THE NEW SPEAKERS NETWORK

ISCH COST Action IS1306
New Speakers in a Multilingual Europe - Opportunities and Challenges

WG 8 Report

(Period of Phase 2: April 2015 to September 2016)

Speakerness: Subjectivities, Trajectories, Spaces

WG Leaders: Maite Puigdevall & John Walsh

March 2017

cost
EUROPEAN COOPERATION IN SCIENCE AND TECHNOLOGY

1. Introduction

This report was compiled by WG8 co-chairs Maite Puigdevall (Universitat Oberta de Catalunya) and John Walsh (NUI Galway) based on the period April 2015 to September 2016 (phase 2 of the Action). John Walsh took over as co-chair of the WG in October 2016 from Pia Lane (University of Oslo).

We acknowledge also the contributions of Avel·lí Flors-Mas and Malgorzata Machowska-Kosciak (Communications Officers) and Marina Massaguer Comes (Publications Officer). The following is a full list of members:

- Pia Lane (MultiLing, University of Oslo)
- Maite Puigdevall Serralvo (Universitat Oberta de Catalunya, Barcelona)
- John Walsh (National University of Ireland, Galway)
- Clara Keating (University of Coimbra)
- Constadina Charalambous (European University of Cyprus)
- Jannis Androutsopoulos (Hamburg University)
- Minna Suni (Jyväskylä University)
- Nora Schleicher (BKF University of Applied Sciences, Budapest)
- Kathryn Jones (IAITH: Welsh Centre for Language Planning)
- Tom Van Hout (Leiden University)
- Ellen Van Praet (Leiden University)
- Estibaliz Amorrortu (Universidad de Deusto, Bilbao)
- Ana María Relaño Pastor (University of Castilla-La Mancha)
- Maria Rosa Garrido Sardà (Universitat Autonoma de Barcelona, University of Fribourg)
- Avel·lí Flors Mas (Universitat Oberta de Catalunya, Barcelona)
- Malgorzata Machowska-Kosciak (Trinity College, Dublin)
- Janet Laugharne (Cardiff Metropolitan University)
- Stuart Dunmore (Glasgow University)
- Kevin Petit (Université de Lyon)
- Jone Goirigolzarri (Universidad de Deusto)
- Karolina Rosiak (Adam Mickiewicz University in Poznań)
- Facundo Reyna Muniain, (University of Kiel)
- Deirdre Ní Loingsigh (University of Limerick)
- Elisa Hidalgo (Universidad Autonoma de Madrid)
- Panayiota Charalambous (European University of Cyprus)
- Stephen Joyce (National University of Ireland, Galway)
- Máiréad Moriarty (University of Limerick)
- Marina Massaguer Comes (Universitat Oberta de Catalunya, Barcelona)

- Alicia Fernández-Barrera (University of Castilla-La Mancha)
- Tulay Caglintutuncigil Martínez (Universitat Oberta de Catalunya, Barcelona)
- Elina Kangas (MultiLing, University of Oslo).

This report comprises three main sections: (a) Academic contributions; (b) Outputs: activities and papers and (c) Stakeholder activities.

2. Academic contributions: themes and methods

2.1. Themes

Working Group 8, 'Speakerness: Subjectivities, Trajectories and Socialisation', was established following agreement at the meeting in Vigo on April 24th 2015. It was emphasised at that meeting that we needed to move beyond the more demographic approach adopted in phase 1 (WG1: New Speakers and Minority Languages; WG2: New Speakers and Migration and WG3: New Speakers and Workers) and establish a new Working Group structure that would allow us to identify cross-cutting themes of relevance to different profiles of new speakers. The journeys undertaken by new speakers, their emerging understanding of themselves, their experiences of key moments of transition and the manner in which they socialise themselves into new networks in the target language(s) were identified as key themes on which to base a new Working Group for Phase 2 of the Action.

In line with O'Rourke, Pujolar and Ramallo (2015: 1) WG8 sees new speakers as 'individuals with little or no home or community exposure to a minority language but who instead acquire it through immersion or bilingual educational programs, revitalization projects or as adult language learners'. We also include speakers who have been passive bilinguals and have started to actively use language through everyday interactions in the new speaker category (Walsh and Lane, 2014).

Drawing from the different projects in which members of this group are working currently or are planning to investigate in the near future we agreed to focus the attention of Working Group 8 on three main topics: (a) Subjectivities, identities and ideologies (b) Spaces of language learning and language socialisation and (c) language trajectories and *mudes*.

2.1.1 Subjectivities, identities and ideologies

A key aim of this group is to explore how we are shaped by multilingualism and how people conceptualise themselves as multilinguals. Thus, subjectivities, identities and ideologies are taken into account in our explorations of newspeakerness. Recently there has been an increased interest in the lived experiences of multilingual individuals as

subjective, emotional and embodied dimensions of language learning have been brought to the forefront (Kramsch, 2009 and 2012, Dewaele, 2010, Pavlenko, 2005 and 2014, Busch, 2013 and 2015). While drawing on recent research on subjective aspects of language acquisition, WG 8 also brings new perspectives by focusing on the experiences, social practices and performance of new speakers. Furthermore, we explore theoretical underpinnings of the new speaker concept and aim to identify methodologies that are suited for this exploration: life stories, longitudinal studies, self-ethnography, *Sprachbiographie* (language biographies) etc. We also aim to bring the three topics together in the development of research proposals. In the cases of subjectivities and trajectories, we have noticed that there is considerable overlap between them. However, we are maintaining them as distinct categories because we believe that they have specific characteristics: trajectories refer more to the process or journey of language learning and the special junctures where significant changes occur. Subjectivities, on the other hand are 'our conscious or unconscious sense of self as mediated through symbolic forms' (Kramsch, 2009: 19). This is mediated through language and therefore they can refer to the emotional response of subjects to their trajectories and *mudes*. In the remainder of this section we summarise members' research which is based mostly on such subjectivities.

The linguistic ideologies, identities and social profiles of new speakers of Gaelic in Scotland are the focus of ongoing research by Dunmore into adults who attended Gaelic-medium education (GME). The author investigates the role played by Gaelic in the everyday lives of the participants and seeks to identify and explain the language ideologies conveyed by them when describing their current involvement with Gaelic. He also enquires into how such ideological stances relate to their current and possible future language practices. Although Gaelic plays an important role in their lives, their ideologies appear to militate against its greater social use of it and their identification with the traditionally defined Gaelic community seems to be weak. Keating examines data generated from collaborative storytelling groups with migrants as part of a broader study of migration in Portugal. Her research analyses a sexual harassment narrative shared by a Brazilian Portuguese female speaker whose trajectory illustrated a subaltern subjectivisation process that led to her illegitimate positioning as a (new) speaker and citizen. Keating links this process to knowledge and identity politics that include a colonial frame that is coded in European Portuguese. She identifies how explicit and implicit conditions of knowledge production maintain such subordinate understandings of the narrated event and also identifies gaps in agency as women develop their own voices in radical appropriations of subjectivities.

Machowska-Kosciak, Rosiak and Jones present findings of fieldwork among Polish immigrants to Wales and Ireland and their subjective experiences of linguistic and cultural socialisation. The authors define language socialisation as 'a life-long process of the acquisition of knowledge of culture, social norms and language of a community

experienced by "novices" (new members of particular community) who are inducted socially, culturally, cognitively and linguistically to the community in question by the more experienced or proficient members of the group'. In Wales, field work was based on language socialisation related to the minority language, i.e. Welsh, while in Ireland it was based on the dominant language, English.

2.1.2 Language trajectories and *mudes*

In this Working Group, we draw heavily on the concept of *muda* from critical Catalan sociolinguistics (and of the Iberian Peninsula in general), where it is used to refer to critical junctures in a person's life when s/he changes his/her linguistic practice substantially toward the target language (Catalan, Basque or Galician) (see Pujolar and Puigdevall, 2015; Ortega et al, 2015; O'Rourke and Ramallo, 2013, 2015). The Catalan verb *mudar* means to change or to transform and *muda* (plural *mudes*) is its noun. *Mudes* are transformational moments in linguistic practice and are often accompanied by a strong sense of identity because the speaker's self-awareness changes also.

Mudes or linguistic shifts are specific biographical junctures where individuals enact significant changes in their linguistic repertoire (Pujolar and Gonzàlez, 2012). This refers to the moments of transformation of the linguistic practices of social actors involving or leading to new forms of self-presentation. *Mudes* occur at crucial moments in the life cycle of individuals and transform and reorganise linguistic repertoires. We wish to identify and investigate critical life moments for different types of new speakers and explore how new speakers experience and portray language trajectories and their experience of newspeakerness. In the remainder of this section we summarise research by our members which falls under the scope of trajectories and *mudes*. Naturally there is some overlap between this theme and subjectivities.

Luisa Martín Rojo has also used the concept of *muda* to study the linguistic and spatio-temporal trajectories and life histories of different profiles of new speakers of Spanish, for instance young students of migrant origin who are new speakers of Spanish in universities in Madrid (Martín Rojo & Rodriguez, 2016). This study draws on testimonies of how such students describe the process of *muda*, how this interlaces with other social processes and how are new linguistic identities configured following the *muda*. The *muda* is not constructed discursively as a specific moment but at a process that develops over time and in reference to precise spatio-temporal configurations. Linguistic identities are reconfigured after the *muda*, the interviewees will gain agency and capitalise their linguistic resources and they support and justify these changes in terms of linguistic ideologies. In life histories, the process of *muda* is linked with different cultural and linguistic ideologies:

> *Al evocar las trayectorias vividas, las entrevistadas precisamente sitúan la muda, es decir, el momento en que el castellano pasa a ser su lengua más utilizada en*

algunas esferas de su vida, en el centro del relato. En torno a este momento despliegan otros acontecimientos, a partir de un eje temporal que remite de algún modo a etapas de premuda, muda y postmuda. Así, las entrevistadas construyen la muda como un cambio que se produce en un momento dado a partir del que se ordena el conjunto de las trayectorias. Así, suelen remitirse a ese momento inicial de la llegada, muy anterior a la muda, en el que "no sabían nada de español" con el que se inicia el relato. Dado que se trata de jóvenes que llegaron en edad temprana a Madrid, el motivo de la migración está asociado con el proyecto migratorio de los progenitores y tanto la integración como la muda se producen en la infancia y adolescencia. A partir de ese momento, el discurso se articula mediante la deixis temporal, gracias a la cual las entrevistadas van delimitando las etapas marcadas por el proceso de adquisición de la lengua que culmina con la muda, y el contexto de interacción social en el que se ha producido (Martín Rojo and Rodriguez, 2016: 109).

'Language trajectories' refer to the language-based journeys taken by individuals or groups, both in the process of becoming new speakers, and also in moving beyond the new speaker category. Language trajectories can be very complex and we seek to understand how they intersect with other kinds of life trajectories which imply movements and transitions in time and space. They may entail learning new languages (or varieties) with associated values and ideologies. Through communicative practices, which have an immediate impact on the public sphere, speakers are in fact transposing themselves across zones of cultural space and time.

The anthropologist Kathryn Woolard has drawn extensively on a life-histories approach to discourses and choices around Catalan. In a recent study, she describes the language consciousness among young people in a Catalan classroom in 2007 and also revisits former students from an earlier 1987 study to see how their language choices had changed in the intervening years (Woolard, 2016). Although she acknowledges the worth of the concept of linguistic trajectories 'to capture the dynamism of the linguistic repertoire over the lifespan' (2006: 261), Woolard suggests an alternative term 'linguistic itineraries'. She argues that in physics, the term 'trajectory' implies a mathematically predictable and set route where her research has shown that speakers take many diversions during their linguistic journeys. By 'itinerary', she writes, 'I mean it as a record of a route actually taken, a journey with all its twists and turns, not the well-plotted plan with which an optimistic traveller might set out' (2016: 261).

One theoretical contribution related to this theme was in the field of emotions. A group of researchers working on new speakers of Irish, Basque and Catalan had noticed that a good deal of data collected had been coded as 'emotional' and as reflecting a range of emotions ranging from frustration to joy. The 'emotional' data was an unexpected outcome of broader narrative-based research into new speaker trajectories and

subjectivities but was sufficiently present to warrant separate investigation. Walsh, Puigdevall, Amorrortu and Goirigolzarri are investigating a number of emotional experiences reported by participants in the course of their trajectories, and in particular their link with *mudes*. The authors identify *mudes* related to a change in the sociolinguistic context and others linked to a change in ideological disposition but they find that ideology is central to all *mudes*. They conclude that emotions play a key role throughout the *muda* process ranging from influencing triggers leading to language change to feelings and desires after the *muda* is complete.

Research by Massaguer Comes is based on the trajectories of possible new speakers of Catalan. One aspect of the research investigates non-Catalan speakers in Catalonia, people who do not use Catalan in their daily lives or do so rarely. This group accounts for 56 per cent of the population of Catalonia although 80 per cent claim to be able to speak Catalan. More specifically, one strand of Massaguer Comes's research focuses on medium- and highly-capitalised individuals working as educated professionals in Barcelona. Drawing on Woolard's work on language ideologies, Massaguer Comes examines a corpus of 11 in-depth interviews with ex-pats for particular positioning or emotional stances regarding different languages in different contexts. The main shared value among the participants is identified as a 'nation-state based ideology'. The author also identifies six related trends in the data: (a) a background in contexts which are not pro-minority language (b) a feeling that they should be able to function only in Spanish and that Catalan is an additional difficulty for establishing relationships with locals (c) the creation of two categories of locals, those who are perceived as either entirely Catalan or partly so (d) the feeling that Catalan is somehow not for them (e) a feeling that they are not welcome in Catalan-speaking groups and (f) the role of ideological *mudes* in the trajectories of participants, examples where there is an evolution in their understanding of Catalan and a sense of becoming more open to it.

An ongoing research project on new speakers of Basque continues to generate significant output with particular relevance for the theme of trajectories. The position of Basque in the Basque Autonomous Community has improved significantly as a result of educational and other language policy initiatives and 36.4 per cent of the population now report that they are Basque speakers compared to 22 per cent in 1981. The greatest increase has taken place among those under the age of 20 many of whom have attended immersion schools. However, the social use of Basque has only increased marginally. In their research Goirigolzarri, Amorrortu, Ortega and Urla investigate how new speakers of Basque have become active speakers of the language and what are the factors inhibiting such a transition. The data has been generated by 9 focus groups and 9 interviews as well as 2 focus groups with native speakers. Their work draws heavily on the concept of *mudes*, critical junctures leading to significant increases in the use of the target language. They are also researching the interaction between types of usage and

speakers' self-perceptions, in other words the links between language use patterns and linguistic identities. Research on attitudes, motivations and identities of new speakers of Basque leads them to conclude that Basque speakers who have gone through a successful *muda* process are more likely to grant themselves greater authority or ownership over the language. There is a strong correlation between a strong sense of ownership of Basque and on their self-denomination. Such speakers tend to abandon the label *euskaldunberri* (new speaker) and not adopt the label *euskaldunzaharra* (native speaker) instead referring to themselves as *euskaldun* (Basque speaker). Another strand of the research focus on the relationships between new speakers and standardisation of Basque and on the authority associated with different varieties of Basque. In the case of standardisation, the authors analyse key extracts from the data that show how new speakers characterise and attribute value to the standard Basque they learned at school and the vernacular language they hear around them as spoken by native speakers. New speakers may report mastery over the standard Basque variety but they are not inclined to view this mastery as giving them greater linguistic authority ore ownership. Instead they strongly valorise informal and vernacular varieties most strongly associated with native speakers.

Laugharne investigates the language biographies of Foundation Phase practitioners who are new speakers of Welsh. Foundation Phase refers to early primary education from ages 3 to 7 which includes Welsh language development as one of the areas of learning. Referring to a 'resource gap' in many schools Laugharne argues that Welsh training opportunities for practitioners are limited and that few practitioners are fluent in Welsh. She aims to investigate the experiences of practitioners in English-medium settings about the teaching and learning of Welsh and the identify connections which indicate sustainability and growth in the Welsh language development of such practitioners. The research is based on 12 semi-structured interviews and follow-up communications with new speaker practitioners. While many felt positive about developing their own knowledge of Welsh and were pleased with the response of students to learning it, few had received training themselves and the majority had no links to Welsh outside the educational setting.

2.1.3   Spaces of language learning and socialisation

Spaces for language learning and language socialisation are also at the centre of our interests as we want to know and understand how and where new speakers acquire the language or variety. Where does language learning take place and what strategies do learners use to acquire access to linguistic resources and become new speakers? This will allow us to develop understandings about possible interventions which may facilitate this process. Although many members are investigating the nexus of home-community-school, others are addressing informal spaces for language learning and use, some of them linked to radical stances on language revitalisation. For sociolinguists,

investigating spaces of formal language learning is well established and this emphasis is reflected in the following section. However emerging research on informal spaces of language socialisation reminds us that we need to encompass both the classroom and any informal space in order to develop a full understanding of how people new speakers of their target languages and how speakers develop strategies to overcome issues such as social anxiety that tend to impede the transition to active new speakers. Spaces of language learning are not void or neutral because ideologies are produced and reproduced through socialisation and interaction, and therefore we investigate how language intersects with social factors, such as race, gender, disability, age, social class, etc.

Potential new speakers of Irish, teenage learners following immersion courses in the Gaeltacht (Irish-speaking area), are the focus of research by Petit. The paper analyses the imposition of an 'Irish-only rule' in Gaeltacht summer colleges whereby students are obliged to speak Irish at all time. The aim of the research is to describe how rules about language were negotiated in interactions in order to understand the social significance of different language practices. Petit draws on existing pedagogical research that questions the limits of such exclusive target language practice. Quoting Heller and Martin-Jones and (2001), his starting premise is that in order to explain the type of linguistic practices encountered it is necessary to understand the role of education as an institution that can organise the construction of social difference and social inequality. Petit's research was conducted during the course of a 3-week long Irish summer college in the Gaeltacht and aimed to investigate two research questions: (a) how is the Irish-only rule implemented and to which ends and (b) how do pupils with low competence engage with it and for what purpose?

Further research on the linguistic aspects of immigration is being conducted by Schleicher and Suni, who are examining the migration experience of health care workers from Hungary to the Nordic countries. The intersection of the language and life trajectories of migrant doctors and nurses are analysed and the ways in which language ideologies and policies are reflected in their expectations and lived experiences considered. Drawing on existing research by O'Rourke et al (2015) on minority language contexts, the authors confirm that questions of authority and linguistic legitimacy also apply to migrating medical workers speaking more dominant languages.

A further aspect of migratory flows and new speakers is discussed by Garrido, in this case the biographical, labour and linguistic trajectories of mobile humanitarian workers at the International Committee of the Red Cross in Switzerland. Such experiences reflect the fluctuating status of different languages over time, in particular English and French. The fluctuations are linked to changing policy positions within the organisation, in particular an 'internationalisation' policy which since 1992 has led to the recruitment of

staff from over 100 nationalities, reinforcing the role of English within the organisation. However, French retains its status, particularly as a gatekeeping language for higher management positions in Geneva. Garrido presents case-studies of three multilingual informants whom she described as 'cosmopolitan selves' with a positive disposition to foreign others and cultures and high communicative and linguistic skills.

Another strand of Garrido's research explores how migrants in Catalonia experience socialisation into a second language as new speakers and into an epistemic stance as social activists. Her research site is Emmaus Barcelona, a local group of an international solidarity movement with social and environmental aims. The Barcelona community has been in existence since 1980 and is a stable community of about 13 residents and a larger group of volunteers. Transnational migrants who join Emmaus Barcelona are socialised into a community of practice as new speakers of Catalan and undergo a linguistic *muda* in the process. Simultaneously they also develop what is described as an epistemic stance (drawing on Jaffe, 2009) through their involvement in shared activities over time. Through this process, they develop legitimate voices and identities as part of a gradual stance shift and language socialisation in Catalan. Therefore, Garrido's research casts light on the trajectories of participants and the transformation over time of their language practices, identities and positioning.

Flors-Mas discusses the linguistic practices and repertoires of migrant secondary school students in Valencia, an officially bilingual region but where Catalan is in a strongly minoritised position in comparison with Catalonia. Based on fieldwork conducted in a Catalan immersion school in Castelló de la Plana, the author examines how Spanish, Catalan and participants' home languages were distributed between social spaces and the values and indexicalities associated with them in the minds of speakers. Drawing on the work of Busch (2016), Flors-Mas interprets multilingual repertoires reflecting the life trajectories of the migrant students.

The non-educational experiences of new speakers of Irish are discussed by Joyce in his paper on the emergence of new mostly urban spaces for language socialisation. As part of a broader study of motivations, identities and ideologies among young new speakers of Irish and Basque, Joyce presents findings related to Ireland. He conducted preliminary fieldwork at a youth-led language planning workshop in Dublin, an Irish language Gaelic football club in Galway and an Irish language festival in Belfast. Future fieldwork is planned among youth grassroots initiatives by Basque new speakers and the possibility of interconnections between activists in both countries will be examined.

Another group of new speakers of Irish is the focus of a paper by Ní Loingsigh on the spatial practices of new speakers of Irish in the workplace. The speakers in question are responsible for providing public services in Irish in a public university and are members

of a Language Support Network established by Ní Loingsigh to explore their support requirements and their experiences of language anxiety while using Irish professionally. The fifteen new speaker participants are described as 'independent speakers' at level B2 of the Common European Framework of Reference for Languages. Drawing on participatory action research and transformative learning Ní Loingsigh presents findings related to two specific spaces, one a designated Irish language room on campus and the other a three-day programme off campus in a Gaeltacht (Irish-speaking area). She also examines the agency displayed by participants when they returned from the Gaeltacht and created their own Irish speaking space on campus.

Charalambous, Charalambous and Rampton present research on the classroom experiences of Greek-Cypriots learning Turkish, a language associated with a long history of conflict in Cyprus. The authors examine the life trajectories of learners and their narratives of dislocation or rapprochement as they invest time in learning the language of the neighbouring community perceived to be a traditional enemy. They argue that this type of classroom does not fit easily with mainstream theories of foreign language learning but is instead more closely aligned with situations where the target language is associated with discourses of a threat. Therefore politics, ideology and security are strongly linked to the language learning process.

Two research projects relate to bilingual Spanish-English programmes in schools in Spain. Hidalgo McCabe examines student trajectories in high and low English immersion classrooms in Madrid in the context of greater emphasis on promoting academic achievement in English in the capital region. The author links this to a discourse of English as a commodity or marketable skills for better employability and opportunities in the neoliberal jobs market. Due to this discourse a greater number of schools are introducing bilingual programme in order for students to become new speakers of English. Hidalgo McCabe seeks to identify inequalities in the distribution of linguistic resources in a Natural Science classroom in the first year of compulsory secondary education. The ways in which students in high and low immersions tracks are provided with different kinds of capital contributes to a hierarchisation among bilingual programmes and students.

Relaño Pastor and Fernández-Barrera discuss language socialisation practices of teachers participating in different Spanish/English bilingual programmes in the city of La Mancha. The authors argue that rapid implementation of bilingual programmes in the region over the past 20 years has transformed the types of linguistic practices to which teachers seek to socialise their students. Their paper addresses how becoming a new speaker of English as a global language is negotiated, transformed and contested in two types of teacher partnerships between Spanish-speaking and native English-speaking teachers at these schools. The authors illustrate how the teaching partnerships have

brought to the fore questions of authority and legitimacy by highlighting the tensions between English-speaking 'native language assistants' and Spanish-speaking content teachers and between those students who are perceived to belong to the schools' imaginary bilingual communities and those who do not.

Van Hout and Van Praet's research relates to new speakers of English and specifically how Masters of Arts students experience how entrepreneurs write English for the globalised marketplace. Using linguistic landscaping as a pedagogical resource, they investigate how entrepreneurs function in English as a Foreign Language (EFL) communities in Mexico, Japan, French- and English-speaking Canada and South Africa. After students had designed and conducted fieldwork and documented the linguistic landscape, 36 students were interviewed about their learning process. Van Hout and Van Praet conclude that as a pedagogical tool, linguistic landscape facilitates an exploration of entrepreneurial communication.

Separate research by Van Praet et al. investigates the challenges presented to multilingual immigrants by monolingual Dutch-only language policies in Belgium. Fieldwork was conducted at *Kind en gezin*, an organisation that monitors childcare for the Flemish authorities. 74 video-recorded conversations between service providers and immigrant mothers were analysed. The authors reveal how the linguistic composition of daily encounters between service providers and immigrants are frequently at odds with language policies. Furthermore, they find that an insistence on monolingual Dutch encounters frequently leads to communication breakdown and frustration on all sides and that there is a growing need to delegitimise language planners' protectionist claim that the national language should be the only one used in public service interactions.

There are similarities between the work of Van Praet et al and research by Caglitutuncigil into potential new speakers of Spanish and Catalan: immigrant Moroccan women taking language classes in Madrid and Barcelona respectively. Caglitutuncigil argues that it is generally taken for granted that teaching the language of the region to newcomers will prevent social stratification and will enable them to participate in the society and economy. However, she finds that there are significant drawbacks with the coordination of these language classrooms. Her work problematises the fact that such language courses are equated with social integration and also underlines that these sites may, indeed, reproduce the unequal position of new speakers in relation to power and linguistic capital, in other words that it impedes their ability to become new speakers of their target languages.

2.2 Methodology

Qualitative methodologies are predominant in WG8, reflecting the backgrounds of members and the group's research themes. Semi-structured individual interviews are the most common data collection tool. Focus groups are less extensively used but common nonetheless. Group or individual interviews are sometimes complemented by follow-up correspondence or re-interviews. Participant observation yielding extensive field notes is practised widely. Where a *longue durée* ethnographic approach is adopted repeat visits are made to research sites and participants are re-interviewed at a later stage. Long-term observation may be facilitated by the use of objects such as books, magazine and newspapers in order to trigger participants' memories of previous life stages. One researcher (Keating) engages with collaborative story-telling groups. Audio or video recording is conducted of situated interactions among participants or sometimes between participants and other actors, for instance in the case of immigrant women and health service practitioners in Flanders (Van Praet) or between students and teachers (Charalambous et al). Document analysis and media texts are also employed. One researcher (Ní Loingsigh) uses a Participative Action Research approach employing a range of methodological tools including one-to-one language advising consultations, audio recordings of group language advising workshops and meetings, observations. Quantitative methods (questionnaires) have been used by only two members (Flors-Mas and Relaño Pastor and Fernández-Barrera).

There are other qualitative methods that could be used by our researchers in line with ethnographic approaches. This could include the longitudinal approach, as used for example in Kathryn Woolard's work (2016); self-ethnographies, language biographies and diaries.

2.3 References

Busch, Brigitta. 2012. 'The linguistic repertoire revisited'. *Applied Linguistics*, 33 (5) 503-523.

Busch, Brigitta, 2015. 'Linguistic repertoire and Spracherleben, the lived experience of language'. *Working Papers in Urban Language & Literacies*, 148, 1-16.

Dewaele, Jean-Marc, 2010. *Emotions in Multiple Languages*. New York: Palgrave Macmillan.

De Wilde, J., Van Praet, E. and Rillof, P., 2016. 'Contesting the Monolingual Mindset – Practice versus policy: The case of Belgium'. *Journal of Language and Politics*, 15 (2), 121-146.

Jaffe, Alexandra, 2009. 'Introduction: the sociolinguistics of stance'. In: Jaffe, A. (ed.), *Stance: Sociolinguistic Perspectives*. Oxford: Oxford University Press, 3-28.

Kramsch, Claire, 2009. *The Multilingual Subject*. Oxford: Oxford University Press.

Kramsch, Claire, 2012. 'Subjectivity'. In C.A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*, Blackwell Publishing; 2895-2899.

Heller, Monica and Martin-Jones, Marilyn, 2001. 'Introduction: Symbolic Domination, Education, and Linguistic Difference'. In Heller, Monica & Martin-Jones, Marilyn (eds.), *Voices of Authority: Education and Linguistic Difference*. Westport, Conn.: Ablex, 1-29.

O'Rourke, Bernadette, Pujolar, Joan and Ramallo, Fernando, 2015. 'New speakers of minority languages: the challenging opportunity – Foreword'. *International Journal of the Sociology of Language*, 231, 1-20.

Pavlenko, Aneta, 2005. *Emotions and Multilingualism*. Cambridge: Cambridge University Press.

Pavlenko, Aneta, 2014. *The bilingual mind and what it tells us about language and thought*. Cambridge: Cambridge University Press.

Pujolar, Joan and Gonzàlez, Isaac, 2013. 'Linguistic "mudes" and the de-ethnicization of language choice in Catalonia'. *International Journal of Bilingual Education and Bilingualism*, 16 (2), 138-152.

Pujolar, Joan and Puigdevall, Maite, 2015. 'Linguistic *mudes*: How to become a new speaker in Catalonia'. *International Journal of the Sociology of Language*, 231, 167-187.

Urla, Jacqueline, Amorrortu, Estilabiz, Ortega, Ane & Goirigolzarri, Jone, 2016. 'Authenticity and Linguistic Variety among New Speakers of Basque'. In Ferreira, V and Bouda, P. (eds.), *Language Documentation and Conservation in Europe* (Special Publication No. 9). Honolulu: University of Hawai'i Press, 1-12.

Walsh, John and Lane, Pia, 2014. 'Activity of Working Group 1: Report on conceptualisations of new speakerness in the case of indigenous minority languages'. Output of COST Action. Available at: http://www.nspk.org.uk/images/downloads/CONCEPTUALISATIONS_OF_NEW_SPEAKERNESS_final.pdf

3. Outputs: Conference and Papers

3.1. Organised panels in conferences

As a group, the leaders of WG8 organised panels at three main conferences during the report period, following the plans established in our initial meeting in Vigo:

- June 2015: Panel at the *2nd International EDiSo Symposium - Discourses and Societies on the Move*, Coimbra.
- May 2016: Two panels at the 2nd Whole Action Conference (WAC) in the University of Hamburg.
- June 2016: Panel at the *Sociolinguistics Symposium 21*, Murcia.

These are the aims and papers presented in each of these conferences:

Panel at the *2nd International EDiSo Symposium - Discourses and Societies on the Move*, University of Coimbra (17-19 June 2015)

a) *Title: New speakers' linguistic status within diasporic trajectories. Social mobility and transformation of linguistic practices*

18 June 2015

Co-organisers: Maite Puigdevall (Universitat Oberta de Catalunya, Barcelona), Luisa Martín Rojo (Universidad Autónoma de Madrid).

Discussant: Clara Keating (University of Coimbra)

'Language trajectories' refer to the language-based journeys taken by individuals or groups, both in the process of becoming new speakers, and in no longer being one. Language trajectories as well as migration trajectories can be very complex, intersecting other kinds of life trajectories, all implying movements over time and space. They may entail learning new languages (or varieties), with associated values and ideologies. Migrants must also face the contrasting, even conflicting values conferred on linguistic varieties and discursive practices across spaces and generations. Through communicative practices, which have immediate impact on the public sphere, speakers are in fact transposing selves across discrete zones of cultural space and time (Agha, 2006; Woolard, 2013). They thus constitute a challenge for the study of different aspects involved in language learning, language use, and in the discursive representation of an ethereal realm of origin and the projected 'homeland'.

Within this frame, new speakers 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'

(O'Rourke 2013). While focusing on the trajectories involved in the processes of becoming a new speaker, papers on this panel will also examine how speakers' status evolves within these trajectories, during successive processes of socialisation in different linguistic communities and markets. In their life stories, the speakers recount how they have dealt with changes in status: from being old to new speakers, overcoming delegitimised positions as 'lacking competence' in the language of instruction in the first stages of their school trajectories, gaining legitimacy and, finally, becoming expert speakers and even 'passing for native speakers' (Piller, 2002).

This panel contributes to a discussion of how linguistic and immigrant trajectories intertwine in the processes of becoming a new speaker of a new language (or a new set of repertoires), and focalizes on the social, cultural and political circumstances which frame and affect this process. We invite papers focusing on new speakers in migration contexts from a wide range of disciplines and methodologies, including, sociolinguistics, applied linguistics, cognitive science, cultural studies, ethnology, sociology, anthropology, communication, education, translation and interpreting studies, among other social sciences.

Focal questions:

- What challenges and opportunities do migrants face as they acquire a language or a variety other than their own in the context of multilingual Europe, and are understood as 'new speakers' of this language?
- Through which communicative practices and discursive devices do migrants situate themselves in spatial and temporal orders? How do they produce representations which, in Agha's terms, create chronotopic displacements and cross-chronotope alignments between persons and communities here-and-now and persons and communities elsewhere?
- How does speakers' status evolve within their linguistic trajectories? What are the different stages they go through and how do they deal with such changes in relation to their legitimacy as new speakers of that language or variety?
- What research methods allow us to explore and explain the language-based trajectories of migrants in movement: ethnographies, life stories/biographies, other methods? To what extent do they allow the study of development of migration trajectories, and their interconnections with other language trajectories?

b) Presentations:

Luisa Martín Rojo & Maite Puigdevall: Welcome and short presentation of the panel.

Eva Codó: Global mobility, identity and Catalan: New speakers of minority languages in late modern urban contexts.

Adriana Patiño-Santos: New speakers, new language ideologies, new status: the case of Latin American families in Catalonia.

Tulay Caglitutuncigil, & Maite Puigdevall: Temporality and Subjectivity in Language Trajectories: Chronotopes, *Mudes* and Intersectionality.

Bernadette O'Rourke & Nicola Bermingham: Transforming Linguistic practices amongst 'new speaker' Cape Verdean migrants.

Miguel Perez-Milans: 'I Have to Learn My Own Language, That's the Problem': Language, Voice and Mobility in Hong Kong.

Bernardino Tavares & Kasper Juffermans: South-North Trajectories and Language Repertoires

Richard Todd: On Migrant and Diasporic Speech Communities – When Integration is More Apparent than Real.

Discussion: Clara Keating.

Panels at the 2nd Whole Action Conference (WAC) in the University of Hamburg

a) *Title: Language socialisation and language trajectories of new speakers*

12 May, 2016

Co-organisers: Pia Lane (Multiling, University of Oslo) and Maite Puigdevall (Universitat Oberta de Catalunya, Barcelona).

Theme: Language socialisation and language trajectories of new speakers

This workshop focuses on the experiences of multilingual individuals of migrant and indigenous backgrounds who engage with varieties other than their 'native' or 'national' language(s). In line with O'Rourke and Pujolar (2015: 1) we see new speakers as 'individuals with little or no home or community exposure to a minority language but who instead acquire it through immersion or bilingual educational programs, revitalization projects or as adult language learners'. Recently there has been an increased amount of interest in the lived experiences of multilingual individuals and subjective, emotional and embodied dimensions of language learning have been brought to the forefront (Kramsch 2009, Busch 2012, Pavlenko 2014). We will explore how speakers get shaped by multilingualism and how people conceptualise and present themselves as multilinguals. Subjectivities, emotions and identities are key aspects for the explorations of newspeakerness, and while drawing on recent research on

subjective aspects of language acquisition, presentations will also bring new perspectives by focussing on the experiences, social practices and performance of new speakers.

The goal of this workshop, organized in the form of two panels, is to explore language socialisation and language trajectories of new speakers. We invite presentations that focus on Language trajectories (Panel 1) and Spaces of language socialisation (Panel 2).

Panel 1: Language trajectories

'Language trajectories' refer to language-based journeys taken by individuals or groups, both in the process of becoming new speakers, and also in moving beyond the new speaker category. Language trajectories may entail learning new languages (or varieties), with associated values and ideologies. Through communicative practices speakers are transposing selves across cultural zones of time and space. *Mudes* or linguistic shifts are specific biographical junctures where individuals enact significant changes in their linguistic repertoire (Pujolar and Gonzàlez 2012). This refers to the moments of transformation of linguistic practices of social actors involving new forms of self-presentation. *Mudes* occur at crucial moments in the life cycle of individuals and transform and reorganise linguistic repertoires. In this colloquium we will investigate such key life moments for new speakers and explore how new speakers experience and portray language trajectories and their experience of 'newspeakerness'.

Panel 2: Spaces of language socialisation

The nexus home-community-school is particularly important for language learning and language socialisation both for migrants learning a national or regional language or variety and for speakers who learn or reclaim an indigenous or minority language. However, taking into account that language learning and socialisation are becoming a life-long process, other institutional and non-institutional settings - workplace, leisure or virtual spaces, among others - become more important for language socialisation. Spaces of language socialisation never are completely neutral because ideologies are produced and reproduced through socialisation and interaction.

Questions to be discussed by contributions in this workshop include (but are not limited to):

1. How do language trajectories intersect with other kinds of life trajectories and what are the crucial moments of transformation of language repertoires?
2. What characterises spaces where new speakers learn, reclaim and use new varieties or languages?

3. How do new speakers conceptualise and portray themselves as multilinguals. What are their subjective and embodied experiences of language learning and becoming new speakers?

References:

Busch, Brigitta. 2012. 'The linguistic repertoire revisited'. *Applied Linguistics*, 33 (5) 503-523.

Kramsch, Claire, 2009. *The multilingual subject*. Oxford: Oxford University Press.

O'Rourke, Bernadette and Pujolar, Joan, 2015. New speakers of minority languages: the challenging opportunity – Foreword. *International Journal of the Sociology of Language*, 231, 1 – 20.

Pavlenko, Aneta, 2014. *The bilingual mind and what it tells us about language and thought.* Cambridge: Cambridge University Press.

   b) Presentations:

Panel 1: Language trajectories

John Walsh, Maite Puigdevall, Estibaliz Amorrortu, Jone Goirigolzarri: Emotions and New Speakers of Irish, Basque and Catalan: Suffering, Frustration and Happiness.

Kevin Petit: The Irish summer college rite of passage.

Elina Kangas: 'New speakers' of Meänkieli and language standardisation: practices and tensions.

Malgorzata Machowska-Kosciak, Karolina Rosiak, Kathryn Jones: 'They lie, swear and their weddings are completely different' – language socialisation and affect in Polish migrants to Ireland and Wales.

Nóra Schleicher, Minna Suni: To go or not to go? The role of language in the migration process of medical workers.

Rosa Maria Garrido: Historicising new speakers of French for humanitarian work: Internationalisation, mobility and multilingualism at the International Committee of the Red Cross.

Panel 2: Spaces of language socialisation

Avel·lí Flors: 'It's not that I don't want to speak Catalan, it's that you can't speak it'. Linguistic repertoires and practices of migrant secondary-school students in Castelló de la Plana (Valencia, Spain).

Stephen Joyce: New Speakers of Irish: The Creation of New Spaces of Language Socialisation.

Deirdre Ní Loingsigh: Mandate, risk-taking and meaning-making: the spatial practices of new speakers of Irish in the workplace.

Constadina Charalambous, Panayiota Charalambous, Ben Rampton: Language learning and trajectories of dislocation: insights from learning Turkish in Greek-Cypriot classrooms.

Elena Hidalgo McCabe: Student trajectories in the high and low immersion bilingual classroom.

Panel at the Sociolinguistics Symposium 21, Murcia (15-18 June 2016)

a) *Title: New speakers: Subjectivities, trajectories and spaces*

17 June 2016

Co-organisers: Pia Lane (Multiling, University of Oslo) and Maite Puigdevall (Universitat Oberta de Catalunya, Barcelona).

This colloquium focuses on the experiences of multilingual individuals of migrant and indigenous backgrounds who engage with varieties other than their 'native' or 'national' language(s). In line with O'Rourke and Pujolar (2015: 1) we see new speakers as 'individuals with little or no home or community exposure to a minority language but who instead acquire it through immersion or bilingual educational programs, revitalization projects or as adult language learners'.

The papers will address three main aspects of experiences of new speakers:

- **Language trajectories**

'Language trajectories' refer to language-based journeys taken by individuals or groups, both in the process of becoming new speakers, and also in moving beyond the new speaker category. Language trajectories may entail learning new languages (or varieties), with associated values and ideologies. Through communicative practices speakers are transposing selves across cultural zones of time and space. *Mudes* or linguistic shifts are specific biographical junctures where individuals enact significant changes in their linguistic repertoire (Pujolar and Gonzàlez 2012). This refers to the moments of transformation of linguistic practices of social actors involving new forms of self-presentation. *Mudes* occur at crucial moments in the life cycle of individuals and transform and reorganise linguistic repertoires. In this colloquium we will investigate such key life moments for new speakers and explore how new speakers experience and portray language trajectories and their experience of 'newspeakerness'.

- **Spaces of language socialisation**

The nexus home-community-school is particularly important for language learning and language socialisation both for migrants learning a national or regional language and for speakers who reclaim an indigenous language. Spaces of language socialisation never are completely neutral because ideologies are produced and reproduced through socialisation and interaction.

- **Subjectivities**

Recently there has been an increased amount of interest in the lived experiences of multilingual individuals and subjective, emotional and embodied dimensions of language learning have been brought to the forefront (Kramsch 2009, Busch 2012, Pavlenko 2014). We will explore how speakers get shaped by multilingualism and how people conceptualise and present themselves as multilinguals.

Subjectivities and identities are key aspects for the explorations of newspeakerness, and while drawing on recent research on subjective aspects of language acquisition, presentations will also bring new perspectives by focussing on the experiences, social practices and performance of new speakers.

The colloquium will provide an opportunity for researchers working in this field to present their findings and collaborate on existing and future projects. All contributors are affiliated with the research project *New Speakers in a Multilingual Europe: Opportunities and Challenges*, funded by a European COST Action IS1306 (2013-2017) and is part of the broader panel on "New speakers as multilingual citizens" (convened by Bernadette O'Rourke and Joan Pujolar) in which there are 4 inter-related themed colloquia.

The colloquium will be arranged around the three themes and will comprise 4 presentations, a theoretical introduction and a discussant. Rather than presenting a series of discrete papers on individual languages and themes, we identify cross-cutting themes of potential relevance to more than one case-study.

References:

Busch, Brigitta. 2012. 'The linguistic repertoire revisited'. *Applied Linguistics*, 33 (5) 503-523.

Pavlenko, Aneta, 2014. *The bilingual mind and what it tells us about language and thought.* Cambridge: Cambridge University Press.

Kramsch, Claire, 2009. *The multilingual subject*. Oxford: Oxford University Press.

O'Rourke, Bernadette and Pujolar, Joan, 2015. New speakers of minority languages: the challenging opportunity – Foreword. *International Journal of the Sociology of Language*, 231, 1 – 20.

b) Presentations:

Pia Lane, Multiling Oslo & Maite Puigdevall-Serralvo, Universitat Oberta de Catalunya: Introduction. Speakerness: Subjectivities, Trajectories and Spaces.

John Walsh, National University of Ireland, Galway, Maite Puigdevall-Serralvo, Universitat Oberta de Catalunya, Estibaliz Amorrortu and Jone Goirigolzarri, Universidad de Deusto: 'Mudes' and emotions of new speakers of Basque, Gaelic and Catalan.

Clara Keating, University of Coimbra & Pia Lane, MultiLing, University of Oslo: New speakers and life trajectories - an intergenerational nexus analysis of language experiences of Portuguese migrant speakers and Kven heritage speakers.

Małgorzata Machowska-Kosciak, Trinity College, Dublin, Karolina Rosiak, Adam Mickiewicz University in Poznań and Kathryn Jones, IAITH, Welsh Centre for Language Planning: Double new speakerness: Polish migrants in Ireland and Wales.

Ibon Manterola, University of the Basque Country, Facundo Reyna Muniain, University of Kiel and Anik Nandi, Herriot-Watt University: Language attitudes and 'mudes' in diasporic Basque and Galician contexts.

3.2 Papers presented at other conferences

Amorrortu, Estibaliz and Urla, Jacqueline, 2015. 'Learning Basque outside the family: what makes me an authentic speaker?', presented at the Joan Etorri Basque Studies Symposium, (Boise State University, July 29).

Amorrortu, Estibaliz, Ortega, Ane, Goirigolzarri, Jone and Urla, Jacqueline, 2015. 'Euskal hiztun aktibo bilakatzea: hiztun berriak bidegurutzean' ('Becoming an active Basque speaker: new speakers at the crossroads'), presented at Annual Meeting of Basque sociologists and political scientists (Bilbao, September 4).

Charalambous C., Charalambous, P. and Rampton B., 2016. 'Troubled-heritage in language education in a conflict-affected context', presented at the International Conference Europe in Discourse: Identity, Diversity, Borders (Athens, September 23).

Dunmore, Stuart, 2016. 'Linguistic Ideologies and Cultural Identities in Gaelic Scotland: Scots/Gaels/New Speakers of Gaelic', presented at the 3rd ISA Forum of Sociology, (University of Vienna, July 10).

Garrido, Maria Rosa, 2016. 'Life, work and linguistic trajectories of humanitarian workers at the International Committee of the Red Cross', presented at the Sociolinguistics Symposium 21 (Universidad de Murcia, June 15).

Garrido, Maria Rosa, 2015. 'New Speakers and Migration in Social Activism: Development of Legitimate Identities through Catalan at Emmaus Barcelona', presented at the COST Seminar New Speakerness: Epistemics, Positioning and Struggles for Legitimacy in Interaction (University of Surrey, September 3).

Laugharne, Janet, 2015. 'Language biographies of Foundation Phase practitioners who are new speakers of Welsh' presented at panel Processes of globalization/localization, mobility and citizenship in a minority language context: a data analysis workshop for scholars researching 'new speakers' of Welsh at Wales Institute of Social & Economic Research, Data & Methods (WIZERD) Annual Conference, (Cardiff, June 30).

Massaguer Comes, Marina, 2016. 'Expats in a Multilingual Barcelona: Ideologies and Positioning', presented at the Identi.Cat Research Group Seminar (Universitat Oberta de Catalunya, July 19).

Massaguer Comes, Marina, 2016. 'Expats in Barcelona as Potential New Speakers of Catalan: Language Policies, Life Trajectories, and Emotions', presented at the Sociolinguistics Summer School 7 (Université de Lyon, June 21-24).

Rosiak, Karolina, 2015. 'Język walijski a integracja społeczna z punktu widzenia nowej emigracji polskiej do Walii' (The Welsh language and social integration from the point of view of the new Polish emigration to Wales) presented at Badania nad mniejszościami. Łużyczanie i inne mniejszości europejskie w perspektywie róznych dziedzin nauki (Research on minorities. Sorbs and other European minorities in the perspective of different fields of science) (Warsaw, May 13-14).

Rosiak, Karolina and Hornsby, Michael, 2015. 'Motivational factors in the development of new speakers of Welsh in Poland' presented at panel Processes of globalization/localization, mobility and citizenship in a minority language context: a data analysis workshop for scholars researching 'new speakers' of Welsh at Wales Institute of Social & Economic Research, Data & Methods (WIZERD) Annual Conference, (Cardiff, June 30).

Rosiak, Karolina and Jones, Kathryn, 2015. 'New speakers of Welsh – motivations, attitudes and ideologies of adult Poles learning Welsh' presented at 15th International Congress of Celtic Studies (Glasgow, July 13-17).

Rosiak, Karolina, 2016. 'Dwujęzyczna edukacja angielsko-walijska i zachowanie języka polskiego w drugim pokoleniu „nowej emigracji" polskiej w Walii' ('Bilingual English-Welsh education and the maintenance of Polish as a heritage language in the second

generation of Polish "new emigration' to Wales" presented at Konferencja Polonijna, (Poznań, April 14-15).

Rosiak, Karolina, 2016. 'Polish post-2004 migrants to the UK and social cohesion – the case of Wales' presented at New Plurilingual Pathways for Integration: Immigrants and language learning in the 21st century, (Edinburgh, May 26).

Rosiak, Karolina, Machowska-Kościak, Małgorzata and Jones, Kathryn, 2016. '"They lie, swear and their weddings are completely different" – language socialisation and affect in Polish migrants to Ireland and Wales' presented at 2nd Poznań Conference of Celtic Studies, (Poznań, July 5-6).

Rosiak, Karolina, 2016. 'The Welsh language and social integration from the point of view of the new Polish emigration to Wales', presented at NAASWCH International Conference on Welsh Studies, Harvard University, (July 20-22).

Walsh, John, 2015. 'Los nuevos hablantes de lenguas minorizadas: el gallego y el irlandés' ('New speakers of minoritised languages: Galician and Irish'). Presentation with Bernadette O'Rourke at University of Deusto, Bilbao, May 11.

Walsh, John, 2015. '*Mudes* teangeolaíocha agus nuachainteoirí na Gaeilge'. Lecture on *mudes* and new speakers of Irish at *Comhdháil ar Litríocht agus ar Chultúr na Gaeilge*, National University of Ireland, Galway, October 10.

Walsh, John, 2016. 'From shame to pride: the emotional trajectories of "new speakers" of minoritised languages'. Keynote speaker at 2nd Poznan Conference of Celtic Studies, Adam Mickiewicz University, Poland, July 5-6.

Walsh, John, 2016. 'Emotions and new speakers of Irish'. Invited speaker at symposium Multilingualism 2016: Celebrating Languages in Ireland, National University of Ireland, Galway, April 22-23.

3.3 Poster

Goirigolzarri, Jone, 2016. 'Becoming an active Basque speaker: new speakers on the crossroads', presented at Donostia Young Researchers International Symposium on Multilingualism, Donostia, March 3-4.

3.4 Publications worked on during period of report (including forthcoming and planned)

Caglitutuncigil, Tulay, in progress, 2018. 'Between myth and reality: Language classrooms in Spanish and Catalan social integration programs. *Journal of Multilingual and Multicultural Development.*

Charalambous C., Charalambous, P. Rampton B., in progress. 'Language education and the negotiation of a conflicted heritage'.

Hornsby, Michael and Karolina Rosiak. In press. *Eastern European Perspectives on Celtic Studies.* Cambridge Scholars Publishing.

Lane, Pia & Makihara, Miki, 2017. 'Language and indigenous minorities'. In: García, Flores & Spotti (eds.). *The Oxford Handbook of Language and Society*. Oxford University Press, 299-230.

Moal, Stefan, Ó Murchadha, Noel & Walsh, John, 2017 (forthcoming). 'New speakers and language in the media: audience design in Breton and Irish broadcast media'. In: Hornsby, Michael, Moriarty, Máiréad, Ó Murchadha, Noel & Smith-Christmas, Cassie (eds.) New Speakers of Minority Languages: Linguistic ideologies and practices. London: Palgrave.

Moriarty, Máiréad, 2015. *Globalizing language policy and planning: An Irish language perspective*. Great Britain: Palgrave MacMillan.

Moriarty, Máiréad, 2016. 'Developing resources for translanguaging in minority language contexts: A case study of rapping in an Irish primary school. *Language, Culture and Curriculum*, 30:1, 76-90.

Nance, Claire, McLeod, W., O'Rourke, Bernadette and Dunmore, Stuart, 2016. 'Identity, accent aim, and motivation in second language users: New Scottish Gaelic speakers' use of phonetic variation, *Journal of Sociolinguistics* 20: 164-91.

Ortega, Ane, Amorrortu, Estibaliz, Goirigolzarri, Jone and Urla, Jacqueline, 2016. *Euskal hiztun berriak: esperientziak, jarrerak eta identitateak*. Deustuko Unibertsitatea, Bizkailab: Bilbao.

O'Rourke, Bernadette and Walsh, John, 2015. 'New Speakers of Irish: shifting boundaries across time and space'. *International Journal of the Sociology of Language. 231, 63-83.*

O'Rourke, Bernadette, Pujolar, Joan and Walsh, John, 2017 (forthcoming). 'Language education and new speakers of minority languages'. In: McCarty, Teresa (ed.) *Encyclopedia of Language and Education* (3rd edition). New York: Springer.

Petit Cahill, Kevin (forthcoming). 'Les stages d'immersion d'irlandais comme rite de passage : militantisme et valeur ajoutée'. *Actes du colloque Jeunes Chercheurs: Construction / déconstruction des identités linguistiques*, Université Paul-Valéry, Montpellier 3. Editions Connaissances et Savoirs: Saint Denis.

Puigdevall, Maite, Walsh, John, Ortega, Ane and Amorrortu, Estibaliz, forthcoming, 2018. 'New speakers and linguistic mudes: becoming, passing and belonging'. *Journal of Multilingual and Multicultural Development*.

Puigdevall Maite, John Walsh and Estibaliz Amorrortu, in progress, 2018. 'Shame, frustration and pride: Emotions of new speakers of Irish, Basque and Catalan in their process of adopting the languages'. (Journal to be confirmed)

Rosiak, Karolina and Hornsby Michael, 2016. 'Motivational Factors in the Acquisition of Welsh in Poland'. *Studia Celtica Posnaniensia* 1: 57-72.

Rosiak, Karolina. 2015. "The use of diminutive expressions in the context of recent revitalization efforts in Wales." in: Leszek Szymański and Marek Kuczyński (eds.). Language, Thought and Education: Exploring Networks. Zielona Góra: Uniwersytet Zielonogórski.

Rosiak, Karolina, 2016. 'The Welsh language and social integration from the point of view of the new Polish emigration to Wales'. *Zeszyty Łużyckie* 50: 315-332.

Urla, Jacqueline, Amorrortu, Estibaliz, Ortega, Ane and Goirigolzarri, Jone, 2016. 'Authenticity and Linguistic variety among New Speakers of Basque'. In: Ferreira, Vera and Bouda, Peter (eds.) *Language Documentation and Conservation. Special Publication 9: Language Documentation and Conservation in Europe*, 1–12.

Urla, Jacqueline, Amorrortu, Estibaliz, Ortega, Ane and Goirigolzarri, Jone, forthcoming. "Basque Standardization and the New Speaker: Political Praxis and the Shifting Dynamics of Authority and Value", in forthcoming volume edited by Pia Lane and James Costa on standardisation.

Van Hout, T., and Van Praet, E., 2016. 'Teaching Case: Lookalike Professional English'. *IEEE Transactions of Professional Communication*, 59(4), 398-406.

Walsh, John, O'Rourke, Bernadette and Rowland, Hugh, 2015. *Tuarascáil Taighde ar Nuachainteoirí na Gaeilge*. Baile Átha Cliath: Foras na Gaeilge.

Walsh, John, O'Rourke, Bernadette and Rowland, Hugh, 2015. *Research Report on New Speakers of Irish*. Dublin: Foras na Gaeilge (translation of above).

Walsh, John and O'Rourke, Bernadette, 2015. '*Mudes* teangeolaíocha agus nuachainteoirí na Gaeilge' ('Linguistic *mudes* and new speakers of Irish'). *Comhar Taighde* (1). Available at: http://www.comhartaighde.com/eagrain/1/walsh-orourke/.

Walsh, John and Ní Dhúda, Laoise, 2015. '"New Speakers" of Irish in the United States: Practices and Motivations'. *Applied Linguistics Review*, 6 (2):173-192.

Williams, Colin and Walsh, John, 2018 (forthcoming). 'The Regulation and Governance of Official Languages'. In: Hogan-Brun, G. & O'Rourke, B. (eds.) *The Handbook on Minority Languages and Communities*. Basingstoke: Palgrave Macmillan.

4. STAKEHOLDER EVENTS

Finally, during this period many WG8 members have engaged with stakeholders outside academia. The following list summarises the event or activity according to its organiser.

4.1 Tulay Caglitutuncigil

June 8 2016: "Español para inmigrantes: De la teoría a la práctica". Getafe, Comunidad de Madrid

Tulay Caglitutuncigil organized this event in Asociación Murialdo (Madrid), in order to share the main results of her PhD Thesis with policy makers. She conducted fieldwork in the same association between 2010 and 2011, in language classrooms oriented to African immigrant women. She volunteered there during this period as a teacher of Spanish. The objective of this meeting was to share the academic knowledge with stakeholders in an understandable way and the participants in this event were project managers and language teachers who worked with immigrant communities.

Aims (provided by Tulay Caglitutuncigil)

The main aim of this session was to introduce participants to concepts such as 'social integration', 'language as a convertible capital', 'language and discourse' and 'reproductive power of discourse in the classroom'. I aimed to explain the importance of language in the real life chances of immigrant women and I explained them some examples of life histories that I encountered in the field. Secondly, we also talked about the classroom practices and discussed different teaching methods and techniques. I showed them the excerpts that I analysed in order to illustrate that each teaching method constructs different speech exchange system in the classroom (Seedhouse 2009, 2011). I explained them that in L2 classrooms learners should not be passive listeners but active speakers, and that the teaching methods that a language teacher selects are highly important to maximise learner participation in the classroom. I showed

them excerpts from three different language classrooms and we discussed what kind of better teaching practices can be developed. Similarly, we worked on the discourses produced in the classroom, and I wanted them to see that language teachers have the power to create stereotypes and categorisations. I explained that these learners cannot be represented as generic, passive, collective subjects as each individual has a different socio-economic background and different motivation for L2 learning. I aimed to make them question the rigid social categories such as 'immigrant', 'women', ' Moroccan' and to help them understand that these categories are socially constructed.

Results

In this meeting I had chance to bring academic knowledge to policy makers, who have a direct impact on second language learning practices of the immigrant women in Madrid. In this city, there is a growing need for language classrooms and these centres are crucial for implementing language policies oriented to immigrant communities. It is important to make them think about their teaching strategies as well as the power asymmetries constructed in the classroom.

Tulay Caglitutuncigil is planning a similar stakeholder event to be held this time in Barcelona, Catalonia.
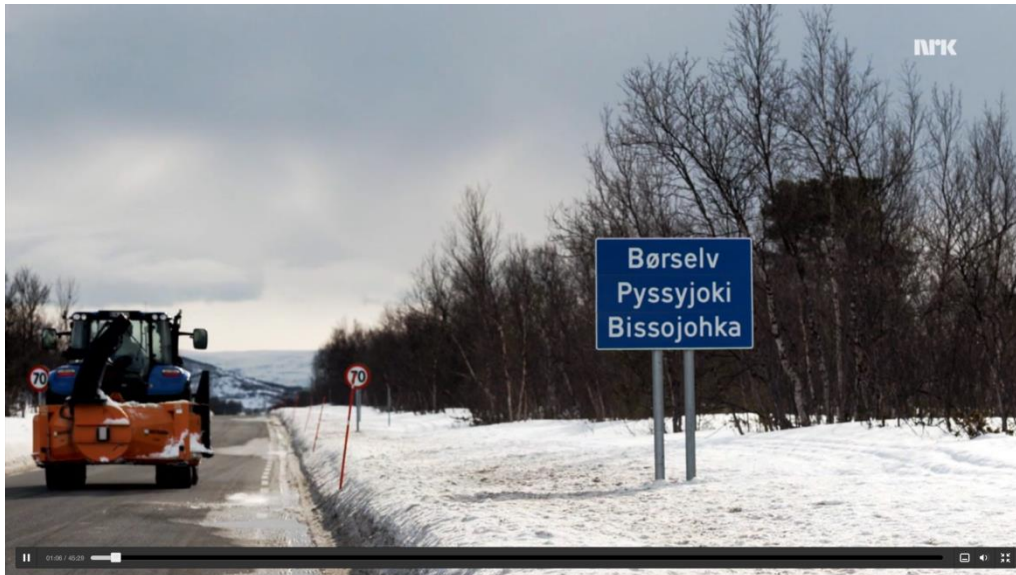
4.2 Pia Lane

1. 2016: 'The Secret Language' Kven language TV documentary

Documentary movie on the Kven language in collaboration with Lightsource Productions. The film was screened the at the Kven Institute in Børselv (Northern Norway) in January 2016. Pilot: https://vimeo.com/32546175

The Norwegian Broadcasting company screened the film on March 16 2016 and it will be available online for two years at: https://tv.nrk.no/program/koid76006715/det-hemmelige-spraaket

Information from the website regarding the documentary: 'Kven has been spoken in our northernmost counties for more than 800 years. Yet, there are very few Norwegians who know about the Kven people and their language. In the dramatic setting of Finnmark we meet a group of people with an often-forgotten history. What happens to you when your native language is not recognized as a real language? And how does it feel for Finns of today rediscovering their language and identity?'

2. *June 20 2016: Meeting with the Department of Sami and Minority Affairs, Ministry of Local Government and Modernisation*

The objective of this meeting held by Pia Lane at Multiling, University of Oslo was to discuss and provide input for an Action Plan for the Kven language.

4.3 Máiréad Moriarty

2016: Refugees and Asylum Seekers' Needs Analysis

A needs analysis was conducted from April to July 2016 among recently-arrived refugees and asylum seekers to Ireland on their perspectives on the form on English language training they require.

4.4 Estibaliz Amorrortu

July 8 2016: Talk about Basque aimed at stakeholders

'Euskara familiatik kanpo ikastea: benetako hiztuna hiztun legitimoa?' ('Learning Basque outside the family: an authentic speaker, a legitimate speaker?'). Talk delivered at Summer School of the University of the Basque Country and organised by Etxepare (Basque Language Institute).

4.5 Stuart Dunmore

2016: Assessment of Gaelic Language Plan

Stuart Dunmore was the researcher on an important analysis of the current *National Gaelic Language Plan* for policymakers this year, with colleagues from Edinburgh and IAITH in Wales. Creating new speakers was a key priority in this plan and the data gathered frequently reflected speakers' attitudes to that objective.

4.6 Constadina Charalambous

2016: Involvement in national committee

Member of the Bi-communal Technical Committee on Education, which is responsible for negotiating issues of education in order to assist current political negotiations for the resolution of the conflict in Cyprus. Language policies (and provisions for learning the languages of the two communities Greek and Turkish) are part of the issues discussed by the Committee.

4.7 Maite Puigdevall

May 18 2016: Talk about Catalan aimed at stakeholders

Maite Puigdevall was invited to give a talk at a meeting organised by a Catalan organisation: 'Trajectòries lingüístiques i incorporació de nous parlants al català' ('Language trajectories and incorporation of new speakers of Catalan'). Organisation: FOLC (Federació d'Organitzacions per la Llengua Catalana - Federation of Organisations for the Catalan Language).

This talk was given at an open conference organised by FOLC. FOLC It is a grassroots language NGO that acts as an umbrella organisation to a diverse array of other Catalan language NGOs across all Catalan-speaking countries. Their role is to co-ordinate various organisations and maintain a common agenda. The aim of the talk was to discuss with members of the NGO issues related to new speakers of Catalan and how to take them into account in their grassroots language planning activities. As this was an open conference the meeting was not only attended by members of the organisation but also by some academics (sociolinguists) from other Catalan universities, university students, language planners and practitioners working at the Consortium for Language Normalisation as well as journalists specialising in language and culture.

The debate after the talk was rich and animated and focused on many different topics raised during the conference. There was a lively debate around the legitimacy of new speakers and public discourses of purity and the ideology of threat. There were also concerns expressed around reduced resources to assist migrants become new speakers of Catalan.

Trajectòries lingüístiques i incorporació de nous parlants al català

Maite Puigdevall Serralvo

UOC Universitat Oberta de Catalunya

Organitza: FOLC. Federació d'organitzacions per la llengua catalana

COST Action IS1306 - 'New Speakers in a Multilingual Europe: Opportunities and Challenges'

Dimecres, 18 of maig de 2016

4.8 John Walsh

2015 & 2016: Presentation of research on Irish to stakeholders

On June 8 2015, John Walsh was invited to present research on new speakers of Irish to a meeting organised by the main Irish language voluntary body, Conradh na Gaeilge, in Galway. The meeting was attended by language officers responsible for promoting Irish in the community.

On June 17 2016, John Walsh was an invited speaker at an event organised by University College Dublin for Irish and Gaelic Language Officers in universities in Ireland and Scotland, 'Ag Forbairt agus ag Tacú le Pobail Teangacha Mionlaigh; Seimineár do Chleachtóirí Teanga san Ardoideachas ag tagairt go sonrach do Ghaeilge na hÉireann agus na hAlban' ('Developing and Supporting Minority Language Communities: Seminar for Language Practitioners in Higher Education with specific reference to Irish and Gaelic'). The paper was entitled 'New speakers of minority languages: attitudes and motivations' and the event was held at University College Dublin.

4.9 John Walsh & Bernadette O'Rourke

30 October 2015: Presentation of research report on Irish to stakeholders

John Walsh and Bernadette O'Rourke presented the *Tuarascáil Taighde ar Nuachainteoirí na Gaeilge* (Research Report on New Speakers of Irish) to the board of the national language planning agency, Foras na Gaeilge at the annual Oireachtas na Gaeilge Irish language festival in Killarney, Co. Kerry on October 30 2015. The report was launched later that day by the Coimisinéir Teanga (Irish Language Commissioner) Rónán Ó Domhnaill. It was endorsed by the then Chief Executive of Foras na Gaeilge, Ferdie Mac an Fhailigh, in media interviews. The research had been commissioned by Foras na Gaeilge in 2014 and the funding provided allowed for a Research Assistant, Hugh Rowland, to be employed in order to assist with data analysis. At the presentation to the

Foras board and the launch, the authors emphasised the policy implications of the findings and made a number of policy recommendations.

The report is available in the publications section of the Action's website and also at: http://www.forasnagaeilge.ie/tuarascail-taighde-ar-nuachainteoiri-na-gaeilge-seolta-ag-oireachtas-na-samhna-2015/

The Language Commissioner's speech (Irish only) is available at: http://www.coimisineir.ie/userfiles/files/ResearchonNewIrishspeakers.pdf