, as reported by the Basque case mainly, but also in the Irish case by immersion periods in the Gaeltacht. In the case of the migrant subjects/communities, the language of the host country is typically learned in everyday social situations and at school, whilst the heritage language is transmitted in the family, although this does not always happen and full transmission is not guaranteed in all cases, this being one of the areas of research of WG members. As well as the family, in many cases the home language is supported by after-school or weekend lessons, but this does not happen in all cases.

In the case of traditional minority languages all studies have reported a strong correlation between the mode of learning and the language variety learned. Bearing in mind that some language varieties, typically the standard or a dialectal form, are perceived as more "correct", "more authentic", more "useful" than others, the variety learned and therefore spoken by new speakers has been found to have social implications: (a) affecting the self- and other- perception as legitimate speakers of the new language; (b) affecting usage and the willingness and confidence to become an active user; and (c) economic implications and access to job opportunities in equal conditions to "native" speakers. As it will be seen in the list of publications and conference papers, this has been a fruitful area where WG7 members have learned from each other and have embarked on collaborative work. Therefore, the market value of the different languages and language varieties / characteristics of each language has

strong implications for the perception of the new speakers as legitimate speakers of the new language, although the value of legitimization has been found to depend on situations and domains of use (that is, it could vary in social relations, the labour market, academic work...). Economic implications may be present where the type of competence results in better or worse chances to secure a better job. The issue of discrimination of migrant speakers/communities on linguistic grounds has also been studied by members from former WG2.

Following these considerations, the work of WG7 has a direct relation to the theme of WG10, "Power and Legitimation" and is also relevant to the theme of WG8, as the type of competence the new speaker displays has also an impact on whether the new speaker becomes an "active" speaker of the new language. WG7's contribution is the focus on the role of competence and new speaker varieties; our work has indeed shown that competence is a key factor to take into account when discussing new speakers' experiences, attitudes and identities.

In this respect, the assessment of competence in all its complexity has been a major interest of WG7 members. In the case of colleagues from former WG2 much work has been carried out using oral narratives and comprehension tools, such as the *Multilingual Assessment Instrument for Narratives* (MAIN) tool devised by Gagarina and her associates. In the case of former WG1 members from the Irish, Welsh and Basque contexts, their interests have focused on the description of "the way new speakers speak" the new language, from phonetic features (Morris) to syntactic traits, to the use of vernacular vs. standard (Ó Murchadha, Flynn, Ortega), or the way they use code-switching (Lantto).

2.4. DEFINING THE SCOPE OF WORK

Without any doubt, exploring the questions above has required the WG to define/redefine the notion of competence in relation to new speakers, with some points emerging from the work of the researchers:

- It is essential to adopt a multilingual perspective on new speakers and thus not lose sight of the fact that the new language becomes part of the multilingual competence of the new speaker.
- In the case of new speakers of traditional minority languages as well as those of migrant languages, the languages of the speaker are subject to power relations that have to be taken into account in order to understand the attitudes, language dynamics and language development and use of the new speakers.
- As for the competence in the new language, it is not enough to see it in terms of "level" (i.e. level B2 or C1 of the CEFR of the Council of Europe), but needs to be seen as "situated competence", that is, competence for the pragmatic needs of the speaker in the different situations in which they need to function.
- In this respect, researchers have often used the term "the way I speak" to describe the type of competence they have, and in this description they have highlighted and uncovered the features of their competence that make them adequate or inadequate for their successful functioning as legitimate speakers. In the case of assessments performed by others (as in the research on bilingual children) attention has been given both to discourse abilities and to traits at grammatical and lexical levels.

Therefore, *multilingual competence*, *situated competence* and "*the way I speak*"/*type of competence* seem to be key notions for the description, evaluation and general discussion of new speaker competence.

Questions on methodology

Bearing in mind the object of study in WG7, and seeking to take advantage of the two distinct methodological strands coming together from WG1 and WG2, the following questions are posed in relation to methodology:

1. How can we measure speaker competence in its complexity? (That is, not just level achieved, but the indexing factors that are likely to have consequences in identity and linguistic markets: phonetic features/accent, type of variety (dialectal features and which ones, sociolect / register...)
2. How can we bring together quantitative methods and qualitative methods for a more complete picture?

It was decided that to answer the above questions a combination of different quantitative and qualitative research paradigms can be used:

- correlational studies on L2-Ln languages;
- classroom-oriented experiments;
- narrative assessment of speakers' competence in L2-Ln languages;
- questionnaire research;
- focus groups;
- structured and unstructured interviews;
- linguistic biographies;
- corpus studies.

3. WG7 WORK AND RESULTS

3.1. WG7 IMPLICATION IN PLANNING and STEERING ACTIVITIES FOR COST ACTION IS1306

In Phase 2 of the Action, WG7 leaders and WG7 members took part in several meetings concerning activity planning.

- Ane Ortega, Ó Murchadha and Agnieszka Otwinowska-Kasztelanica took part in the Steering Committee meeting in Galway, 25 September 2015.
- Sviatlana Karpava, Anat Stavans and Anastassia Zabrodskaja participated in COST Action: IS1306. Planning Meeting 2. Heriot-Watt University, Edinburgh, United Kingdom, 14th December 2015.
- Ane Ortega and Agnieszka Otwinowska-Kasztelanica took part in the Steering Committee meeting in Barcelona, 18 March 2016.
- Ane Ortega attended the Action meeting on Dissemination and Impact Plan of the Action at Heriot-Watt University, 29 April 2016.

Apart from that, several online meetings were organised, both between the WG7 leaders and between the leaders and Action Chairs.

3.2. PRELIMINARY WORK

At the group meeting in Galway in September 2015, as a preliminary exercise, WG7 members were invited to share their research tools, which included a description of the tool, its function, potentialities and limits, evaluation of effectiveness. Although not all members shared their tools, they have been available for more than a year for all members to consult and use. They can be found at: <https://drive.google.com/drive/u/0/folders/0B9xzRbrHvJwnTmZGajVVdDVOMVk>

The description of the tools can be found in: <https://docs.google.com/spreadsheets/d/1Lvyn-VVFAAHabcQ7b8CPe8SFcUvKh7f3yBnGNRCf7UE/edit?usp=sharing>

The most consistent set of tools are the questionnaires designed to gather information. We have now gathered 6 different questionnaires, 2 sets of interview questions, and 1 competence measure. Other tools include protocols for focus group discussions and one-to-one semi-structured interviews.

One of the tools, the questionnaire on *Migration Identity Linguistic Diversity* (MILD), created by Agnieszka Otwinowska-Kasztelanica and Sviatlana Karpava in 2015, is now available in a number of languages (English, Russian, Polish, Swedish) and more languages will be available soon (Italian). Its Russian version has been piloted in Sweden (by Natalia Ringblom), Cyprus (by Sviatlana Karpava) and Estonia (by Anastassia Zabrodskaja) on Russian migrants, and the results were presented in Hamburg. It was later piloted on the Russian community in Israel (by Natalia Meir). We are also planning an on-line version of the questionnaire for easier data gathering. The English and Russian versions of the questionnaire have also been adapted to suit the needs of minority language populations.

3.3. PARTICIPATION IN COST EVENTS

3.3.1. COST EVENTS ORGANIZED BY MEMBERS OF WG7

A. Workshop on Linguistic and Sociolinguistic Perspectives on New Speakers in a Multilingual Europe

Organized by Sviatlana Karpava, UCLAN, Cyprus, October 19-20, 2015. Programme in: http://www.uclancyprus.ac.cy/files/5014/4413/7372/WorkshopLinguistics_invitationprogramme.pdf

The organiser described the workshop in the following way: The two-day workshop 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. 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?

We referred to cross-linguistic examination of migrant identities and attitudes towards migrant languages in society, focusing on instances of linguistic discrimination of bilinguals and multilinguals by “native speaker” communities, as reported by migrants. To do so, we have created a questionnaire-draft (which can be further improved by Action members) and we aim for a large, coordinated research on linguistic attitudes across the various case studies within our Cost Action.

This workshop aimed to promote the idea of facilitation of structural dialogues and collaboration among the researchers of WG2 and the Cost Action project in general. The 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.

As well as the organizer, a number of WG7 members contributed to the workshop: Natalia Gagarina, Karolina Mieszkowska, Agnieszka Otwinowska-Kasztelanic, Larissa Laronin, Ane Ortega (with Esti Amorrortu from WG8) and Natasha Ringblom, with the following papers:

- Aronin, L. (Keynote speaker). “Multilinguality and Discourse Competence in current Multilingualism”.
- Gagarina, N. (Keynote speaker). “Bilingual Children’s Narratives in Dual Languages”.
- Karpava, S., Kambanaros, M. & Grohmann, K.K. “Narrative Performance by Russian–Cypriot Greek Bilingual Children: MAIN Macro-structural Analysis”.
- Mieszkowska; K. & Otwinowska-Kasztelanic, A. “Mental State Language in the Narratives of Polish Monolingual and Polish-English Immigrant Children Living in the UK”.
- Ortega, A. & Amorrortu, E. “‘The way I speak’: The impact of language competence on language use and linguistic identity among new speakers of Basque”.
- Otwinowska-Kasztelanic, A., Opacki, M. & Mieszkowska, K. “Narratives in the Assessment of Polish-English Bilingual Children”.
- Ringblom, N. “Using MAIN for the elicitation of grammatical knowledge: A Case of Swedish-Russian Bilingual Children.

The full programme and the report on the event is available on the New Speaker website: <http://www.nspk.org.uk/our-events/past-events/cyprus-workshop.html>

B. Seminar on New Speakers' of Russian: Evidence from Russian-speaking mothers from Sweden, Estonia and Cyprus

Organized by Natalia Ringblom, 10 March 2016, University of Stockholm, Sweden:

<http://www.ling.su.se/om-oss/evenemang/seminarier-och-g%C3%A4stf%C3%B6rel%C3%A4sningar/2016-03-10-new-speakers-of-russian-evidence-from-russian-speaking-mothers-from-sweden-estonia-1.269715>

The organiser described the workshop in the following way: The research meeting “New Speaker and heritage language transmission and loss” took place 9-11 March 2016 at the Stockholm University, Sweden. The participants of the event were: Dr. Natalia Ringblom (Stockholm University, Sweden), Prof. Anastassia Zabrodskaja (Tallinn University, University of Tartu, Estonia) and Dr. Sviatlana Karpava (University of Central Lancashire, Cyprus). The main topic discussed was 'New Speakers' of Russian: Evidence from Russian-speaking mothers from Sweden, Estonia and Cyprus. The main goal of our research is to investigate linguistic and sociolinguistic profiles of immigrant and minority communities in three countries: Cyprus, Estonia and Sweden. In particular, the research was focused on home language of the members of these communities and whether L1 is maintained and transferred to the second and third generation. This is closely related to the main area of research of WG7 as it is in line with a multilingual perspective on ‘new speakers’ and multilingual competence concept (Aronin, 2015; Bourdieu, 1991; Duchêne and Heller, 2012; Fairclough, 2001; Pujolar and Gonzalez, 2013; Pujolar and Puigdevall, 2015; Piller 2002). We were interested in the status of each language that is in a multilingual repertoire of the speakers, attitudes of speakers towards these languages and the use of these languages in their daily lives.

During the COST Event, the attitudes towards the Russian language transmission was discussed based on the sample of 62 Russian-speaking mothers living in Sweden, Baltic countries and Cyprus. The data was collected with the help of narrative interviews and the MILD questionnaire (Otwińska-Kasztelanica and Karpava, 2015) that was accommodated to the realities of each country. Particular attention was paid to similarities and differences in the three groups under investigation. What they have in common is their L1 Russian background and the minority status of their native language. In Cyprus and Sweden, they mainly come from immigrant and mixed marriage, communities, while in Estonia they live in a bilingual society, where Estonian is a dominant and prestigious language and Russian has a low status of a language of a “former colonizer” (in official and public discourse).

C. Workshop on The Phonetics and Phonology of New Speaker varieties across the lifespan.

Organised by Bronwen G. Evans and Gisela Tomé Lourido, Department of Speech, Hearing and Phonetic Sciences, University College London, London, UK, July 11th 2016. At: http://www.nspk.org.uk/images/The_Phonetics_and_Phonology_of_New_Speaker_varieties_across_the_lifespan.pdf

The organiser described the workshop in the following way: Recent increases in complex international migration patterns have led to increasingly diverse communities, particularly within large urban centres, such as London (e.g., Vertovec, 2007). However, multilingualism is not just limited to urban communities, nor is there just one kind of multilingual. There are so-called 'traditional' bilinguals who acquire both languages simultaneously from birth, but there are also sequential bilinguals who acquire one language then another (e.g., home then community language in the case of immigrant communities; McCarthy et al., 2014) and those who acquire their language later in life, e.g., as a result of moving for work (e.g., Drummond, 2012) or for sociocultural reasons (e.g., Tomé Lourido & Evans, 2015). Acquisition itself also takes many different forms; speakers may acquire their languages in formal (school, community programs, revitalization projects) or informal (home) settings, in childhood or in adulthood. One language may even displace another, e.g., in the case of neofalantes in Galicia or second-generation immigrants (O'Rourke & Ramallo, 2015). The study of such non-traditional bilinguals or 'new speakers' has quite rightly received much attention, particularly in terms of identifying and examining similarities and differences between new speaker profiles and practices across immigrant and minority language communities in Europe (O'Rourke et al., 2015; O'Rourke & Pujolar, 2015), but also in studies of language revitalization, language planning, and language attitudes (see e.g., Nance, 2015 for a

review). Much less is known about the phonetics and phonology of new speaker varieties, yet such work has the potential to provide a novel perspective on fundamental questions in speech processing. For instance, previous work has shown that there are limits to phonetic learning for both second language learners (e.g., Iverson et al., 2003; Flege et al., 1999) and unbalanced bilinguals (Pallier et al., 1997; Antoniou et al., 2012). However, it is also clear that social factors such as motivation, attitude, likely play a role in learning (e.g., DeWaele, 2007). New speakers, who are often highly motivated to acquire their new language, e.g., for cultural reasons, thus constitute an ideal population to investigate this question. In our meeting we aim to develop a coherent research plan that combines phonetic methods with socially-situated data, and which, through combining our various skills, expertise & datasets, will enable us to better understand the complex relationship between variation & change, speech perception & production and social context. That is, studying new speakers will enable us to put social context into a central position in models of speech processing that aim to understand:

- whether cognitive representations mediate between production and perception or whether they are specific to one domain
- how flexible such cognitive representations are over the lifespan
- the consequences of flexibility in speech perception and production for language change
- how indexical information is stored and used in speech processing

3.3.2. PARTICIPATION IN THE NEW SPEAKERS COST-NETWORK WHOLE ACTION CONFERENCE. HAMBURG UNIVERSITY, 12-14 MAY 2016

(Programme in: <https://www.slm.uni-hamburg.de/forschung/tagungen/new-speakers-2016/downloads/nspk-programme-abstracts-updated.pdf>)

Two panels was proposed and the following abstracts were accepted; however, do to the fact that some members could not attend the Conference, four papers were presented in Panel 1, whilst Panel 2 could not be completed and the paper by Flynn, O’Murchadha and Ortega was presented at one of the panels of WG10. The abstracts for the presentations are available under the link:
http://www.nspk.org.uk/images/NewSpeakers_Programmheft_Druckdatent.pdf

A. Panel 1. Transmitting language and literacy in migrant contexts.

Coordinators: Natasha Ringblom and Sviatlana Karpava

Although multilingualism is regarded by scientists as an advantage, many people still see it as a drawback. Irrespective of these debates, multilingualism strongly impacts early language development and, especially, literacy. We understand literacy not traditionally as the ability to read and write, but in a broader sense, as the general ability to use languages and to take part in culture (UNESCO, 2006). Thus, literacy in various languages is crucial for academic achievement, employment and income prospects – in short, for adequate and successful functioning in the society. The aim of this panel is to find out whether (and how) new speakers living in multilingual societies transmit literacy (language skills and discursive abilities) to their children. In particular, we aim to explore which factors influence this transition.

One strand of research highlights the efforts undertaken to sustain intergenerational transmission in minority language contexts. The second strand shows that in migrant contexts, some parents do not transmit their native language to their children and that the membership in the new community often leads to abandoning the home languages (del Valle, 2009). Both lines of studies point that in multilingual contexts, the socio-linguistic background of families, parents’ complex identity and their attitudes towards multiple languages are the key to the understanding their literacy practices, which influence the child’s language acquisition and maintenance (Walters, Armon-Lotem, Altman, Topaj, and Gagarina, 2014).

This panel aims to bring together research on the interaction of literacy transmission and composite identity in multilingual contexts. We invite papers across different contexts, which seek to explore literacy transmission with regard to abovementioned factors, including (but not restricted to) such

questions: What are the family histories and reasons why parents decide to transmit or not to transmit their language to their children? What are the socio-economic grounds of the family, which successfully transmit literacy to their children? What identity factors underlie such decisions? How do parents' identity components affect their children's literacy in all their languages?

The following papers were proposed and accepted for the panel:

- Francesca La Morgia and Xiao Lan Curd Christiansen: "Private Language Management: Home Literacy Environments for Bilingual Development".
- Jon Morris: The role of community, home language, and language use on sound variation in a minority language: The case of 'traditional' and 'new' speakers in Welsh-medium education.
- Natalia Gagarina, Sviatlana Karpava, Annegret Klassert and Nathalie Topaj: Home language proficiency in Russian of bilingual children in Cyprus and Germany.
- Agnieszka Otwinowska-Kasztelanic, Karolina Mieszkowska, Natalia Gagarina: Migrant children's discourse skills: Slavic-speaking families in German- and English-speaking environments.
- Olga Loitšenko: Estonian-Russian code-copying in one Estonian Russian-speaking family.
- Sviatlana Karpava, Anastassia Zabrodskaja and Natalia Ringblom: Diversity, language maintenance and intergenerational transmission: the evidence from Russian-speaking mothers in Cyprus, Estonia and Sweden

Of these, four papers were finally presented at the conference, as La Morgia, Lan Curd-Christiansen and Morris could not attend the Conference.

B. Panel 2. New speaker competence and varieties and their social values

Coordinator: Noel Ó Murchadha

New speakers typically acquire and practice their 'new' languages in socially and linguistically different circumstances to their 'native' speaker counterparts. Their journeys to new speakerdom and the nature of their participation in the social and cultural milieu of the new language are used to distinguish them from native speakers, but can also leave their mark on their practices. Subsequently, new speaker competencies, language varieties and ideologies about competencies and varieties can be seen as emblematic of their status as new speakers, particularly when they notably diverge from those of native speaker populations. The language competence of new speakers, the language varieties that they practice in the new language, and the fashion in which new speaker competencies and varieties are socially indexed have rightly attracted significant academic attention. This panel aims to investigate these interwoven issues by bringing together researchers focusing on one or more of the following issues: 1) the range of new speaker competencies and the assessment of new speaker competencies; 2) the linguistic varieties practiced by new speakers; and 3) the social evaluation of new speaker competencies and language varieties, both by new speakers themselves and by native speakers.

- Flynn, C., Ó Murchadha, N. & Ortega, A. "An analysis of subjective responses to new speaker varieties of Irish and Basque".
- Lantto, H. "Ni superpurista naiz, 'I am super purist': metalinguistic commentary on new Basque".

Both papers were presented within WG10 panel.

3.3.3. PARTICIPATION IN OTHER COST EVENTS

In Phase 2, WG7 members participated in several small events related to COST Action IS1306:

- Sviatlana Karpava participated in COST Workshop *Write yourself into science*. Tilburg University, Netherlands, 8 April 2016.
- Ane Ortega took part in A COST Workshop with actor Grid Iron for the development of a performance/play on the topic "What does it mean to speak a minority language?: Dispelling myths and raising awareness through theatre". Heriot-Watt University, 15 April 2016.

3.4. ADVANCE ON PHASE 3 EVENTS

A number of events for Phase 3 are already under way:

- Noel Ó Murchadha is the organizer of a conference on the sociolinguistics of the Celtic languages, October 2016 at the University of Limerick.
- Agnieszka Otwinowska-Kasztelanic and Karolina Mieszkowska are the organizers of the conference *Bilingual Child Migrants in a Multilingual Europe: from language profiles to practical solutions*. University of Warsaw.
- Ane Ortega has been the coordinator of the *European Language Diversity Forum*, organized by UNESCO Etxea–UNESCO Centre Basque Country and the DSS2016EU (Donostia-San Sebastian European Capital of Culture 2016 Foundation). Donostia-San Sebastián, 15-16 December 2016. The Forum includes a round table “Young new speakers of minority languages: how to become an “active” speaker”, co-organized by COST Action IS1306 members Joan Pujolar and Esti Amorrortu took part, also participants of the round table.

3.5. JOINT PROJECTS (SUBMITTED/ ACCEPTED)

As of the time of submission of this report WG7 members have submitted the following proposals to funding agencies for projects related to WG7 activities and/or the COST Action theme as a whole. Some have been granted, some are awaiting results or, if unsuccessful, will retry next year, as follows:

- A joint project proposal was submitted in February 2016 by Francesca La Morgia in cooperation with Agnieszka Otwinowska-Kasztelanic and Karolina Mieszkowska to Trinity College Dublin. This was to cooperate on research on migrant children (Italian and Polish) and to produce and pilot an Italian version of the MILD questionnaire. Unfortunately, the project did not get funding, but we will retry next year.
- Sviatlana Karpava submitted a research proposal: Identity, culture and language maintenance, discrimination, integration, cohesion and citizenship issues faced by Russian speakers in Cyprus International Fund for the Promotion of Culture, UNESCO: 2016_INT_14599, 11 pages, date of submission 26/05/2016 (under evaluation, the results are due in February 2017) <http://en.unesco.org/ifpc/content/closing-2016-call>
- Karolina Mieszkowska was awarded funding for a project “The influence of parental storytelling on bilingual children's use and understanding of mental state terms in both of their languages”; Duration: 17-03-2016-16-03-2019; financed by the National Science Centre Poland (decision 2015/17/N/HS2/03215). Official scientific supervisor of the project: Agnieszka Otwinowska-Kasztelanic.
- Noel Ó Murchadha was awarded funding from TCD and An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta to carry out research (in collaboration with Colin Flynn) on Irish teachers' perceptions of target varieties for the language.
- Ane Ortega (with other colleagues from the Basque team at COST) were successful in securing funding from the Spanish Government “Ministerio de Economía y Competitividad” 2016 Call, for a 3-year project on *El neohablante como sujeto social: el proceso de conversión lingüística en Galicia, Euskadi, Aragón y País Valenciano* (NEOS) [*The new speaker as social subject in the process of linguistic conversion in Galicia, the Basque Country, Aragon, and the Valencian Country*].

3.6. EVENTS OR ACTIONS INVOLVING STAKEHOLDERS (TEACHERS, SOCIAL WORKERS, PEDAGOGUES, POLICY MAKERS, SPEECH THERAPISTS)

During Phase 2 of the Action, WG7 members were involved in the following stakeholder events:

- Agnieszka Otwinowska-Kasztelanic delivered a talk on Polish bilingual migrant children at the meeting for speech and language therapists during a Continuous Professional Development session. The talk reported on the outcomes of her project entitled “Phonological and Morpho-syntactic Features of Language and Discourse of Polish Children Raised Bilingually in Migrant Communities in Great Britain” (0094/NPRH3/H12/82/2014), carried out at the University of Warsaw, Poland in the years 2014-2016. The event was organised on 22 September 2015 by WG7

member Francesca LaMorgia at the Department of Clinical Speech & Language Studies, Trinity College Dublin. C.a. 40 Irish speech therapists were present.

- Ane Ortega together with her Basque project colleagues Esti Amorrortu and J. Goirigolzarri gave a talk: “Hizkuntza transmisio ereduak: hiztun berriak euskara familian transmititzen ari dira?” [Euskararen Nazioarteko Eguna 2015 during the International Basque Language Day 2015] (Bilbao, 2015/12/03)
- Ane Ortega and Esti Amorrortu gave an interview about the Basque new speakers project on Basque TV *Azpimarra* programme. EITB (Basque television), Bilbao, 24 February 2016. (*Azpimarra* is a maximum audience afternoon programme on current affairs and cultural events).
- Ane Ortega took part at the Basque Summer University-UEU course “Euskararen biziberritzea: marko, diskurtso eta praktikarako aukera berriak birpentsatzen” [Basque revitalization: revising new opportunities for a new framework, new discourses and new practices] with the 1 ½ hour lesson “Euskararen biziberritzea eta Eskola” [“Basque revitalization and education”]. Eibar, 1 July 2016.
- Agnieszka Otwinowska-Kasztelanic and Karolina Mieszkowska presented a **lecture** “Dwujęzyczność: zaleta czy wada? Trochę prawdy o dwujęzyczności” [Bilingualism an asset or a drawback? Some truth on bilinualism] at the Science Festival, University of Warsaw, 25 September 2016. C.a. 50 people participated in the lecture. The Warsaw Science Festival lasts for two weeks each September and consists of lectures and workshops presenting science to the general audience.

3.7. JOINT PAPERS PRESENTED/ACCEPTED AT OTHER CONFERENCES AND ACADEMIC EVENTS

During Phase 2 of the Action, several papers were presented/ accepted at the international conferences that were related to WG7 Activities.

- Amorrortu, E. & Ortega, A. (2015). “Identidad lingüística de nuevos hablantes de euskera jóvenes” [Linguistic Identity of young new speakers of Basque]. *Round Table on New speakers of Minority Languages*. University of Deusto, Bilbao, 11 May 2015. Note: The other participants of the round table were COST Action IS1306 Bernie O’Rourke and John Walsh.
- Otwinowska, A., Opacki, M. & Mieszkowska, K. (2015). “*Narratives in the Assessment of Polish-English Bilingual Children*”. Paper presented at 10th International Symposium on Bilingualism, 20-24 May 2015, New Brunswick, USA.
- Amorrortu, E., Ortega, A., Goirigolzarri, J. & Urla, J. (2015). “Euskal hiztun aktibo bilakatzea: hiztun berriak bidegurutzean”. *X. Congreso de Sociología y Ciencia Política*. Bilbao, 4 Sept 2015
- Evans, Bronwen G.; Tomé Lourido, Gisela (2015). Effects of language choice and identity on speech perception and production: the case of new speakers in Galicia. INSPIRE London Workshop: Postgraduate Workshop on Accent, Noise, and Talker-listener Interaction. University College London, London, UK. Invited talk.
- Evans, Bronwen G.; Tomé Lourido, Gisela (2015). Switching language dominance for ideological reasons: A study of Galician speakers speech production and perception. Workshop on the phonetics of regional variation. Phonetics and Phonology in Europe (PAPE). Satellite workshop. University of Cambridge, Cambridge, UK. Invited talk.
- Gagarina, N., Otwinowska-Kasztelanic, A. & Mieszkowska, K. (accepted 2016). “Migrant children’s discourse skills: Slavic-speaking families in German- and English-speaking environments”. Paper accepted for the AILA World Congress 2017 as a part of a symposium entitled *Narratives as complexity metrics in bilingualism and L2-acquisition: lexical, syntactic, pragmatic and literacy components* (ID: 11509) to be presented in Strand 8: Language and Education in Multilingual Settings.
- Flynn, C., Ó Murchadha, N. & Ortega, A. (2016) “Language policy, speakers’ ideologies and new speaker linguistic identity: the case of Irish and Basque”. The 21st Sociolinguistics Symposium, June 15-18, 2016, at the University of Murcia, Spain. (oral presentation) <http://www.um.es/web/sociolinguistics-symposium21/content/conference-programme>.
- Karpava, S., Zabrodskaia, A & Ringblom, N. (2016) “Russian Language Transmission and Loss in the Baltic Countries, Sweden and Cyprus: Linguistic Choices and their Justification. The 21st

Sociolinguistics Symposium, June 15-18, 2016, at the University of Murcia, Spain. (oral presentation) <http://www.um.es/web/sociolinguistics-symposium21/content/conference-programme>.

- Mieszkowska, K., Łuniewska, M., Kořak, J., Haman, E. & Otwinowska, A. (2016) "Can you have too much of a good thing? Vocabulary knowledge in migrant trilingual children in the UK". Paper presented at the 10th International Conference on Multilingualism and Third Language Acquisition, 1-3 September 2016.
- Moal Stefan (2016). "Locuteurs traditionnels et nouveaux locuteurs de langue bretonne : un auto-odi peut en cacher un autre". In Carmen Alén Garabato & Romain Colonna (eds.), *Auto-odi. La "haine de soi" en sociolinguistique*. Paris, L'Harmattan, coll "Sociolinguistique", p.119.144.
- Tomé Lourido, Gisela; Evans, Bronwen G. (2015). "Changing language dominance, sounding native? An investigation of neofalantes' speech perception and production". *Spanish in Contact. New times, New spaces and New speakers*. 7th International Conference of Hispanic Linguistics (5th Biennial Meeting of the International Association for the Study of Spanish in Society [SiS]). Heriot- Watt University, Edinburgh, UK.
- Tomé Lourido, Gisela; Evans, Bronwen G. (2015). Switching language dominance for ideological reasons: A study of Galician new speakers speech production and perception. Discussant Session on Sociophonetics. 18th International Congress of Phonetic Sciences (ICPhS). Glasgow, UK.
- Tomé Lourido, Gisela; Evans, Bronwen G. (2015). Effects of language choice on bilingual speech processing in a minority language community: the case of Galician neofalantes. 10th UK Language Variation and Change (UKLVC). University of York, York, UK.
- Tomé Lourido, Gisela; Evans, Bronwen G. (2015). Consecuencias do cambio de lingua dominante por razóns ideolóxicas na produción e na percepción da fala: o caso dos neofalantes. Cambio lingüístico no galego actual. Simposio Instituto da Lingua Galega 2015. Universidade de Santiago de Compostela, Santiago de Compostela, Galicia. Invited talk.
- Tomé Lourido, Gisela; Evans, Bronwen G. (2016). Can listeners recognize an emergent accent? Accent discrimination in the bilingual community of Galicia. Sociolinguistic Variation and Language Processing (SVALP). Virginia Tech, Blacksburg, USA.
- Tomé Lourido, Gisela; Evans, Bronwen G. (2016). Galician new speakers have a hybrid variety characterised by the effects of language switch: evidence from an accent identification task. 3rd Conference on Experimental Approaches to Perception and Production of Language Variation (ExaPP). University of Vienna, Vienna, Austria. Invited talk.

3.8. PUBLICATIONS

Aronin, L. & Jessner, U. (2014). Methodology in bi-and multilingual studies: From simplification to complexity. *AILA Review*, 27(1), 56-79.

Gagarina, N. (2016). Narratives of Russian–German preschool and primary school bilinguals: Rasskaz and Erzaehlung. *Applied Psycholinguistics*, 37 (Special Issue 01), 91–122.
<https://doi.org/10.1017/S0142716415000430>

Haman, E., Wodniecka, Z., Kořak, J., Łuniewska, M. & Mieszkowska, K. (2014). Social Aspects of Psycholinguistic Research: Reflections on the Ongoing Study of Cognitive and Linguistic Development of Polish Immigrant Children. In *Zweisprachigkeit und Bilingualer Unterricht*. Frankfurt am Main: Peter Lang.

La Morgia, F. (2015). Assessing the relationship between input and strength of language development: A study on Italian-English bilingual children. In Treffers-Daller, J. & Silva-Corvalan, C. (eds), *Language Dominance in Bilinguals. Issues of Measurement and Operationalization*. Cambridge University Press, pp. 195-218.

Lantto, H. (2015). Conversations about code-switching: Contrasting Ideologies of purity and authenticity in Basque bilinguals' reactions to bilingual speech. In: *Code-Switching in Greater Bilbao. A Bilingual Variety of Colloquial Basque*. Published Academic Dissertation. Helsinki: University of Helsinki, 2015. ISBN. 978-951-51-1183-8.

- Marecka, M., Wrembel, M., Zembruski, D. & Otwinowska, A. (2015). Do early bilinguals speak differently than their monolingual peers? Predictors of phonological performance of Polish-English bilingual children. In E. Babatsouli & D. Ingram (eds.), *Proceedings of the International Symposium on Monolingual and Bilingual Speech 2015* (pp. 207-213). ISBN: 978-618-82351-0-6. [On-line at: <http://ismbs.eu/publications>].
- Marecka, M., Wrembel, M., Zembruski, D. & Otwinowska, A. (2015) Phonological development in the home language among early Polish-English bilinguals. W: The Scottish Consortium for ICPhS 2015 (eds.), *Proceedings of the 18th International Congress of Phonetic Sciences*. Glasgow, UK: the University of Glasgow. Artykuł numer 714. [On-line at: <http://www.icphs2015.info/pdfs/Papers/ICPHS0714.pdf>] ISBN 978-0-85261-941-4.
- Mieszowska, K. & Otwinowska, A. (2015). Is A2 in German Better than B2 in French when Reading Danish? The Role of Prior Language Knowledge when Faced with an Unknown Language. In: G. De Angelis, U. Jessner and M. Kresic (eds). *Crosslinguistic Influence and Crosslinguistic Interaction in Multilingual Language Learning* (pp. 213-234). London: Bloomsbury Academic. ISBN: 978-1-4742-3585-3.
- Moal, S. (2016). Locuteurs traditionnels et nouveaux locuteurs de langue bretonne : un auto-odi peut en cacher un autre, in Carmen Alén Garabato & Romain Colonna (dir.), *Auto-odi. La «haine de soi» en Sociolinguistique* (pp.119-144). Paris: L'Harmattan. ISBN : 978-2-343-10560-4.
- Ó Murchadha, N.P. (2015) 'The efficacy of unitary and polynomic models of standardisation in minority language contexts: Ideological, pragmatic and pedagogical issues in the standardisation of Irish', *Journal of Multilingual and Multicultural Development*, 37(2), 199-215.
- Ortega, A., Amorrortu, E., Goirigolzarri, J. & Urla, J. (2016). *Euskal hiztun berriak: esperientziak, jarrerak eta identitateak* [New Speakers of Basque: experiences, attitudes and identities]. Bilbao: Bizkailab / University of Deusto. ISBN. 9788415759959. [Pdf and Epub versions in: <https://blogs.deusto.es/euskalgaiak/euskal-hiztun-berriak-esperientziak-jarrerak-eta-identitateak-liburua/>].
- Ortega, A., Amorrortu, E., Goirigolzarri, J. & Urla, J. (2017). *Nuevos hablantes de euskera: experiencias, actitudes e identidades*. Bilbao: Bizkailab, Universidad de Deusto. ISBN: 978-84-16982-20-2. [Spanish version of the 2016 book in Basque]
- Ortega, A., Urla, J., Amorrortu, E., Goirigolzarri, J. & Uranga, B. (2015). "Basque Linguistic Identity among New speakers of Basque". *The International Journal of the Sociology of Language* (Special Issue: New Speakers of Minority Languages), 231, 85-105. [On-line in: <http://www.degruyter.com/view/j/ijsl.2015.2015.issue-231/ijsl-2014-0033/ijsl-2014-0033.xml>].
- Otwinowska, A. (2015). Cognate Vocabulary in Language Acquisition and Use. Attitudes, Awareness, Activation. Bristol: *Multilingual Matters*. ISBN-13: 978-1-78309-438-7
- Puidgevall, M., Walsh, J., Amorrortu, E. & Ortega, A (in press). 'I'll be one of them: Linguistic mudes and new speakers in three minority language contexts. *Journal of Multilingual and Multicultural Development*.
- Tomé Lourido, Gisela & Evans, Bronwen G. (2015). Switching language dominance for ideological reasons: A study of Galician new speakers speech production and perception. *Proceedings of the 18th International Congress of Phonetic Sciences (ICPhS)*. Glasgow, University of Glasgow. <http://www.icphs2015.info/pdfs/Papers/ICPHS0459.pdf>
- Urla, J., Amorrortu, E. , Ortega, A. & Goirigolzarri, J. (in press). "Basque Standardization and the New Speaker: Political Praxis and the Shifting Dynamics of Authority and Value". In P.M.J. Lane & J. Costa (eds). *Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery*. Routledge.
- Urla, J., Amorrortu, E. , Ortega, A., Goirigolzarri, J. & Uranga, B. (2016). "Authenticity and Linguistic Variety among New Speakers of Basque". *Language Documentation & Conservation Special Publication*, ed. by Vera Ferreira and Peter Bouda. Language Documentation and Conservation in Europe, 9 (January 2016). pp. 1-12. [On-line in: <http://nflrc.hawaii.edu/ldc/?p=939>]