

**First Round of  
Working Group  
Meetings,  
6-7 March 2014**



**Heriot-Watt University  
Edinburgh, UK**

**Chair of the Action:  
Dr Bernadette O'Rourke**

**Vice Chair of the Action:  
Dr Joan Pujolar**

**N-SPK Administrator:  
Sara Brennan**

## **COST ACTION IS1306 NEW SPEAKERS IN A MULTILINGUAL EUROPE: OPPORTUNITIES AND CHALLENGES**

The First Round of Working Group Meetings of the "New Speakers" network will take place at Heriot-Watt University in Edinburgh on 6-7 March 2014. The "New Speakers" network is an EU-funded initiative aimed at fostering collaboration amongst researchers, facilitating the sharing of findings, and identifying key issues in research on multilingualism. The term "new speakers" refers to multilingual individuals and groups who adopt and use a language variety different from their native language. The aim of the network is to create a dialogue amongst scholars, practitioners and policy makers who are interested in the "new speaker" concept and who work within and across different multilingual strands, including: 1) Regional linguistic minorities, where there are now growing numbers of "new speakers" who as a result of revitalization projects have learned their heritage languages outside of the home through formal schooling or as adults; 2) Immigrant communities, where becoming a "new speaker" of a language is often essential to participating in the economic, social, political and artistic life of their new host community; and 3) Transnational workers, who to varying degrees invest in multilingualism at work, at home and through the cultural products they consume. This first set of Working Group Meetings is intended to facilitate initial dialogue amongst researchers, practitioners and policy makers from different parts of Europe whose work looks specifically at "new speakers" and aspects of "new speakerness" or more generally engages with multilingual practices. We welcome individual researchers, as well as those linked to broader research teams, to participate in our first round of working groups meetings and to share their work with other members of the network.

<b>Thursday 6<sup>th</sup> March</b>			
9:15 – 10:45	<b>Welcome, plenary discussion and presentations</b> MBG20		
10:45 – 11:15	<b>Coffee and tea break</b>		
11:15 – 13:15	<b>Working group break-out session 1</b>		
	<b>Working group 1</b> WA building	<b>Working group 2</b> WA building	<b>Working group 3</b> WA building
13:15 – 14:15	<b>Lunch</b> BEC		
14:15 – 15:45	<b>Working group break-out session 2</b>		
	<b>Working group 1</b> WA132	<b>Working group 2</b> BEC	<b>Working group 3</b> MBG14
15:45 – 16:15	<b>Coffee and tea break</b>		
16:15 – 18:00	<b>Working group break-out session 3</b>		
	<b>Working group 1</b> MBG13	<b>Working group 2</b> BEC	<b>Working group 3</b> MBG14

<b>Friday 7<sup>th</sup> March</b>			
9:00 – 10:15	<b>Working group 4,5,6 break-out session</b>		
	<b>WG4</b> MBG31	<b>WG5</b> MBG33	<b>WG6</b> MBG44
10:15 – 11:30	<b>Plenary discussion, synthesis and closing remarks</b> JW1C		
11:30 – 12:30 12:30 – 13:30	<b>Non-MC Members</b>	11:30 – 13:30	<b>MC Members</b>
	<b>Networking</b>		<b>MC meeting and working lunch</b>
	<b>Lunch</b>		JW1C

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Soziolinguistika klusterra

**Project: "Euskaldunberriak: new speakers of Basque" (2012-2015)**

This project studies new speakers of Basque, *euskaldunberriak*, in the Basque Autonomous community of Spain. As in many minority language contexts in Europe, the number of new speakers of Basque (understood as those who have learned the language by means other than family transmission) has greatly increased in the last decades and is now a sizeable group, which, in fact, outnumbers native speakers in the under 35 age group. Our goal is to gain insights into the experiences, attitudes and motivations, identities and self-perceptions, of *euskaldunberriak*, with the general aim of discovering the key factors that have the most impact on the use and transmission of Basque. At the same time, the project is very much interested in the question of how the ideology of nativeness is experienced, reproduced, or dismantled by new speakers, and to what extent and under what circumstances do new speakers feel themselves as legitimate speakers of Basque.

As this is the first comprehensive study on new Basque speakers, the project seeks to describe the *euskaldunberri* in their complexity, and expects to produce a comprehensive typology of attitude-related ideas, categorized in different dimensions, and a typology of the different profiles of new speakers of Basque. To that aim the study uses inductive qualitative methodology in data collection (12 non-directed focus groups and 9 semi-directed interviews) and in data analysis (inductive content analysis).

We are now in the third year of what is a four-year project. We have virtually finished data analysis and the hierarchical categorization of the main topics around three main categories: *Language learning*, *Language use* and *Language ideologies*. The identification of *euskaldunberri* profiles is not finished but our results point out to the following variables as the most productive: age and mode of learning (e.g. immersion school, adult education classes); sociolinguistic context (from <10% to 80+% of Basque speakers) and/or access of Basque speaking social networks; values attached to Basque; degree of competence and Basque variety spoken (standard *Batua* versus dialect).

As said above, a main interest of the project is to uncover the self-perceptions of the *euskaldunberri* as legitimate speakers of Basque. While many do not consider themselves as authentic speakers, many others do, and our data have provided insights into the factors that have an impact on these perceptions and which can potentially become pathways to authentication.

**Claudia V. Angelelli**

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My research interest lies at the intersection of Sociolinguistics (language and identity, language maintenance and language shift, linguisticism), Applied Linguistics (bilingualism, teacher education, curriculum design, heritage language learners, language testing, teaching of languages other than the societal one,) and Translation and Interpreting Studies (professional and non-professional translators/interpreters, the role of the interpreter, testing and assessment of translation/interpreting skills, curriculum design, role of interpreters/translators).

I have conducted extensive research with bilingual youngsters of latino origin in the United States focusing on three specific areas: 1) Interpreting for their families and immediate communities as they need to access services in the host society; 2) Maintaining and further developing their heritage language, Spanish (including register range), as they become more fluent speakers of the host societal language; 3) Succeeding (or not) succeeding in their education in the host country through the societal language.

Areas of interest include:

- Young new speakers as family translators/interpreters
- Areas of tension and role reversal: bilingual children and youngsters in adult interactions
- Bilingual academic achievement of new speakers as a consequence of language brokering
- Development of cognitive and metalinguistic skills of new speakers: a school advantage?

In addition I have conducted several studies with Latino, Cantonese and Hmong immigrant/refugee families and speakers of English using both qualitative (e.g. ethnography of communication, interviews) and quantitative (e.g. psychometrics, surveys, quasi-experimental) methods in Australia, Canada, Mexico and the United States in various settings (e.g. healthcare, legal and educational workplaces). I have also worked with speakers of indigenous languages in the United States and Australia.

Completed projects exploring the notion of geographic displacement and strategies used by a variety of "new speakers" to attempt communication/access to services include 1) work on bilingual youngsters (i.e. children and teenagers) as more fluent "new speakers" brokering communication for family and friends, and 2) the role of translators and interpreters in enabling (or jeopardizing) equal access to services such as healthcare, justice or education on the part of "new speakers."

**Timothy Currie Armstrong**

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I am a research fellow in the Soillse network and I am based at Sabhal Mòr Ostaig, Scotland's Gaelic college. My doctoral research was an investigation of the circulation of linguistic ideology in three new Irish-language communities in Ireland. (Armstrong, 2012) These communities were organized predominantly (but not exclusively) by and for new speakers of Irish, and my research involved an investigation of speaker identities as advanced in these communities. Of late, I have been working on three research projects that particularly relate to the theme of the network. The first is a study of the language learning project of heritage learners of Scottish Gaelic, defined as adult learners who were exposed to some Gaelic in the home or community as children. (Armstrong, 2013; Smith-Christmas & Armstrong, 2014) This is an interesting group *vis-à-vis* the theme of the network as these learners of Gaelic straddle the distinction between native speakers and new speakers. The second project is a study of the negotiation of language policy in homes where both parents and children are learning Gaelic. (Armstrong, 2014) Most of the parents involved in this study are new speakers of Gaelic who are learning Gaelic to support their children in Gaelic-medium education. And finally, I am researching a social history of the successful grass-roots campaign to establish a stand-alone Gaelic-medium school in Edinburgh. Many of the parents and other core activists involved in the campaign were new speakers of Gaelic, and one of my aims in this research project is to investigate Gaelic-speaker identities as they were advanced and contested in the public sphere during the campaign.

Armstrong, Timothy Currie (2014, in press) "Naturalism and ideological work: How is family language policy renegotiated as both parents and children learn a threatened minority language?" *International Journal of Bilingual Education and Bilingualism*.

Smith-Christmas, Cassie and Armstrong, Timothy Currie (2014, in press) "Complementary RLS Strategies in Education: The Importance of Adult Heritage Learners of Threatened Minority Languages." *Current Issues in Language Planning*.

Armstrong, Timothy Currie (2013) "Why won't you speak to me in Gaelic?": Authenticity, Integration and the Heritage Language Learning Project." *Journal of Language, Identity, and Education*. 12(5): 340–356.

Armstrong, Timothy Currie (2012) "Establishing New Norms of Language Use; The circulation of linguistic ideology in three new Irish-language communities." *Language Policy* 11(2), 145–168.

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### **Immigrant languages in Italy: new speakers and new plurilingualism**

Our objective is to describe one of the lines of research - *Immigrant languages in Italy* - established at the Centre of Excellence for Research *Permanent Linguistic Observatory of the Italian Language among Foreigners and of Immigrant Languages in Italy*. The role of the centre, instituted by MIUR – the Italian Ministry for Education, University and Research – at the University for Foreigners in Siena is to constantly monitor groups of new speakers of Italian and their languages. The linguistic mapping of these languages so far undertaken empowers us to consider them as belonging to a linguistic superdiversity in Italy (Barni, Vedovelli 2009; Machetti, Siebetchu 2013).

Whereas superdiversity is characterized by a tremendous increase in the categories of immigrants, not only in terms of nationality, ethnicity, language, and religion but also in terms of motives, patterns and itineraries of migration (Blommaert, Rampton, 2011), the research *Immigrant languages in Italy* aims to develop qualitative and quantitative methodologies that can describe the Italian linguistic superdiversity.

By focusing our research on the ways and effects of entry of the migrant groups' languages into the Italian linguistic space, we aim to discuss some data to verify the hypothesis that immigrant languages may constitute a factor that restores space and vitality to Italy's longstanding plurilingualism, adding elements of new plurilingualism (Bagna, Barni and Vedovelli, 2007). We thus need to understand the conditions that make interaction possible between this new plurilingualism and the pre-existing linguistic make-up on a local and national scale, in all its different structural permutations in terms of socio-cultural characteristics.

If we consider the applicative spin-off of this type of research - a systematic study to identify the presence and vitality of immigrant languages - it constitutes a necessary tool for a policy of linguistic diffusion, and also for the planning of direct social intervention for immigrants by the institutions responsible for handling contacts. Several sectors come to mind: schools, for a better knowledge of the pupils' linguistic background and to plan activities aimed at maintaining their L1; the health service, justice and production systems, etc., for more effective handling of social communications.

#### References:

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- Barni Monica, Vedovelli Massimo, 2009, *L'Italia plurilingue fra contatto e superdiversità*, in M. Palermo (ed.) *Percorsi e strategie di apprendimento dell'italiano lingua seconda: Sondaggi su ADIL2*, Perugia, Guerra Editore: 29-47.
- Blommaert Jan, Rampton Ben, *Language and Superdiversity*, 2011, *DIVERSITIES* Vol. 13, N° 2, 1-21
- Machetti Sabrina, Siebetchu Raymond, 2013, *The use of Camfranglais in the Italian migration context*, *Tilburg Papers in Culture Studies (TPCS)*, Tilburg, University of Tilburg, n. 55, pp 1-15.

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**Using a Sentence Repetition Task and Narration as a Means of Assessing the Grammatical Competence of Monolingual and Bilingual Children**

The Polish population in Britain is one of the three largest non-UK born population groups in the country. As noted in 2011, London has 122,000 Polish-born residents, which accounts for 23 per cent of the UK total. Thus, an increasing number of Polish-speaking children are growing up in bilingual or multilingual settings in the UK. Taking into consideration the social, linguistic and cultural impact of the phenomenon, it is surprising that until recently there have been scarcely any studies of bilingual Polish-English child development.

Our original team within COST Action IS0804 designed a set of methodological tools to assess Polish monolingual and Polish-English bilingual language development in the aspects of morphosyntax, phonology, vocabulary, narrative skills and cognitive functioning. Here, we discuss two tasks, focusing on how we want to proceed in this Action: the Sentence Repetition Task (SRT) (English version: Marinis et al. 2011; Polish version: Banasik et al. 2011) and Narration Task (English version: Gagarina et al. 2012; Polish version Kiebzak-Mandera et al. 2012). Sentence repetition tests have been identified for various languages as a good indicator of children's language competence (Briscoe, Bishop & Norbury, 2001; Conti-Ramsden, Botting & Faragher, 2001; Gabriel, Chiat & Dodd, 2010; Tomblin, Freese & Records, 1992). The SRT in both languages controls for length and word frequency and manipulates morpho-syntactic complexity. The tasks help differentiating typically developing children from children with specific language impairment. Narration is used to elicit spontaneous data within the context of a controlled topic. It allows for investigating features of children's language on the level of semantics, morpho-syntax and discourse (Iluz-Cohen & Walters, 2012; Pearson, 2002). Our task use two picture stories for each language, to elicit narratives told and retold by the child. Narratives are analysed in terms of macro- and microstructure (coherence and cohesion).

The present study explores children's morpho-syntactic competence. It points to the relationship between sentence repetition and microstructure features of speech samples obtained in the narrative tasks. We analyse data from Polish-English bilinguals living in the UK and Polish monolinguals aged 4;5 to 6;11. The material gathered allows for comparing morpho-syntactic competence of bilingual and monolingual children and to present a classification and comparison of children's grammatical and morphological errors.

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My PhD thesis examines the role of a 'local' language such as Galician, in the construction of identity for the 'non-local' population. It questions the importance, if any, of language in the process of integration. The study will focus specifically on a group of "new speakers" of Galician of immigrant origin, living in a small fishing town called Burela in north-western Spain. There is an added layer of complexity for these immigrants as, in Burela, they are exposed to two local 'co-official' languages: Galician and Spanish. Taking an ethnographic approach I will draw on data from narrative life story interviews and classroom observations in a local secondary school. I will examine the sociolinguistic practices of these "new speakers", taking into account their language ideologies and motivations. I will question whether their language choices stem from a desire to integrate into the local community or claim some ownership of the language. Furthermore, I will examine the question of legitimacy. Do these "new speakers" position themselves as legitimate speakers (Bourdieu 1991) and in turn, does their host community accept them as such?

My research ties in with Working Group 2 as it focuses on immigrant communities. In this present research, the 'new speakers' in questions are immigrants who have acquired their new language either through interaction with the local community or through the education system. In keeping with the overarching themes of this COST Action, I will explore the challenges that are presented to migrants learning new languages in a multilingual Europe. I am interested in how becoming a 'new speaker' can influence immigrants' involvement in their host community, be it in educational or social settings.

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**Pupils as language policy agents: the example of newly-arrived immigrant pupils in a French induction classroom.**

In the wake of globalisation and transnational migration flows, schools have become 'superdiverse' (Vertoveç 2007) educational contexts where a wide range of multilingual resources can be found. However, these multilingual resources are not often drawn upon because of top-down monolingual language-in-education policies. In this context, researchers have recently shown how teachers can be agents in the negotiation of language policies, thus creating spaces for multilingual practices at the local level of their classroom (e.g. Hornberger 2002; Canagarajah 2006). Interestingly, agency has often been shown in teachers and educators (e.g. Menken and Garcia 2010; Johnson 2010) and little attention has been given to the potential role of pupils. I will thus examine pupils' agency and argue that pupils can also be language policy makers. I take the example of an induction classroom at primary level for newly-arrived immigrant children in France where I audio-recorded classroom interaction and conducted interviews. Drawing on these two sets of data, I show how these pupils could request for the use of either 1) their first language(s), 2) the language(s) of one of their peers or 3) French, the language of instruction. Findings thus reveal that these pupils did not refer to the top-down French monolingual language policy but to a multilingual 'practiced language policy' (Bonacina-Pugh, 2012) that they created and negotiated with their teacher and their peers at the level of their classroom.

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I have contributed to two EU DG Criminal Justice funded projects, that is ImPLI (Improving Police Interpreting) and Co-Minor-IN/QUEST (on-going, see below). I have made a number of contributions to the work of SIPR (Scottish Institute for Policing Research) and have been called upon to assist with training on working with an interpreter for the Hostage and Crisis Negotiators Course at the Scottish Police College. A new initiative I am involved with is a pressure group which lobbies

for the adoption of an European directive on PSI (Public Service Interpreting).

The Improving Police and Legal Interpreting (ImPLI) project took place from 2011-2012 and was funded by the EU's Directorate General for Criminal Justice as part of the implementation of the EU Directive (2010/64/EU) on the right to interpretation and translation in criminal proceedings. The project aimed to create a better understanding of how this right can be safeguarded in a multilingual investigative context and to raise interpreters' awareness of police interviewing techniques and forensic interviewing formats as well as police practitioners' awareness of the challenges which some of these techniques pose in a multicultural context. The ImPLI report can be viewed at: [www.isit-paris.fr/documents/ImPLI/Final\\_Report.pdf](http://www.isit-paris.fr/documents/ImPLI/Final_Report.pdf) and the Heriot-Watt University film, which is being considered for use in the training of all Scottish police officers, can be viewed at [www.youtube.com/playlist?list=PLx15JSWFqoqCm5ycG6CKzxAQHE-Yfrgij](http://www.youtube.com/playlist?list=PLx15JSWFqoqCm5ycG6CKzxAQHE-Yfrgij)

Project findings were disseminated at an international conference in Paris and we followed up with a dissemination event to make findings accessible to legal practitioners in Scotland.

Co-Minor-IN/QUEST: The CO-Minor-IN/QUEST project examines current interpreting and interviewing techniques specifically for crime victims who are 18 years old and under across five countries including Scotland, The Netherlands, Italy, France, Belgium and Hungary. In the majority of these cases victims have often experienced traumatic events, such as sexual abuse, and are subject to specific legal procedures.

The project brings together youth lawyers, police, psychologists, researchers and practitioners in the field of interpreting to identify current practice in Scotland and the EU and to address the issues which arise in bilingual settings.

Partners include the Dutch Ministry of Justice (The Netherlands); Forli, University of Bologna (Italy); Heriot-Watt University (Scotland); ISIT, Paris (France); Hungarian Experts in Criminology & Psychiatry; youth lawyers and police officers. It aims to research on the needs in the partner countries to implement European Directive IP/11/585 of the European Commission concerning protection of crime victims, vulnerable victims, minors. Project outputs will be a survey based data set on existing practice, a set of recommendations on best practice, an international dissemination event in December 2015 and a publication which brings together researchers and practitioners.

I have contributed as invited (by the Scottish Institute for Policing Research) speaker to two seminar of the European chapter of the FBI on police interpreting (Ljubljana University, Department of Criminology and Police University College, Munster, Germany). I represent HWU on the next Board of Trustees of SIPR (meeting in April). With the assistance of SIPR I have secured access to a large database of recorded interpreter mediated interviews to form the basis of evidence based practice and policies. Work on analysis has commenced with the assistance of one PhD scholarship.

The recent reform of Scottish Police has led to the review of the diverse practice in the previous eight police forces. In view of its national and international expertise the Department is in an unique position to contribute to the formulation of relevant procedures in the multilingual delivery of public services (including police interpreting) and thereby ensure social inclusion. All the above projects were based on close co-operation with relevant practitioners and we have built a sustainable network for research which would underpin any recommendations.

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Language is increasingly framed in economic terms under the conditions of late capitalism (Duchêne & Heller 2012), and my PhD research examines the dynamics and impact of integrating this discursive shift into local language policy in Ireland. Adopting a critical sociolinguistic approach (Heller 2011), I am undertaking a multi-sited ethnographic case study (Marcus 1995) of language advocacy organisations that promote Irish as an economic resource within their local business communities. Initial findings from Master's research on such an organisation in Galway revealed that Irish-English bilingualism was promoted as a 'unique selling point' that contributed to the city's established tourist image as an authentically Irish destination. Bilingualism was thus represented not as the language advocacy organisation's aim in itself, but rather as a marketing tool allowing for strategic positioning on domestic and international markets. Consequently, this strategy tended to favour the promotion of a very certain kind of commercial bilingualism: one that was largely - if not exclusively - visual, with any emphasis on spoken Irish generally restricted to tokenistic or symbolic phrases and greetings. Such bilingualism allowed businesses to minimize the costs of integrating Irish (by printing bilingual signs rather than paying for Irish lessons, for example) while maximising its benefits (e.g. capitalising on the added value and differentiation of Celtic authenticity while maintaining the tourist- and investor-friendly Anglophone image of Ireland). Through the comparative study of my PhD, I will build on these findings by examining how similar organisations in other urban areas in Ireland adapt their strategies to local commercial realities - how would an organisation in a town that is not an international tourist and investment destination, for example, portray Irish as valuable to businesses?

While my PhD research does not focus on transnational workers per se, I believe that it is related to the considerations of Working Group 3 as it addresses the (re)definition of what it means to be - and benefit from being - an Irish speaker in certain workplaces in Ireland. The valorising of visual bilingualism and minimal symbolic expressions in Irish (cf. the ideology of the *cúpla focal*, Walsh 2012) by local language advocacy organisations enables business owners who might not have traditionally been considered 'native' or even 'new' speakers of Irish to access symbolic and economic capital associated with the language. Consequently, such business-oriented promotion potentially impacts the level of Irish skills considered desirable for professional mobility within the commercial sphere of cotemporary Ireland.

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### **1. Teaching of a second language to adults: the case of Breton in Brittany and Catalan in Pyrénées Orientales.**

My PhD dissertation focused on learners, teachers and educational institutions aimed at adult learners of two regional languages in France, Breton in Brittany and Catalan in the Department of Pyrénées Orientales (66).

The thesis compiled a sociolinguistic profile for Breton and Catalan learners. The main interest is statistical because 1058 anonymous questionnaires were processed with SPSS : 729 in Brittany and 329 in the Catalan Country.

This sample was collected in 2000 in Brittany and in 2002-2003 in Pyrénées Orientales. It is significant to all staff learners of these languages : about 6,000 people on the whole studied Breton during 1999-2000 and there were 500 persons registered in 2002-2003 in the Pyrénées Orientales. Twenty life histories have been recorded in Perpignan and French Cerdagne to complete our research.

Adults involved in our study are mostly new speakers of Breton or Catalan. We present our data in a comparison of these two cases that are culturally different but were subject to the same socio-political dominance and the same language policy from French institutions.

Major axes that emerge are:

- Urban dynamic of the new Breton speakers.
- Cross-border dynamics of newspeakers of the Pyrénées Orientales to Barcelona.
- Inclusion of newspeakers almost exclusively through teaching.
- The difficulty of these speakers to have a social circle for their language practices and to can advance into their language skills.
- The model of language teaching and the lack of native teachers.
- Social representations argue the survival of languages, linguistic diversity and bilingualism against the monolingual ideology.

### **2 . New immigration citizens in recent decades : the Catalan society and its socio-cultural and socio-linguistic diversity.**

My professional duties in institutions that manage language planning in Catalonia led me to organize a large forum of languages in order to explore multilingualism and the social role of several languages of migrants in a tourist Catalan town. I also led the linguistic policy program " Voluntaris per the llengua " that connects a native speaker with a speaker learning Catalan for sharing a few hours of informal conversation. In this same spirit, I organized a seminar on authors living in Catalonia and with a personal or family history of migration that have chosen the Catalan or Spanish as the language of literary expression.

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### **“New signers” in multilingual Europe: Pathways into multimodal-multilingual sign language communities**

I wish to share how my research sheds unique light on the questions taken up by the Action project and to demonstrate how my work fits within the framework of Working Group 1 (Regional Minorities). The questions I take up in my research within multimodal-multilingual sign language communities include:

- How are choices made as to which language(s) and language modalities are used in deaf education for ‘new signers’ from multilingual families?
- How do ‘new signers’ discover and navigate the pathways into (or out of) spoken and sign language communities?
- How do spoken language communities view ‘new speakers’ who are deaf or hard of hearing?

Considering these questions, I conducted a cross-national study comparing the status of sign languages in language-in-education policy in Sweden and the United States (Hult & Compton 2012). The study was informed by multi-sited ethnographies on policy implementation I have conducted in schools in the United States. The findings were presented to local, regional, and national decision makers in Sweden. We have also been invited to present the findings to the Norwegian Language Council.

As a member of the Peripheral Multilingualism project ([www.peripheralmultilingualism.fi](http://www.peripheralmultilingualism.fi)), I codeveloped and manage the Jyväskylä Discourse Hub website ([www.discoursehub.fi](http://www.discoursehub.fi)) which brings together the work of researchers and practitioners to showcase creative ways in which (spoken and signed) languages are used in multilingual-multimodal communities. Additionally, I am organizing a series of seminars for interpreters to reflect on their life biographies and the ‘linguistic mudes’ that served as pathways into the Finnish Sign Language (FinSL) community. The questions we take up include, ‘How did I enter the FinSL community?’; ‘how am I positioned by members of the sign language community?’; and ‘how do members of the spoken language community position me as a sign language interpreter?’ I hope to contribute to the objectives of the Action project outlined in the Technical Annex of the Memorandum of Understanding to

- “coordinate a cross-case analysis of new speaker profiles within and across the multilingual strands and to identify common themes and theoretical frameworks across this disciplinary spectrum” and
- “develop a typology of new speaker profiles in the context of a multilingual Europe”

through my work investigating the opportunities and challenges that ‘new signers’ face in discovering and navigating pathways into multimodal-multilingual sign language communities in Europe.

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### **Multilingual language practices in centre - peripheral dynamics: The ‘how’ and ‘what’ of language variation**

Globalization, increased mobility, and urbanization transform the linguistic ecologies of contemporary societies. The increase of categories of migrants results in new and complex patterns of cultural and linguistic encounters in regions in Western Europe (Vertovec 2010). Not only in stratified urban societies but probably elsewhere as well, linguistic features associated with different social groups in a migration setting often become the site of diverse and conflicting social meanings. For example, ‘urban youth vernaculars’ (cf. Rampton, in press) are considered as a deficient and deviant form of the national language, and as index and icon of social deviance and delinquency of its speakers (cf. Cornips, Jaspers and De Rooij, in press). Despite the cultural encounters going on, little is known about how language and which linguistic features are used in informal, everyday conversations. The ways in which ethnic and other identities are marked by immigrants and their descendants, and which linguistic elements are used for these marking purposes have to date not been studied extensively. Therefore, a subpart of my research addresses the impact of these encounters on youth practices on the mobilization of polylinguaging (Jørgensen 2010) national, local and transnational linguistic features.

A second subpart of my research focuses on language practices of ‘old’ speakers, namely former coalminers who created an additional way of speaking of their own in a linguistically isolated multiethnic and multilingual community - a coal mining community (*cité*). They created this ‘polyethnic industrial youth style’ (cf. Auer and Cornips 2013) as a product of a life long way of speaking from child to old age. The different components (lexicon, phonology and morphosyntax) give conflicting cues about to which ‘language’ an element belongs. This study will not only provide us with crucial cues which linguistic forms are put into use for identity formation but also which ones will remain or disappear in the course of a life time. This research will inform us which theoretical concepts are most suitable to describe the processual character of language use, which forms are put in use in the linguistic construction of social identities and which linguistic forms are considered as unique for multiple and layered in-group memberships.



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During the past ten years the number of Polish families who decided to live abroad has significantly increased. While living abroad they try to find themselves in the world of new language and culture. Adaptation is not an easy process and sometimes it is even more difficult for children than for adults. The process of new language acquisition is difficult not only because of the language itself, but also due to a new social situation, new expectations and requirements. Despite these initial difficulties, studies show that most of the children are successful in a second language acquisition. However, insufficient attention is paid to systematic development of their heritage language. Immigrants' children often have a high competence in speaking and listening, but are much worse in reading and writing. No habit of reading and writing in Polish makes this language a restricted code in which children can express only their most basic needs, which in turn can lead to the gradual resigning from speaking in Polish, thus they lose an opportunity to stay bilingual or multilingual.

In my PhD research I focused on bilingual children living in the UK for whom Polish is a heritage language. The main aim of my study was to examine children' level of proficiency in writing, which in the 21<sup>st</sup> century is a more and more important skill. Due to the fact that writing is a very complex skill I decided to focus on a grammar competence and examine how interferences from English change Polish syntax system. The study showed that children who live abroad longer than 6 years gradually lose their language competence in Polish, have little interest in Poland and may have turned into monolingual in near future. The results of my study can be useful for all people involved in process of helping children keeping their ethnic identity.

I believe that the experience and knowledge acquired during my studies on children' bilingualism can be useful in the research on multilingualism of "new speakers of Europe".

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Gaelic is one of the traditional languages of Scotland, with the heartland in the Highlands and Hebrides. After a long period of decline, it has lately been promoted as an 'asset' for the nation and is showing signs of revival. In particular, investment in Gaelic-medium education and cultural industries have generated new professional middle class employment opportunities and associated incomes. However, compared with the natural location of such jobs and openings in the traditional Gaidhealtachd, these new activities and economies are focused on the major conurbations and metropolitan areas. There are complex interactions between labour market and economic forces on both supply and demand sides at work in this environment and, as might be anticipated from the academic literature on creative and experiential cities, human capital theory, escalator regions, etc., virtuous circles benefit the core to the cost of the periphery. Whilst there are positive returns to those with the Gaelic in professional and higher administration employment, manual and other working class workers may still use the language but see no economic benefits in the marketplace. To an extent, this does represent an improvement from the past century where speaking this native tongue was seen as a barrier to personal improvement and aggressively discouraged by parents and schools alike for those who want to progress.

This research aims to build on previous work by the author and colleagues into the 'Gaelic labour market', 'Gaelic arts and cultural activities', and 'Gaelic as an economic and social asset' by exploring further the class divide in the application of the language in job, service and product markets. This will act as a basis for determining whether greater and more equal returns are possible for the native indigenous speakers of Gaelic in the Gaidhealtachd. The literature on labour markets, cultural and tourism activities will be examined initially with comparative research in other Celtic countries especially, but not exclusively, mined for similarities and lessons. Although in an early stage, the design of the research will probably depend on deep use of existing datasets and primary research in the field in the Celtic nations, Canada and Nordic countries.

By addressing these issues and challenges, the research should complement other elements in the third working group on Transnational workers by focusing on those who invest through education in subsequent multilingualism at work, and those who have inherent multilingualism at home and work but with minimal reward. Also, consumers of Gaelic arts and cultural products cover both sets and neither, and these contrasting positions will enhance the contribution to the overall theme.

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### **Connections between national and migrant minority languages**

My current research investigates the connections between speakers of national minority and migrant minority languages. Although speakers of these different types of minority languages have much in common, researchers tend to focus on either one or the other, and little research has explicitly addressed the connections between the two types of language communities. Focusing on Luxembourg, Catalonia and New Zealand, I intend to investigate the language policies and ideologies applying to relationships between speakers of national and migrant minority languages. Research questions include:

1. What connections do the language policies of national governments, local government, NGOs and community associations make between national and migrant minority languages in the three selected environments? What language ideologies underlie these policies?
2. What connections do individuals make between national and migrant minority languages in social media interactions in the three selected environments? What language ideologies underlie the metalinguistic discourse produced?

Data analysed as part of the project will include the language policies of organisations with a role in language policy development relating to national and migrant minority languages (involving analysis of policy documents and interviews with policymakers), and interactions between individuals in Facebook communities relating to the three settings.

The project intends to contribute to knowledge development in the field of sociolinguistics, particularly with respect to language policies, minority languages and multilingualism.

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### **Expressing emotions in a “new” language**

I will provide an overview of the recent surge of interest in the field of emotion and multilingualism (Pavlenko, 2012; Dewaele, 2004, 2010, 2013). I will show how cognitive psychologists, anthropologists and applied linguists collaborate using a combination of different research methodologies in order to answer common research questions. Using my BEQ database with the feedback from 1569 multilinguals, I will look at emotion words and expressions (swearwords, anger, declarations of love), which are generally perceived to be more emotional in multilinguals' first language. However, in some cases it is the foreign or “new” language (O'Rourke & Ramallo, 2013) that becomes more emotional. It seems that longer stays in a new country are linked to a gradual shift in perception, in linguistic practices and in the sense of self. Multilinguals often report a sense of empowerment and a feeling of freedom in using the new language, which is unburdened by social constraints and connotations to the past.

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My research interest, the relation between language and heritage in the Swiss canton of Valais, has allowed me to include a dimension centering on socio-linguistic questions of use and meaning of francoprovençal dialects. I have conducted fieldwork with native speakers and new speakers of francoprovençal, neo-patoisants, about their representations of these languages.

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My MA thesis explored the effect of Global English on English Monolingual Native English Speakers' (eMLNS) linguistic identity and the emergence of a new variety of *home language*. 'Home language' is coined here to refer to any language (L1 or L2+) in which (a) one feels able to perform linguistic acts that express aspects of their identity in public, and/or (b) the speaker feels most comfortable/safe/free in. During the interview process, the participants touch on various aspects of identity creation and maintenance, which are coded using Bucholtz & Hall's (2010) linguistic identity principles of indexicality, positionality, relationality, emergence and partialness.

Although limited in scale, this study notes the following:

There is a stronger awareness of the ubiquity of English in London, which may in part be because there is a less clear dominant language (Jenkins 2007). The interview data suggests the London based eMLNSs are significantly more conscious of the effects of sharing their home language with the wider population on their linguistic identity. In response to this, the London based participants appear to experience a stronger need to develop a home language, and are adjusting their linguistic behaviour in accordance to this need. In addition, there is a general consensus among the participants that they are negatively indexed/stereotyped by NNSs due to their monolingual status; there is also general agreement with regards to their experiences of learning a foreign language when at school. Finally, none of the participants interviewed expressed any sense of 'ownership' over the English language.

In response to this, this paper argues that the apparent relocalisation (Pennycook, 2010) and emergence of new varieties of home language among eMLNSs is worthy of further, more detailed study. In terms of 'New Speakers', although there is perhaps not a direct link with the topic of new *multilingual* speakers, I believe there is overlap in terms of a focus on new speakers and the effects of Globalised English.

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#### **Workers as new speakers and language ideologies in the new economy**

Most of my current research focus aims at critically understanding the emergence of multilingualism as a central working tool within the new globalized economy and highlighting the consequences of increased multilingual language-based work activities on language ideologies and the exploitation of speakers of different languages. Drawing on an ethnographic study of workplaces and enterprises of the new economy in Switzerland, I address in my work two specific issues that correlate with the transformation of the very nature of work itself and of the correlated economicization of linguistic diversity. First, I question how multilingualism becomes a central instrument for the economic rationalization and management of work, especially in the growing service sector, and a key criterion in recruitment processes. Second, I study how enterprises capitalize on the linguistic resources of their workers as a means of productivity. Instead of being vilified, quite on the contrary, multilingualism becomes commodified, under certain conditions, for the sake of the enterprise rather than its workers. In fact, the economic exploitation of multilingualism and the taylorization of work processes reify existing social inequalities and language ideologies. Language competencies are thus constructed as a natural instrument of work, hence, purely utilitarian and banalized. This rationalization tends to exclude the producers of language resources from any added value (e.g. salary increases). At the same time, language competencies become a central qualification for such employment, often lowly paid, and as such a clear instrument of selection. Within the COST Action, I would like to expand this set of research by analyzing the ways in which new speakers are constructed at the workplace, what their specific role is, how they face problems over their legitimacy or are able to capitalize on their new speakerness in order to distinguish themselves. In addition I would like to understand the role of language learning as an instrument for professional (im)mobility.

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My PhD research investigates outcomes of Gaelic-medium education (GME) in Scotland, in terms of the language practices and ideologies among adults who received their primary education through the system in the first decade of its availability (1985–1995). Since the earliest years of GME, a large proportion of children in the system have come from homes in which the Gaelic language was either not spoken at all, or was only used to a slight degree. As such, the system has long been regarded as a means of creating ‘new speakers’ of Gaelic in Scotland, and has in recent years become an increasing focus of policy to revitalise the language. The first students to receive GME at primary school are now adults of child-bearing age. Importantly, however, the language practices and attitudes of new speakers to come up through the system have not previously been investigated, and as a consequence prospects for the maintenance and intergenerational transmission of Gaelic by this group are currently unknown. The principal research questions of my PhD research investigation comprise the following: What role, if any, does Gaelic play in the day-to-day lives of these former Gaelic-medium students; how and when do they use the language? What sets of beliefs and language ideologies do they profess in relation to it? And how do these ideological and affective stances relate to their actual language practices, their attitudes concerning the language? In addition to utilising the new speakers framework over the course of my PhD studies, I have been involved in a research project with Prof. Wilson McLeod and Dr. Bernadette O’Rourke on new speakers of Gaelic in Edinburgh and Glasgow since 2013. This investigation is funded by the Soillse initiative, and will be discussed by Prof. McLeod at the COST working group meetings next month.

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### **Family and social multilingualism in contemporary Estonian society**

Sociolinguistically, globalization poses diverse and profound challenges at many different levels of social institutions. Firstly, the spread of widely spoken languages, especially English, entails super-diversified language contacts and real multilingual experiences become more common. As a consequence, small national languages (or ‘medium-sized’ languages) need to share key domains with other global or sociolinguistically (more) dominant languages, and thus speakers of these languages need to incorporate a wider range of language repertoires for their everyday lives. Sometimes, such language contacts can generate power struggles and the language ideological dimension becomes a key terrain to explore how speakers feel about the need to effectively attain a degree of multilingualism. This project aims to contribute to the emerging field of the reconceptualisation of language minorities and their sustainability by providing an account of the Estonian case. Because of the small size of the Estonian speech community, migration and increasing economic and political integration could have a relatively stronger and more rapid effect in Estonia than in larger speech communities. At least in the Estonian mainstream media, the possibility of the “death” of the Estonian language is widely debated, yet there is little scholarly evidence used in these argumentations. As language endangerment has become prominent in media discourses, it needs to be studied systematically to assess the endangerment discourse objectively and to disregard any possible political manipulation of this issue.

From the different domains that can be highlighted, we will concentrate on the intergenerational transmission of Estonian in interethnic (or transnational) families. In this era of increased mobility, the share of transnational families is increasing, and this may have an effect on the intergenerational transmission of the language. We will conduct a qualitative study (individual interviews) of home language usage in multilingual families in Estonia (with the main focus on Estonian-Russian and Estonian-Spanish couples). The goal is to specify the patterns of intergenerational language transmission in families using Estonian as one of their home languages and to contribute to a theory explaining intergenerational language transmission processes in contact situations.

In sum, our project expects to carry out a research on self-reported language behaviour and language ideologies among ethnolinguistically mixed families in Estonia, providing insights into the renegotiation of linguistic identities and attitudes. The project is part of a wider research network exploring the same issues in Catalonia, Valencia, Mallorca and Galicia (Spanish regions) as well as Denmark, the Netherlands, Lithuania, and the Czech Republic.

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Minority languages in Europe, their documentation and revitalization as well as the development of language technologies for under-resourced languages are the main research areas of Ferreira and Bouda at the Interdisciplinary Centre for Social and Language Documentation. Ferreira is working on the documentation and revitalization of Minderico (an endangered language spoken in Minde, Portugal). The phenomenon of new speakers is relatively new for the Minderico speech community and was mainly fostered by the revitalization process initiated in 2009 in the framework of a DoBeS project financed by the Volkswagen Foundation. With the emergence of new speakers of Minderico we could also observe the emergence of a (de)legitimation discourse unknown before the beginning of the revitalization, a discourse which opposes on the one hand different generations of speakers and, on the other, “traditional speakers” and new speakers. On the other hand, the role of new speakers is particularly decisive for the future of severely endangered languages such as Minderico. These kind of conflicts are common in other minority language communities and should be studied in more detail, if we want to understand the position of new speakers in those language communities and their role in the future of minority languages. The direct contact we have with different minority speech communities can also be of increased value for this COST Action. Moreover, we would like to bring language technology issues to the new speakers discussion. We defend that every successful technology can be used to teach, revitalize and therefore boost the use of minority languages. This technology should also be able to assist the renewal of local languages and cultures by allowing people to actively teach, learn, extend, and spread their language in their community. Thus, language technologies can also facilitate the linguistic integration of new speakers in a given community, giving them more confidence for instance in the way they write. In this sense, we would also like to present one of our current projects in the domain of language technologies, namely Poio (a text prediction system for mobile phones)

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I am interested in multilingual practices in the Swiss Canton of Grisons, focusing on languages and language varieties spoken in the traditional Romansh area and the use of Romansh in trilingual (German-Romansh-Italian) institutions of Grisons. In the Romansh area and in the institutions of Grisons, new speakers of Romansh are a non-negligible factor. They allow social groups to function in Romansh, not forcing Romansh natives to switch to German, the dominant language of Grisons.

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**Shift in bilingual language dominance following migration**

This study focuses on language use among new speakers (L1 Polish and L2 English) following migration to the UK in early adulthood. This research is based on the acculturation model for second language acquisition, the complementarity principle of bilingual language use, emotions in multiple languages research and experience of L2 use studies in the context of “new speakers” (Schumann 1986, Dewaele 2010, Kramersch 2009, Grosjean 2010, O’Rourke & Ramallo 2013). Participants are a group of 149 well-educated coordinate bilinguals in Polish (mother tongue) and English (proficient L2 users) who filled out an online questionnaire and were interviewed by the researcher.

This study focuses on variation in the shift of participants’ language choices across different experiential domains and different language functions. Post-migration shift in language use in domains belonging to inner speech, cognitive and communicative functions is analysed and compared. Language shift comparisons are made both between domains and between functions, illustrating the intensity and chronology of language shift in new speakers following migration.

Statistical analyses backed up with interview data show that shift in language dominance is linked to social and psychological factors and progresses gradually until the L2 starts to replace L1 across domains. Social network profile, predicted future domicile, acculturation level and the degree to which the speaker feels natural in the L2 have been linked to the intensity of language shift in new speakers following migration.

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### **“New” speakers’ construction of identity in a minority language setting**

That language revitalization is producing ‘unanticipated results’ (Spolsky 2004) is nothing new, but focusing on these unexpected (but perfectly logical) results has not attracted so much attention in sociolinguistic circles, until now. The major studies on language shift and on language death have tended to place ‘language’ at the centre of the debate and while this has produced some interesting data on changes in linguistic structure, the speakers themselves tend to get overlooked. As Silverstein (1998: 406) remarked, this tendency has been toward ‘explicitly theorizing denotational usage as encompassed under “grammar” or “structure” and of leaving everything else in the semiotics of verbally mediated interaction to the realm of “rhetoric” or even vaguer notions’. Thus while in many instances of linguistic minoritization, we are seeing a drop in the number of ‘native’ or ‘traditional’ speakers, we are however seeing a rise in the number of ‘non-traditional’ or ‘new’ speakers, in a restricted number of domains, which do not necessarily correspond to the domains where these languages were more widely spoken a generation or two ago. As more and more ‘new’ speakers emerge in these situations of language minoritization, their importance and potential influence on the maintenance of linguistic diversity are not to be underestimated. Also often overlooked or downplayed are the individualistic aspects of the processes of reversing language shift, and minority language speakers can be treated as a monolith, or as uniform groups of ‘native speakers’ or ‘learners’ without taking into account that different members of a minority language community can and often are ‘speakers’ in a myriad and often simultaneous or multiple number of ways. ‘New’ speakers, as much as any other speaker, are a component of many minority language communities or networks and my research interest is focused on discovering the various ways in which such speakers express and construct their membership of the speech community they (aspire to) belong to.

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### **Brusseling language, bustling friction. Navigating monolingual policy and language learning in a linguistically complicated city.**

Officially monolingual in an intensely diversifying city, Brussels schools are home to an increasing friction between their monolingual policy and the multilingual world beyond school walls. This friction above all affects Dutch-medium schools: traditionally catering to a Dutch minority in a French-dominant city, they have in the last two decades become magnets for non-Dutch speaking pupils seeking a competence in Dutch that will allow them access to the bilingual jobs the Brussels labour market increasingly puts a premium on.

Aside from presenting complex educational challenges as ever more pupils find difficulty with the instruction language, this evolution has alarmed Dutch-speaking policy makers, teachers and parents who fear that Dutch schools will be fatally besieged by their own success. In response to this, many attempts have been made to reinforce these schools’ Dutch-speaking character (through banning home language use, avoiding non-Dutch interaction with parents, etc.), at the cost of heightening the friction between linguistic conditions in and out of school. Based on linguistic ethnographic fieldwork in one mixed-ethnicity class in a Brussels Dutch-medium, bottom-of-the-league, secondary school with hardly any pupils from Dutch speaking homes, this paper describes how teachers and pupils in interactional practice reconcile linguistic diversity and limited linguistic skills with demands for linguistic purity and competence.

My research speaks to the overall theme of the network in that it focuses on a group of new speakers, mostly of immigrant background. In particular, it focuses on [1] pupils who attend a Dutch-medium school in Brussels while they do not (or hardly) speak Dutch at home, and on [2] what challenges and opportunities this learning process provides to pupils and their teachers. In focusing on new speakers of Dutch in Brussels, my research in principle also describes new speakers of a regional minority language.

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Research group Dyme (Dynamics of Multilingualism with English)

We are working on several projects on the dynamics of multilingual development. Two big projects focus on language attrition in the school context in Austria and South Tyrol. One of our main research interests is focused on metalinguistic awareness and its role in the dynamics of multilingual learning and forgetting. The theoretical basis of our work is provided by a complexity or dynamic systems theoretical approach, as discussed in the Dynamic Model of Multilingualism (Herdina & Jessner 2002).

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### **Routes through languages and literacies: diasporic approaches to the multilingual values of Portuguese**

We present a joint approach that takes Portuguese language as a case study, examining the ways in which it is being spoken and written in Portugal, in Europe and across the world. This perspective is connecting with an ongoing view on Portugal as a portal for both immigrant and emigrant flows.

We combine biographical approaches, analyses of policies and ethnographic observation to focus, from the migrant perspective, on lived experiences with languages and literacies in three sites: Portuguese-speaking migrants in Europe (U.K., Clara Keating and Olga Barradas), Eastern European migrant speakers of Slavic languages in Portugal (Olga Solovova), and speakers of Portuguese-based creoles (Capeverdean) in urban neighbourhoods of the Greater Lisbon (Raquel Matias). Drawing on insights from situated and multilingual literacies, discourse analysis, and a sociolinguistics of scales, we have been focusing on the socio-historical, sociocultural, and linguistic-discursive dynamics of change in local contexts and policies, as well as in speakers' changing repertoires in situated events observed over time and space. Our comparative work identifies the coexistence of distinct linguistic hegemonies, cultural imperial narratives and conflicting national projects (Blommaert et al., 2005a; Zentella, 2007; Keating & Solovova, 2011a, 2011b). It also helps us acknowledge the symbolic workings of Portuguese as a language of diasporic mobility throughout informal and non-formal niches across Europe, beyond structure and agency.

We envision that the linguistic repertoires are managed in spaces that overlap distinct historical trajectories (e.g. post-Soviet and postcolonial), also manifested in collective and individual memories of previous legitimized access or exclusion and loss, with effects on the public 'recognition' of 'new' or 'old' speakers in schools and other institutions, community spaces, neighbourhood life, in Portugal or abroad – in terms of linguistic self-esteem, investments, and constructions of authenticity.

Finally, our ongoing interdisciplinary collaborative research on biographical approaches in migration studies helps us focus on the life histories told and shared by migrants in biographical workshops

(see [http://www.ces.uc.pt/projectos/?prj=4256&id\\_lingua=2](http://www.ces.uc.pt/projectos/?prj=4256&id_lingua=2)) as performative acts of biographization of migrant experience by means of storytelling (cf. (Delory-Momberger 2004, 2009). An explicit focus on topics of language and on discursive performativity here identifies how participants – informal adult learners – recognize their ways with words as resources in shared meaning making negotiation of their own life histories in the group, with effects on their language repertoires both inside and outside the workshops. By thinking on how repertoires are being discursively negotiated at micro and macro scales we hope to contribute to identify how new repertoires are being developed, as well as the conditions of recognition of already existing repertoires as 'new' or 'old'.

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Within the action, they will be engaged with the second working group (WG2), that is the one dedicated to immigrant groups. In there, all three participants will be incorporating empirical research, mostly ethnographic, that deals with the new speaker from three perspectives: (1) that of language politics in education (Kroon), (2) that of language, migration and citizenship (Spotti) and (3) that of old and new minority group members of the Turkish communities across Europe (Yağmur). All three perspectives fall into the study of the sociolinguistics of super-diversity, a theme central to the Department of Culture Studies, its research center Babylon and the School of Humanities at Tilburg University. In what follows, the team member expand on their respective research interests outlining also how this fits within the COST action and its pivotal concept 'the new speaker'.

**Kroon** will go into a body of research that has been focusing over the years on the ways in which official, national language policies have dealt with the languages of new speakers in mainly the field of education. In doing so the focus will be on top down policies mainly, i.e., on ways in which governments and other institutional bodies, from a normative perspective have designed and implemented policies regarding the use of these new speakers' languages as school subjects in the curriculum and as languages of instruction in teaching other non-language school subjects. This type of language policy is often erroneously termed as bilingual education. The most recent perspective on this policy issue can be found in bilingual schools in e.g. the Netherlands that introduce English next to Dutch as a language of instruction. In addition to this focus on new speakers' languages also attention will be paid to language policies dealing with the national or official language of the countries where the new speakers live. In a traditional but not necessarily adequate terminology these languages are often still referred to as second languages and they can be found in language policies and therefore in schools as remedial or additional languages, taught in a second language approach or, more recently, taught in a variety of content and language integrated learning (CLIL) approaches. In contrast to these top down policies also possible bottom up language policies regarding new speakers' languages will be discussed. These can be found outside as well as inside the field of education. The former can for example be found in the linguistic landscape and on the internet; the latter are related to the concept of plurilingual languaging. This can be observed in student groups and as yet it mainly meets didactic or pedagogical resistance where a plea for a policy of acceptance would be much more realistic.

**Spotti** instead, with his work on being and doing asylum seeking in the age of super-diversity – deals with two facets of the new speaker at the centre of the COST action. The first facet he investigates, it documents the process of identity enregisterment that has led to the rejection of an asylum seeking application in Belgian Flanders. More specifically, Spotti documents how the lack of factual knowledge ascribed to the applicant due to his inarticulateness in talking about his pre-supposed country of origin and city of residence is product of a discrepancy of registers, i.e., the discrepancy between an internet based official register for naming places, and the local register used by the applicant. The second facet, instead - rooted in the emergent paradigm of the sociolinguistics of super-diversity (Blommaert & Rampton 2011; Spotti 2011; Vertovec 2007) – takes into examination the pedagogic content knowledge and the practical professional knowledge (Anderson-Levitt 1987) of a voluntary class teacher teaching Dutch as an L2 to newly arrived migrants at a Red Cross asylum in Belgium, Flanders. In this second case, we see how the

educational reification of new speakerism clashes against a monolingual approach adopted by the teacher. Although the mapping of phonemes onto graphemes proposed by the students engaged in learning how to pronounce new words in Dutch, are totally plausible solutions that are drawn upon by the student's use of their multilingual repertoires, the attempts they make are either dismissed through reiteration of the teacher's authority as native speaker or end up becoming (mis)recognized as clumsy shows of faulty language display attributed to a poor level of schooling in their respective countries of origin. It is by proposing an innovative pedagogic pathway (Creese & Blackledge 2010) that builds upon the recently re-evaluated concept of sociolinguistic repertoires that justice can be paid to language learners who, alike those presented here, could be elected as a reification of the new speaker.

Finally, **Yağmur** deals with the intergenerational aspect of language maintenance/shift and acculturation of Turkish speakers in four immigration contexts. His proposed research aims at investigating the relationship between first language maintenance, shift, and acculturation patterns of Turkish immigrants in Australia, France, Germany, and The Netherlands. The findings on the relationship between first language use and acculturation patterns of Turkish immigrants in four contexts will clarify some major issues such as intergenerational identity shift and its connection to language change. It is claimed that the interaction of mainstream and minority acculturation orientations are most likely to produce either consensual, problematic, or conflicting relational outcomes, that in turn have an effect on the language maintenance or shift of immigrant minorities. By testing such assumptions in four different contexts, a re-assessment of the theory and current research practice will be accomplished. Considering the widespread discussions on integration of immigrant minorities in the receiving societies, documenting the dynamics involved in un/successful integration of Turkish immigrants in the four contexts is highly relevant for an understanding of the link between acculturation and language use.

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### **Standardising Minority Languages**

This project investigates the socio-political aspects of minority language standardisation, emancipatory and exclusionary effects of standards and the role of users in standardisation processes. 'New speakers' are important actors in these processes as standards often are (re)developed as a tool for language maintenance and to meet the (perceived) needs of those who wish to learn a minority language.

Developing a standard for a minority language is not a neutral process; this has consequences for the status of the language and how the language users relate to the new standard. When standardising minority languages one risks establishing standards that the users do not accept and identify with. Thus, standardisation which was supposed to empower minority language speakers may create a new form of stigma for those who feel that they cannot live up to the codified standard (Lane 2011). Hence, new speakers who learn a minority language through the school or language classes may perceive themselves as inferior in comparison with those who have acquired a minority language through informal processes.

Studies of minority language standardisation typically focus on language revitalisation by addressing topics such as types of domain where the minority language is used, identifying domains in need to be strengthened and development of vocabulary, grammars and textbooks. Recently, the focus has been extended to issues of power and identity and discussions of whether standardisation transfers nation state ideologies to minority languages.

This project expands the focus from language policy and linguistic aspects of standardisation to include analyses of how the users relate to standardisation processes. Language standardisation can be seen as a form of technology, and the project uses Nexus Analysis (Scollon and Scollon 2004) and theories from the tradition of science and technology studies to analyse standardisation of regional or minority languages in Europe, addressing issues such as how the users of the standard are configured (Woolgar 1991), the exclusionary effects of standards (Star 1991, Gal 2006), the positions of non-users (Wyatt 2003), and the political role of standards (Irvine and Gal 1995, Gal 2006).

Languages investigated: Kven (Norway), Scots and Gaelic (Scotland), Limburgish (Netherlands) and Meänkieli (Sweden).  
Project partners: University of Tromsø, University of Uppsala, Council of Europe and the Ministry of Government Administration, Reform and Church Affairs (Norway).



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**A new Basque, an old Basque, a real Basque: old and new Basque speakers' use of multilingual resources**

Due to effective minority language promotion, an increasing number of Basque-speakers speak Basque as their second language. In my PhD dissertation (soon to be completed) I have studied bilingual practices in Greater Bilbao in Basque Autonomous Community, an area where 75% of the bilinguals are so-called "new Basques", *euskaldunberriak*. The L2-speakers' main linguistic variety is a relatively recent standard language, *euskara batua*, which has been found to suffer from a lack of prestige in both affective and professional dimensions. In everyday language use, the new Basques are often contrasted with old Basques, *euskaldunzaharrak*, who are seen as authentic speakers of etymologically continuous vernaculars.

The issue of old and new speakers of Basque has become an important side topic in my PhD study. In Lantto (2012) I discovered that among my informants, new and old speakers of Basque had differing code-switching patterns and that new speakers rarely engaged in intensive back-and-forth mixing. I suggested that these differences might be due to differing social expectations and limitations placed upon the new speakers both by the old speakers and by the speakers themselves, as the new speakers have to prove their language competence constantly. The findings in Lantto (in review), a study about attitudes toward code-switching, seem to confirm these suggestions: code-switching style was interpreted differently depending on whether it was used by new or old speakers of Basque. When used by old Basques, code-switching was seen as an important resource for creating informal registers of Basque, whereas new speakers' code-switching was interpreted as lack of competence in Basque.

In my future research I plan to concentrate on new speakers' use of linguistic resources and explore whether they feel ownership of the newly acquired language. Do they feel that they have the right to use informal linguistic resources and create new language practices, such as multilingual languaging, language play and puns? How is their status as new speakers manifested in such practices?

References:

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- Lantto, Hanna (in review): Conversations about code-switching: the contrasting ideologies of purity and authenticity in Basque bilinguals' reactions to bilingual speech.

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Target group: Welsh speakers as 'new speakers' in Wales: those for whom Welsh is not their first or home language.

Context:

Welsh is one of the two official national languages in Wales, English being the other; and, as such, represents political, cultural and social capital. By many measures, Welsh is in a relatively 'healthy' state, with increased speakers in the younger age range and more general visibility in society than for many years prior to the beginning of the twenty-first century, which was when signs of language revival were first seen. However, in practice, there are many challenges to future language maintenance, particularly the disjuncture between the use of Welsh by young bilingual people in their lives outside education and the many areas of society where the language is not seen as of importance or relevance, when compared to English. Many of the present generation of young 'new speakers' are children of newly bilingual parents who attended Welsh-medium or bilingual education. The issues of intergenerational language transfer and use of Welsh in areas outside education are vital to deciding whether there will be enough speakers in the future to keep the language alive.

Research interests:

- language in education in Wales, particularly Welsh, but also including other languages: English; community languages; 'triple literacy' initiatives (Welsh, English and MFL)
- teacher education and training of language teachers; currently for Early Years professionals teaching Welsh Language Development as an area of learning in English-medium schools within the new Foundation Phase for children aged 3-7 years in Wales
- narrative accounts of language use by teachers, students, pupils and others engaged in education (policy makers, parents and carers, additional learning needs and other education professionals)

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My research has always focused on the value, meaning, and importance attached to language, the reasons why language is used in a particular way, and the consequences of the choices and constraints of which language use consists. My areas of interest are language policy, representation and translation of sociolinguistic variation, public service interpreting, and hate speech and freedom of speech. Theoretically and methodologically, my research falls into and in between the paradigms of critical discourse studies, interpretative sociolinguistics, and translation and interpreting studies.

I am mainly interested in participating in the activities of WG2. Previously, I have worked on language policies related to regional or minority languages in Europe and the translation of representations of sociolinguistic variation in literature. I currently work on issues such as invisible multilingualism, language ideologies, the changing sociolinguistic landscape of French, English, and Spanish in Finland, and public service interpreting. This research is based largely on participant observation informed by sociolinguistic knowledge, for in addition to my academic endeavors, I am a professional public service and legal interpreter and translator. Another research interest that I am currently developing is hate speech and freedom of speech.

Within the COST network, I wish to bring a contribution to research on new speakers in immigration settings in which different categories of new speakers intersect. For example, interpreters of French and English work with clients (i.e. immigrants and asylum seekers who do not master the language of the host country) who can be regarded as new speakers of several languages, including the lingua franca(s) in which they communicate with the interpreter and different vernacular languages of the country of origin. At the same time, they are becoming new speakers of the language or languages spoken in their new country of residence. In addition, interpreters themselves are typically new speakers of the lingua franca—community or public service interpreting situations in which lingua francas (outside their core speaking area) are used are characterized by the fact that all participants are in fact new speakers of that language. What is particularly interesting in these public service interpreting settings is that they provide a window into invisible forms of multilingualism that will eventually transform the position and the image of world-wide lingua francas such as French, English, or Spanish in Europe. Thus, while English-speakers and French-speakers for example used to come from “the core” countries in which these languages are spoken, such as France, UK, USA, Canada, etc., they today come mostly from Africa.

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While many policies for language revival are focused on language provision in public services there is however a lack of research into minority language revival in these services as well as a lack of research into bilingualism within the workplace. As a researcher with an interest in organisation studies and sociology of work, my interests in language stem from the dynamics of bilingualism, and the “production” of new speakers, in the workplace. My research generally focuses on non-standard and symbolic forms of work and production, with my empirical research focusing on the art/commerce conflict within the music industry and language revival in the workplace.

My research into language at work has focused on the case of Gaelic-language revival in the Hebrides in Scotland. Gaelic is considered the national language of Scotland yet it is rarely spoken in the country at large. The last UK census shows that only 92,400 of the population of Scotland had any level of Gaelic language ability (Scotland’s Census 2001: Gaelic Report, 2005). Gaelic is however undergoing significant revival efforts with the Gaelic Language (Scotland) Act 2005. These revival efforts follow Florida’s (2002) “creative industries” discourse: viewing Gaelic language and culture as a possible source of economic regeneration (Chalmers and Danson, 2009). The research attempts to address the gap in language research by examining the impact of the implementation of a Gaelic language policy on employees within a public sector organisation through engagement with the work of Bourdieu. The ethnographic research conducted consists of eighteen semi-structured interviews and participant observation was conducted within a local authority with an active Gaelic language plan.

My research has found that within the organisation various in-groups existed based on differing Gaelic language abilities. Native speakers believed that there was a ‘purist’ academic group that hindered Gaelic conversation within the organisation. Much of this is reflective of Bourdieu’s forms of capital with differing levels of cultural capital affecting the use of Gaelic in the organisation with many new speakers unable to speak Gaelic for fear of being shamed at their language ability. This research also attempts to show how the differing varieties of Gaelic spoken within the organisation are potentially valued economically through the access to Gaelic-focused jobs. The research attempts to bridge the gap between organisation studies and sociolinguistics by drawing on theory from out with the linguistic field.

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My research seeks to understand how new Scots Gaelic speakers negotiate their bilingual identities in different sites of interaction. I draw on geographical and sociolinguistic perspectives to question the ways in which Gaelic-English bilinguals' speech norms are negotiated, contested and patrolled in various ways within social relations of power. My research seeks to better understand how speakers (re)make sense of their identities and affiliations within the context of everyday encounters in the community, at work and at school. The following three research strands highlight how my research links to the working group on 'indigenous minority speakers':

- *Community language learning amongst adults.* Through research commissioned by *Bòrd na Gàidhlig*, I have been exploring the social realities of adult Gaelic language learning in Scotland. Drawing on both quantitative and qualitative data sets, including a national survey of language learners, focus groups, individual interviews and class-room observations, ongoing analysis is shedding new light on how social relations contribute to successful language learning and work to empower, or disempower, new speakers in this language revitalisation context. I am leading this research in collaboration with Dr Kathryn Jones (IAITH/Bangor), Dr Michelle MacLeod (University of Aberdeen) and Dr Lindsay Milligan (UWS).
- *Young speakers' bilingual interaction in the classroom.* This collaborative pilot project, funded by *Soillse*, examines the language practices of new speakers, aged 9 and 10, in the Gaelic-medium classroom. I draw on qualitative interviews with pupils and teachers together with multi-media recordings of childrens' interactions, structured and unstructured, to examine how children with different levels of Gaelic language competence mobilise their linguistic repertoires to navigate classroom tasks.
- *The negotiation of new speakerhood by language workers in the bilingual economy.* My doctoral research, which was co-funded by the ESRC and Highlands and Islands Enterprise (HIE), drew on qualitative interviews with Gaelic language workers to develop an understanding of how the workplace offers new symbolic and material spaces in which new speakers' can enact, and legitimise, their Gaelic-speaking identities.

I am particularly interested in developing research which combines performative methodologies with qualitative oral methodologies and research which examines both sides of the internal-external dialectic (e.g. between non-Gaelic speakers and Gaelic speakers; between new speakers and established speakers) to generate a better understanding of how linguistic boundaries are negotiated in practice.

Finally, I am a member of the *Soillse* research network ([www.soillse.ac.uk](http://www.soillse.ac.uk)), the national network for Gaelic research, which gives me the opportunity to work in collaboration with other *Soillse* researchers and with Gaelic language policy practitioners.

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My current research interests (with Aberdeen colleague Dr Marsaili MacLeod) involve a research project on 'Young (Gaelic) Speakers' - examining the linguistic outputs and attitudes of speakers in Gaelic Medium Education; my own contribution is to look at how the language of these 'new' speakers differs from our understanding of 'standard' Gaelic. I have also, with Marsaili MacLeod, been involved in a *Bord na Gàidhlig* project evaluating the success of the Gaelic Ulpan course - again, I have been concentrating here on the learning success rate and how the L2 speakers' language compares to 'standard' Gaelic.

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#### **Everyday languaging among minority youth in Copenhagen**

In Copenhagen, as in other European metropolises, we find more competing linguistic and cultural norm orientations at work in everyday communication due to recent demographic and technological developments. Yet, ideologies of ethno-linguistic groupness and national identities continue to have strong currency in societies traditionally built on modernist ideas. Consequently the everyday linguistic practices characterised by different types of hybridity (often performed by young, 'new speakers') are rarely appreciated by mainstream institutions. The way individuals navigate between these possibilities and restrictions is the key concern of the research group I belong to. Since 2009, we have carried out a collaborative project investigating communicative practices of pupils in and around a culturally diverse school. The project draws on a range of data types (by now more than 1000 hours of audio and video recordings, field diaries, interviews, texts, drawings, and CMC), it builds on the idea of *languaging* (Jørgensen 2008) i.e. speakers' use of all available linguistic resources for situated purposes, and it has resulted in a number of publications on social categorisation, linguistic norms and practices (overview in Madsen et al. 2013).

More specifically, my work in this project (and in an earlier study in a martial arts club) contributes to discussions of new speakers with immigrant background by offering alternative interpretations of linguistic resources often characterised as ethnic and considerations of research political issues related to studying minority youth (Madsen 2011, 2013). Ethnicity has been pinpointed as a key factor in the development of varieties among new speakers of the majority languages in larger European cities, but in my work I have aimed at starting from a different perspective emphasising that most of the youth identified as 'new' (or 'ethnolectal') speakers are actually born and raised in the Western European cities where they are studied, and linguistic and cultural heterogeneity are now inherent characteristics. I attempt to avoid a priori assumptions about language and identities, and I consider linguistic form, communicative practice and language ideology together. With this approach I have, for instance, shown (in tune with e.g. Rampton 2010 and Jaspers 2011) that language use in everyday interaction among youth in Copenhagen, even if on the surface it seems linked to ethnicity, is highly sensitive to class positioning and institutional inequality (Madsen 2013).

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My research interests and outcomes are concentrated in three areas of the Spanish applied linguistics and sociolinguistics:

1. Interactional pragmatics: conversation and discourse analysis

Interactional Pragmatics is one of my main lines of research. I focussed on (im)politeness and, more generally, on mitigation in Spanish interactions. I have tried to expand this interest area crossing pragmatic studies with psychology and interaction analysis in order to draw on a different theoretical and methodological framework for the study of a variety of phenomena of the Use of Spanish. The focus was aimed mainly at:

- the discursive strategies associated with interactional dominance (power, gender, etc.);
- the linguistic and discursive choices in narrations, namely in traumatic events narrations and in narratives of migration. Main objective of these studies was to analyse the construction identity of the speaker and the hearer in the narrative development;
- the mitigation forms in Spanish interactions: in particular I studied in depth the category of "dynamic (im)politeness" that I proposed in 2007.

2. Spanish for Specific Purposes

I have investigated essentially the touristic and judicial contexts. Concerning the first one, I attended the International conference organized by the research group of Milan, coordinated by Prof. M.V. Calvi, presenting a contribution on the status of institutional touristic websites (a flexible or a fixed genre?). Concerning the second one, I have noticed a lack of theoretical and empirical studies on oral interactions and for this reason I began to work on it. The main objective of my researches is: the collection, transcription and analysis of Spanish oral judicial data in different institutional contexts (e.g. courtrooms, prisons, etc.). At the moment I have collected a corpus of 55 Courtrooms interactions (total duration 22 hours and 54 minutes).

3. Latin American migration in Italy

The third and final research area that I follow and I'm still following concerns the study of Latin American migration. In the last three years I have entered into partnerships with various organizations and professionals with the main objective of studying the phenomenon of social and individual identity construction through the "life stories" of the immigrants themselves, from the perspective offered by the Discourse Analysis (Van Dijk, De Fina, etc.). Until now I have collected 25 interviews to migrants proceeding by different countries and leaving in Rome and I have transcribed them using the Val.Es.Co. transcription method. Data analysis has concerned the categories of agency, transnational identities and space. At the moment I am combining sociolinguistic and socio-geographical data: I am developing a research project on "gentrification" in Rome. My aim is to describe changes in the (linguistic) urban space of Rome due to Latin American migration. Finally, very recently I have begun to collect data in the Immigrant Workers Guidance Centre of Rome and I have collected around 20 interviews with Latin American migrant workers.

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For over a decade Luisa Martín Rojo & Rosina Márquez-Reiter have been conducting research at the interface of multilingualism, multidialectalism and intercultural communication. Their previous work in these topics coupled with the increased diversity witnessed in some of the urban centres where they had conducted their fieldwork, have fuelled their research interest into new speakers.

Luisa Martín Rojo has been leading a research group on social, political, economic and educational aspects of multilingualism (Martín Rojo 2010). She has also studied interethnic relationships, and racism from a discursive perspective (Martín Rojo & van Dijk 1998). Rosina Márquez Reiter is a specialist in intercultural pragmatics. She has conducted some of the first cross-cultural studies into linguistic politeness in English and Spanish (Marquez Reiter 2000). Of late, she has focused on intercultural communication in global business settings resulting from globalisation (Márquez Reiter 2011).

They are currently exploring issues of language and identity among the Latin American diaspora in London and Madrid based on migrants' experience in diaspora and on their understanding of their roles and expectations as reported by them in corresponding sociolinguistic interviews. Their work captures some of the linguistic and legal barriers that these Latin American migrants face in their respective receiving societies. They also show how these intersect with their previous values and circumstances, the efforts migrants make to gain capitals (Martín Rojo 2013) and to integrate. This work also considers the role of national linguistic markets in the face of increased diversity and questions whether these transformations should be understood locally, nationally or transnationally (Márquez Reiter and Martín Rojo, forthcoming). Finally, within the R&D project New speakers, new identities: linguistic practices and ideologies in the post-national era, led by Joan Pujolar, Luisa Martín Rojo & Rosina Márquez-Reiter are exploring the biographical trajectories of a large sample of new speakers from migrant backgrounds, who had access to higher education, particularly to university degrees involving more than 2 languages. Information on their linguistic and migrant trajectories has been collected through semi-structured interviews, group discussions, and ethnographic observation. The analysis of data shows how these young new speakers had similar life trajectories, and faced similar assimilationist linguistic policies and often equivalent constraints in their access to university degrees. However, in spite of all this, they differ in their linguistic ideologies and practices. Thus, the analysis is now focused on the identification and study of the different linguistic ideologies and practices displayed by them.

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#### **How can the emergence of a new speaker community of a highly endangered language be encouraged?**

Where a language is only spoken by the (great-) grandparent generation, a new speaker community becomes paramount for future transmission. This requires effective adult L2 learning, but learning and teaching a small, highly endangered language differ in many ways to a major national or international language. Standard descriptors and goals designed for larger languages (e.g. in the Common European Framework) are not applicable when there is very little target language in the media or linguistic landscape, and very few interlocutors for learners. Learners' motivations are also different: they are not learning for commercial reasons or for travel, and the language may be perceived as having little practical use. Research into learners' motivations may thus hold the key to appropriate, effective teaching and to improved success in learning. Teaching techniques and assessment may need to differ from those used for more widely spoken languages, especially if there is no full language description or standard orthography. A related obstacle is the lack of reliable pedagogical materials.

Our current research project (funded by a British Academy small grant) focuses on the needs, motivations and goals of adult learners and teachers of a small, highly endangered language, using the case study of Guernesiais (Guernsey, Channel Islands). There may now be only 200-300 mainly elderly fluent speakers of Guernesiais, which was categorized by the 2009 UNESCO *Atlas of Languages in Danger of Disappearing* as 'severely endangered'. Negative ideologies which contributed to endangerment have softened, resulting in a desire for language revitalisation; but to date very few proficient 'new speakers' have emerged from revitalisation efforts. Whilst some teaching materials exist, they are limited, are not corpus-based and contain inaccuracies. We estimate that there may be as few as 5 speakers under the age of 60 who can hold a sustained, impromptu conversation in Guernesiais. Finding ways to improve learning outcomes is therefore imperative if the language is to continue being actively spoken. We have been researching the needs, motivations and goals of learners and teachers, as well as recording and analysing the speech of the last native speakers. We aim to integrate the findings in order to develop a reliable corpus and produce learning and teaching materials which respond to needs.

We expect this research to have wider applicability and are in touch with researchers in Auckland and Christchurch, New Zealand, who are investigating motivations and methodologies for learning Māori.

#### **Heiko F. Marten**

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#### **Transnational communication in the Baltic States: Is there more than just English?**

I will present some of my current research on practices and perceptions of different international languages in the Baltic States. It is mostly based on research carried out in the context of a language learning motivation project which has investigated reasons for studying German, English, Russian and other languages in Estonia, Latvia and Lithuania since 2010. In addition to data on attitudes towards languages and learning motivation, examples will also be given from linguistic landscape and other research which highlights societal functions of major languages in the Baltic States, both for communication by locals with visitors (tourists, business people), but also among the growing transnational communities with their own linguistic niches and usage patterns of multilingualism.

Whereas the role of English in transnational communities also in the Baltic States is beyond doubt, my research has also focused on investigating which spaces there are for other languages. This relates to practices and perceptions of Russian as the main lingua franca in the Baltic States during Soviet times, but also to German as a historical lingua franca in the region and to other European languages such as French, Finnish or Polish.

Results show that pragmatic attitudes to such questions prevail. In addition to English, also Russian is still used for a variety of purposes, partly to the detriment of competence in English and the national languages of Estonia, Latvia and Lithuania. At the same time, also German is still seen as a language with specific functions, far ahead of any other language. Many people assign a value to German, depending mostly on personal involvement in communities and activities oriented towards the German-speaking countries.

In this context, finally a few examples will be given of communication patterns and personal language policies of the German-speaking community in Estonia as well as from the American-led International School of Estonia. These will serve as examples of groups of recent migrants and transnationals whose linguistic behavior and attitudes deserve further attention but have so far not been in the focus of any research and as such also try to contributing to setting the agenda of research within this COST action.

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#### **New speakers of Gaelic in urban Scotland**

The new speaker phenomenon has received relatively little attention in the context of Gaelic in Scotland. The term 'new speaker' is not known or used, with the problematic 'learner' serving as the most common term. Expansion of educational provision in recent decades, both for school pupils and adults, has helped give rise to an increasingly manifest 'new speaker' element to the speech community. My current research (conducted with Bernadette O'Rourke and Stuart Dunmore) has focused on new speakers in Scotland's largest cities, Edinburgh and Glasgow, and it is expected that an initial report on this project (funded by Soillse, the inter-university project to promote research on Gaelic language maintenance) will be published in spring 2014. The investigation focuses on speakers' trajectories in terms of family background and Gaelic language acquisition; past and current language use; personal linguistic and cultural identity; perceptions of the relationship between new and 'traditional' speakers; and understandings of the nature of the Gaelic language today and its social status in Scotland. 24 individual interviews were conducted, along with two focus groups of 6-8 participants.

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I am a Lecturer in Sociolinguistics and New Media at the University of Limerick, Ireland. My research falls in to the remit of the COST network in a number of ways. For the last decade I have concentrated my research on new speakers of a number of minority languages including Irish, Basque, Catalan and Inari Sami. In particular my research focuses on the role of the media in generating spaces for new speakers to learn minority languages. In my PhD thesis I examined the role of the Irish and Basque language television channels in aiding the acquisition and maintenance of the respective language amongst new speakers. This research focused particularly on L2 learners of both languages. More recently, my research has examined migrant learners of Irish (cf. Moriarty, 2011, Moriarty & Pietikäinen, 2011). Also, in May of 2013 I completed a monograph which focused on the role of globalization in creating new uses and users of minority languages. In this research I focused in globalized genres of Hip-Hop and pop culture as spaces where new speakers of minority languages forge new pathways for minority language revitalization and maintenance. I have also examined the role of language tourism in creating new speakers in the context of both Irish and Catalan (cf. Atkinson and Moriarty, 2012 and Moriarty, forthcoming).

#### **Relevant Publications**

1. Moriarty, M (2011) Minority languages and performative genres: the case of Irish language stand-up comedy. *Journal of Multilingual and Multicultural Development*, 32(6): 547-559
2. Moriarty, M (2009) Normalising Language through Television: The Case of TG4. *Journal of Multicultural Discourses* 4(2) 137-149
3. Moriarty, M (2010) The effects of language planning initiatives on the language attitudes and language practices of University Students: A comparative study of the Irish and Basque cases. *Language Planning and Language Problems* 10(2) 40-67.
4. Atkinson, D. and Moriarty, A. (2012) 'There's no excuse. Speak Catalan!' The marketing of language acquisition to mobility students. *International Journal of Applied Linguistics* 22(2)
5. Moriarty, M and Pietikäinen, S. (2011) Micro-level language-planning and grass-root initiatives: a case study of Irish language comedy and Inari Sámi rap. *Current Issues in Language Planning*. 12(3): 363-379
6. Kelly-Holmes, H., Pietikäinen, S. and Moriarty, M. (2011) Minority language communities, tourism and the Web. *Tourism Culture and Communication* 10(1): 18-54.

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#### **Do language policies work at the grassroots level? Role of new speaker parents' linguistic ideologies in creation of individual language policies in Galicia**

Language requirements of the individual, the community and the country may not essentially coincide in a bi(multi)lingual society. Language policies of the individual are deeply rooted in the linguistic ideologies which lead to the language choice of a person in a bi(multi)lingual set up. However, individual covert language policies are often difficult to detect for they are implicit, subtle, informal, unstated, *de facto*, latent and hidden from the public eye; therefore, they are frequently ignored by the LP researchers and policy makers (Schiffman 1996, 2000; Spolsky 2004; Shohamy 2006). A new speaker or *neofalante*, in Galician sociolinguistic context, is a person who has learnt Spanish as L1, whose home language has always been Spanish and at some point of his/her life, he/she abruptly shifts from Spanish to Galician and currently speaks only or mostly Galician (O'Rourke and Ramallo 2013). In my research, I focus on identifying linguistic ideologies of the new speaker parents during intergenerational transmission and the role of language policies (polity/overt and individual/covert) reinforcing it through the compulsory education system of Galicia since they are fundamental for the language revitalisation goals. For this research, I am looking into new speaker parents between the age group of 30-50 years who have gone through the Galician education system since 1975 and experienced the post Franco political regime and language policies.

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#### **New Writers in German: Discourses of Inclusion/Exclusion**

Drawing on original interview material and published memoirs, my research focuses on contemporary migrants in Germany who publish in the German language. It explores narratives of belonging from the perspective of migrant authors such as Natascha Wodin, Marica Bodrožić and Ota Filip. The research considers migrant creativity in the German language and asks whether a language is enhanced when a writer moves from one language environment to another. The contribution reflects on attitudes towards the German language, both from the perspective of new writers and those whose mother tongue is German. Analysing the categories used to conceptualize transcultural/transnational writings in German, the paper questions whether distinct categories of writers are discourses of inclusion/exclusion. It raises issues concerning ownership of the German language at the beginning of the 21st Century and queries the extent to which new writers are genuinely accepted as part of the German language.

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#### **INTERPRETING FOR NEW SPEAKERS IN PUBLIC SECTOR SERVICES: challenge and opportunity**

Although many new speakers in Europe use their new languages on a daily basis, their linguistic competence may not be sufficient to communicate successfully in, for example, medical or legal settings. Accordingly, public-sector interpreting services are vital in our increasingly multilingual societies. In settings such as social services, hospitals, law courts and police stations, the presence of a professional interpreter ensures that all those present are able to communicate and follow the proceedings.

Providing interpreting services represents a challenge for the public sector, but conversely the development of such services is creating job opportunities within a new profession: public-service interpreting.

In recent years, public-service interpreting has received growing attention from researchers. Within our research group research is being conducted in the following areas:

- **Bilingual helpers in court rooms and at police interviews**  
This research has demonstrated various communication problems that may result from the use of bilingual helpers as opposed to professional interpreters. (Nilsen, 2001, 2005, 2011a)
- **Interpreter-mediated communication in the public sector**  
This research focuses on the competences needed by public-sector workers in order to communicate successfully with their clients when using an interpreter. (Felberg, 2013; Nilsen & Hitching, 2011b)
- **Interpreting for young children**  
This research focuses on young children's participation in interpreter-mediated communication, and on optimal practices for setting up interpreter-mediated dialogues with young children. (Hitching & Nilsen, 2010; Nilsen, 2013)
- **Competences for public-sector interpreters**

This research aims to identify the special competences needed by interpreters working in public-sector services. (Felberg & Skaaden, 2012; Nilsen & Monsrud, Forthcoming; Skedsmo, 2007)

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My main research interest is Scottish Gaelic-medium education, a sector in which over 80% of pupils do not have Gaelic as their 'main home language' (Scottish Government 2013). Many of these pupils are thus 'new speakers' of an indigenous minority language. I have conducted research on the language abilities, language use, language attitudes and linguistic and cultural identifications of upper primary and lower secondary school Gaelic-medium pupils (aged 11-13), and hope to further explore patterns of language use and identities amongst adolescent new speakers and home-language speakers of Gaelic and Welsh in a project commencing in 2015 (ESRC funding decision awaited). I have also been involved in a research project in which Gaelic-medium teachers were asked for their views of the aims of Gaelic-medium education, and of the constituent meanings of the concept 'Gael'.

Such research interests link to the core aims of COST Action IS1306, namely to investigate the challenges and opportunities involved in acquiring, using and being understood as a 'new speaker' of a language within a multilingual Europe.

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### Tadhg Ó hifeanáin

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A sociolinguist working from the social to the linguistic ends of the broad discipline, my research focuses mainly on the study of Irish, Manx and Scottish Gaelic language and society, but also minority languages more generally, including studies of Breton and some other speaker groups. I work on field-based and theoretical projects in language ideology and practice with an emphasis on the interactions of individual, family and group language policy and motivations, on my own, with colleagues or community members.

I argue that in minoritised language situations, at least in the developed western world, we are now in a mixed period of language shift and language revival, causing the boundaries between 'traditional' and 'non-traditional' speakers to be blurred, both from linguistic and social perspectives. Many 'traditional' speakers may also be considered as 'new' or 'revival' speakers as they rarely exist in isolation from the wider sociolinguistic context. I am particularly concerned in my own research with the issues encountered by highly proficient 'new speakers' who were not brought up speaking the minoritised language but who nevertheless come from traditional speaker backgrounds, that is to say that they were exposed to their parents, grandparents or close entourage who spoke the language 'traditionally' but who did not pass it on, at least in the new speakers' childhood. Such situations are at the tipping point of language shift, where the language could either be lost or revitalised. What motivates or causes such speakers to re-learn and practise their indigenous language through daily usage is a part of language revitalisation studies which has been surprisingly under-researched in minority language contexts. Such speakers present a complex mixed model of revivalist and maintenance strategies. They challenge their home speech communities, where they have 'transgressed' by breaking with established community ideology that reserves the language for older generations, yet are often also at odds with revivalist speakers and movements who are based outside the traditional speech community. Such speakers may not see themselves as language activists at all but rather reflect the linguistic practices and beliefs of a post-traditional speech community that exists within a wider revivalist context. My present focus in the context of the Cost Action is on the new vitality of the Manx Gaelic speech community after its *extreme language shift* to English, and on *Gaeltacht revival speakers* in Ireland and Nova Scotia.

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My previous and proposed research projects on new speakers focus on the linguistic schism that emerged, especially since the 1960s, between traditional speaker models of Irish and post-traditional models that are emerging and proliferating within the context of late modernity. These linguistic innovations are attested both within the Gaeltacht, where Irish still exists as a community language to varying extents, and also in the post-Gaeltacht, where Irish is generally no longer a community language and where the continuous link to the traditional regional varieties of Irish has been broken.

A folk linguistic and perceptual dialectological investigation of subjective responses to the linguistic features, styles and practices that characterise modern spoken Irish has revealed that innovations in linguistic form are salient to non-linguists. Traditional hegemonic hierarchies of linguistic variation in spoken Irish are expectedly reproduced in overt responses to this variation and suggest a mismatch between ideologies and language variation and change. However, subjective responses elicited using indirect methods that focused on the respondents' perceptions of the speakers' social attributes and personality traits reveal what might be referred to as 'covert' ideology. At this level of consciousness and evaluation, it appears that post-traditional forms of Irish are enregistered or iconised in such a way that they are semiotically linked to desirable social attributes in a manner not evident in overt evaluations.

It is thus postulated that rather than representing a failure on the part of post-traditional speakers to attain an agreed linguistic goal, post-traditional speech models may instead be considered as alternative linguistic models indexically linked with their own sets of social meanings and semiotics. Post-traditional speakers might then be said to call on innovative, non-traditional linguistic forms in order to perform important identity-building social work that allows them to actively locate themselves within the web of intergroup relations through their linguistic choices.

It is proposed to supplement this research with a sociolinguistic analysis of post-traditional speech in the Gaeltacht (with Dr John Walsh) and a similar but separate study in the post-Gaeltacht. I hope to contribute to the development of the sociolinguistic paradigm of the new speaker by elucidating new speaker models of Irish implicit in linguistic practices and by illustrating that such innovations are not merely deviant forms indicative of linguistic shortcomings of speakers, but may alternatively be interpreted as the active construction of 'the self' through linguistic variation utilising the social meaning inherent in variation and innovation.



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My interest in the "new speaker" concept and "new speakerness" more generally began during my doctoral studies which focused specifically on the apparent mismatch between language attitudes, ideologies and language use in indigenous minority language contexts. In the two minority language contexts I looked at, Irish and Galician, I began to identify a sub-group of speakers who often had little or no heritage links with the language but who had made a conscious decision to 'become' speakers of the language. While at that stage in my analysis the motivations for change were still unclear, the 'new speakers' I spoke with seemed to be moving away from some of the more traditional discourses around language as a symbol of a collective national identity and were adopting a post-nationalist stance. These 'new speakers' therefore, seemed to be using the minority language to symbolise an authentic individuality. It allowed them to 'stand out' and to express difference, reflecting a heightened concern about their own self-realisation and identity. This concern about identity seemed to reflect a trend which is characteristic of late modernity, where as Giddens (1991) suggests, individuals (such as these 'new speakers') are pursuing a 'project of the self' and looking for distinctive ways to express and symbolise individuality (O'Rourke 2005, 2011).

Like many people in the network, I hadn't made explicit use of the 'new speaker' concept per se but I was drawing on related terms such as L2 speakers, second language speakers, non-native speakers etc. However, I had begun to draw on the term 'neofalante', a label which had in the past number of decades begun to be used both a folk and academic concept in some circles to describe 'new speakers' of Galician. 'Neofalante' became the focus of a follow-up study with Fernando Ramallo involving a series of focus group discussions with Galician 'new speakers'. Here we were interested in examining the perceived roles of these speakers in the process of language revitalization, issues around language ownership, legitimacy and authority and relationship with so-called native speakers of the language (O'Rourke and Ramallo 2010, 2011, 2013). A parallel study examined tensions between 'new speakers' and 'native speakers' of Irish in an Irish language classroom (O'Rourke 2011).

Issues of legitimacy and language ownership had of course been examined by many others in previous research in minority language contexts. However, there had not been any attempt to look at these issues systematically across different contexts. The first Symposium on New Speakers of Minority Languages in Edinburgh in 2012 (co-organised with Wilson McLeod) was an initial attempt in this endeavour. In parallel to this Joan Pujolar had initiated the NEOPHON project which brought together researchers working on 'new speakers' of Catalan, Galician, Irish along with Canadian French and Spanish.

There was also a realisation that the issues we were looking at were not specific to minority language contexts per se and that issues around 'new speakerness' had received considerable attention in relation to the native-non-native debate in the context of English in post-colonial contexts and the emergence of "New Englishes" as a result of globalization. In our initial explorations we explored these parallels with Alan Davies and Alasdair Pennycook in a panel organised during the 2010 Meeting of the British Association for Applied Linguistics. The airing of the research concept at this and other international fora led to connections with scholars working in other multilingual contexts. This included research on immigrant communities where speakers' mother-tongues were different from that of the host community, researchers in translation who queried the supremacy of translating into one's mother-tongue and researchers who were examining the experience of transnational workers.

My current fieldwork projects span a number of these multilingual strands and language contexts including WG 1 - Irish (with John Walsh), Galician (with Fernando Ramallo and Anik Nandi), Gaelic (with Wilson McLeod and Stewart Dunbar); WG 2- immigrant contexts (with Nicola Bermingham and Claudia Angellili) and WG3 - language and work contexts (with Sara Brennan, Gavin McLean, Mike Danson)

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**Examining the languages of Polish-English bilingual children from migrant communities in the UK**

The project stems from research carried out within COST Action ISO804 "Language impairment in Multilinguals Society" and the Polish project within this Action "Cognitive and language development of Polish bilingual children at the school entrance age - risks and opportunities". They aimed at disentangling the effects of bilingualism from those of specific language impairment. The Polish team created and tested tools for developing norms of typical bilingual development for Polish-English children entering school education. The study resulted in gathering vast amounts of data from Polish children living in migrant communities in the UK.

The development of bilingual children is different from that of their monolingual peers with respect to how they acquire the two different language systems. Examining bilingual children becomes especially important in the context of mass economic migration within the EU. However, there is still no exhaustive theoretical description of the language system of Polish-English bilingual children. As shown by earlier research, Polish becomes their home/family language and it loses its role as the medium for education and cultural development. A linguistic description would be important for practitioners (speech therapists, educators) who work with bilingual children abroad, and for practitioners working with children returning to Poland after longer emigration (i.e. "hidden migrants").

The aim of the current project is to describe the phonological and the morpho-syntactic system and the discourse features of Polish-English bilingual children brought up in the migrant homes. To this end, we will create a corpus of 100 recordings of bilingual children living in the UK, aged from 4;5 to 6;11. The corpus will undergo a detailed linguistic analysis and will be compared with a corpus of 150 recordings of monolingual children living in Poland, matched for age and socioeconomic status. The comparison of the language systems of bilingual and monolingual children will lead to examining differences between the development of their linguistic competences and discourse abilities. Additionally, the directionality of crosslinguistic influences (transfer) between the two languages will be examined. The analysis will help to establish linguistic criteria for assessing language production in bilingual Polish-English children, which may serve as an example for examining other language pairs.

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**Peripheral multilingualism and transnational workers: Contestation and creativity in multilingual indigenous Sámi contexts**

Peripheral multilingualism - research project ([www.peripheralmultilingualism.fi](http://www.peripheralmultilingualism.fi), [PI Sari Pietikäinen](#)), examines contestation and creativity in multilingual Sámi, Corsican, Irish and Welsh contexts. Starting from the premise that the relative fixity and fluidity of language boundaries are emergent properties of interaction, we focus on the tensions and innovations that arise from complex and changing multilingualism processes, practices and experiences in these contexts. We argue that peripheral multilingual minority and indigenous sites are particularly revealing for thinking what multilingualism means as they call into question the very nature of categories like "language" and "speaker".

In this COST Action, I am interested in the topic of transnational worker (Working group 3), especially in relation to mobility and new economy in the transnational area of Sámi land. Within the growing service and tourism sector, both indigenous Sámi languages as well as novel types of multilingualism have gained new value in the job markets. While some workers learn some Sámi in their working environment to authenticate their performance, some learn Sámi through institutional programmes and take Sámi language tests to be eligible for jobs in the public sector. And there are few Sámi speakers who have been using Sámi language since their childhood and who now have a relative wide range of job options e.g. as language workers, language teachers, translators etc. Regardless their competence in Sámi languages, the workers in the transnational Sámi land face the requirement of linguistic accommodation towards tourists from Japan, Russia, UK, France etc. To manage this seasonal multilingualism the workers and their employers have developed various strategies varying from importing "native" speakers for high season to using written text that seem to be Google translated. The mobile, multilingual and transnational Sámi land offers, I believe, an interesting space to reflect the intersection of social categories of "workers" "speakers" and "indigenuity". It also provides a lens to critically reflect upon what is "new" and "old" respectively, and how the time-space dimension can be fruitfully taken into account when thinking about changing multilingualism.

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As a member of the research group *Identi.cat*, based at the Arts and Humanities Department at UOC we are currently undertaking research on "new speakers of Catalan" in Catalonia. This is part of a competitive research project (2011-14) funded by the Spanish Ministry of Economy and Competitiveness titled "New speakers, new identities: linguistic practices and ideologies in the post-national era" (known as NEOPHON). The project not only focuses on the theme of new speakers in the Spanish context (Madrid, Galicia, the Basque Country) but also incorporates an eminently international perspective through the participation of researchers from the UK, Ireland, Canada and the US.

In this project we investigate the new paradigms in the relationship between language and identity constructed by "new speakers", that is, non-native speakers of local languages in different contexts. We study the social processes linked to the experience of people who usually speak a language or language variety different from what they learned and used in their primary socialization. We raise the general question of how speakers negotiate their legitimacy as members of a linguistic community in which they live, both from their own point of view and from that of the receiving community, and what implications this process has for their access to the symbolic and economic capitals associated with their new language. This requires looking primarily at how new speakers position themselves and are positioned in relation to ethnonational discourses in which language is presented as an essential component that defines national community membership.

Regarding the Catalan context these are our research questions:

- Who are the new speakers of Catalan?
- Why, how and when do they become Catalan speakers?
- What it means to be a legitimate speaker of Catalan?
- We are exploring how and why immigrants incorporate Catalan into their lives. What are the factors that contribute to this adoption? What are their motivations? What difficulties are they encountering in learning and using the language?

We are mainly exploring the biographical trajectories of a large sample of new speakers of different profiles (both nationals and immigrants) associated with the different contexts. Information on these trajectories has been collected through semi-structured interviews and group discussions. Furthermore, we are also analyzing other sites of discursive production of the symbolic value of language in contemporary society: language policies aimed at immigrants (through documentary information from the various contexts).

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**New speakers, new identities: linguistic practices and ideologies in the post-national era**

In this project we investigate the new paradigms in the relationship between language and identity constructed by "new speakers", that is, non-native speakers of local languages in different contexts. We study the social processes linked to the experience of people who usually speak a language or language variety different from what they learned and used in their primary socialization. We raise the general question of how speakers negotiate their legitimacy as members of a linguistic community in which they live, both from their own point of view and from that of the receiving community, and what implications this process has for their access to the symbolic and economic capitals associated with their new language. This requires looking primarily at how new speakers position themselves and are positioned in relation to ethno-national discourses in which language is presented as an essential component that defines national community membership. That's why we address different contexts from a comparative perspective, all contexts where discourses on language and identity have historically had a significant presence: on the one hand, minority language contexts in Europe (Catalonia, Galicia and Ireland), the Community of Madrid as a site for the construction Spanish as the language of the nation state and finally Quebec, a site which lies between the two categories as a province where French is the only official language within a state where English clearly predominates. We will mainly explore the biographical trajectories of a large sample of new speakers of different profiles associated with the different contexts. Information on these trajectories will be collected through semi-structured interviews and group discussions. In addition to this, we also analyze other sites of discursive production of the symbolic value of language in contemporary society: language policies aimed at immigrants (through documentary information from the various contexts) and situated experiences, that is, observation of behavior of new speakers in real situations of everyday life in two of the contexts studied.

**Fernando Ramallo**  
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I am an associate professor of Linguistics at the University of Vigo (Spain). My research interests are minority languages, sociolinguistics and discourse analysis. Between 2000 and 2013, I have been the co-editor of the journal *Sociolinguistic Studies* (Equinox, UK). Before, I edited the journal *Estudios de Sociolingüística* (200-2006). In 2012 I was named Member of the Royal Academy of Galician Language.

Since 1990 I have been dedicated to research on the Galician sociolinguistic situation. In these twenty-three years, I have worked in different projects related to the vitality of the Galician language in the contemporary Galicia. For five years, my priority line of research has been closely related to Galician new-speakers (*neofalantes*) and their social role in the Galician sociolinguistic change and the revitalization of the language (see below a selection of my recent publications).

My current research Project is NEOPHON (2012-2014). In this international project our team is investigating the new paradigms in the relationship between language and identity constructed by "new speakers". We study the social processes linked to the experience of people who usually speak a language or language variety different from what they learned and used in their primary socialization. I am the coordinator of the subgroup working with the Galician.

*Recent publications related COST Action*

- O'Rourke, Bernadette & Ramallo, Fernando (2015). "Neofalantes as an active minority: Understanding language practices and motivations for change amongst new speakers of Galician." *International Journal of the Sociology of Language*, 231 (Special Issue on New Speakers of European Minority Languages, edited by B. O'Rourke, J. Pujolar & F. Ramallo).
- O'Rourke, Bernadette & Ramallo, Fernando (2013). Competing ideologies of linguistic authority amongst *new speakers* in contemporary Galicia. *Language in Society*, 42(3), 287-305.
- Ramallo, Fernando (2012). "El gallego en la familia: entre la producción y la reproducción". *Caplletra*, 53, 167-191.
- O'Rourke, Bernadette & Ramallo, Fernando (2011). "The native-non-native dichotomy in minority language contexts: Comparisons between Irish and Galician". *Language Problems and Language Planning*, 35(2), 139-159.
- Flores Farfán, José Antonio & Ramallo, Fernando (eds.) (2010). *New perspectives on endangered languages. Bridging gaps between sociolinguistics, documentation and language revitalization*. Amsterdam, John Benjamins.
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### **Mediators as new speakers empowering migrant patients in healthcare settings**

As a result of globalisation and increased mobility, national and spatial boundaries no longer serve to keep languages in neatly analysable spaces (Blommaert et al., 2005) and institutions are currently facing the challenge posed by the linguistic and cultural diversity brought by migrants. In Catalonia, this new situation of multicultural and linguistic diversity has created challenges for public sector organisations, including different multilingual scenarios such as healthcare settings.

One of the multilingual practices implemented in healthcare services to manage multilingualism include the use of cultural mediators. The role of mediators in healthcare centres is to bridge the language and cultural gap between the health staff and the migrant clientele who do not have the language skills to communicate with doctors. As migrants themselves and members of the community, mediators share with the migrant clientele a common cultural and language background, which allow them to gain a deeper understanding of patients. As multilingual citizens who engage with languages other than their native or national language/s, cultural mediators might be considered *new speakers* who are constantly re-evaluating their own levels of linguistic competence and restructuring their social practices to adapt to different linguistic spaces.

The current research examines how a particular health institution is managing a context of multilingual diversity. It focuses on the role of mediators as new speakers and, in particular, how they empower migrant patients who are also potential new speakers of the host language. Ethnographic fieldwork has been undertaken in a health centre serving a multi-ethnic, multilingual migrant neighbourhood in urban Barcelona. The fieldwork conducted for this study consisted in two different phases of data gathering: the first phase involved semi-structured interviews with doctors and health mediators. Data collection for the second phase consisted of audio-recordings of medical encounters in which a mediator was present in consultation.

The study addresses the macro-social configurations of power and empowerment where mediator practices are located and the possibilities for either challenging or reproducing these practices in the local, micro-interactional mediating activities. Following Bourdieu (1991) concept of capital/resources it is possible to observe how mediators' knowledge of the host language, culture and Western healthcare system allow them to give opportunities for action to migrants. This might ultimately lead to patients' empowerment when they seek information, express concerns and/or make health-related decisions.

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### **An Ethnographic Case Study Of Eastern European Immigrant background: Adolescents' Second Language Socialisation In Their Social Networks In The UK**

Immigration from Eastern European countries which have recently joined the EU (the so called A8 and A2 countries) in the UK has been shaping the UK society in a social, educational and economic way. With the mass immigration from these countries to the UK, Eastern European immigrant families bring adolescents with them in UK schools who need to develop their linguistic and social skills in order to integrate into the social and educational practices in the UK. Yet, empirical research which accounts for their learning of English (as a second) language and their social integration is missing, and conclusions from available research on immigrant-background L2 learners in the UK point out that they have low L2 skills and fewer opportunities to socialise and integrate in the society. Hence with the presence of many Eastern European adolescents in UK schools, and their need to integrate in the social practices, it is important to explore the micro processes by which they develop in order to achieve social integration.

A helpful theoretical framework to understand how Eastern European immigrant background adolescents participate in the social practices in the UK society is second language (henceforth L2) socialisation which seeks to understand the processes by which non-native speakers of a language develop their linguistic and social skills in a second language. Thus it can be argued that Eastern European immigrant-background adolescents are L2 learners in the UK, and they achieve L2 socialisation through their own agency and through interaction with more knowledgeable members in social domains including family, school, and the wider social community, where there are often inequitable relations of power between immigrant and native speakers in the social, cultural and political context. However in order to develop linguistic and social skills, Eastern European immigrant background adolescents need to know how to use L2 in its appropriate form and context. As they have already undergone a process of L1 socialisation that is, they have developed linguistic and social skills in their first language they need to develop "new" linguistic and social skills in a second language in the immigration context. They develop their linguistic and social knowledge if they are recognised as legitimate participants when they interact with more proficient speakers of L2. Access to more knowledgeable social groups is important for Eastern European immigrant-background adolescents because more knowledgeable social groups can support adolescents' L2 socialisation. In view of this, the theory of social networks is relevant here because it can reveal how adolescents socialise by developing social relations with members in different social domains.

### Job Schepens

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For my PhD project, my advisers and I statistically analyzed variability in proficiency scores on the state exam "Dutch as a Second Language" of more than 50,000 immigrants to The Netherlands. We used the term L2 learnability to refer to the relative influence of a variant L1 on performance in an L2. L2 learnability is persistently lower and more variable than L1 learnability. The performance-based assessment scores of L2 proficiency across immigrants vary depending on the linguistic structure of the immigrant's L1s. Our approach takes into account a large and diverse set of language backgrounds of the learners. The frequency with which multilingualism occurs in society creates an opportunity for large-scale analysis of the diversity in adult L2 learning and the scales of individual and contextual differences.

### Cassie Smith-Christmas

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I am a research fellow for Soillse, the inter-university Scottish Gaelic language research network. Currently, I am working on a project that examines Gaelic acquisition of in-migrants to the Highlands and Islands area from the 1940s to the present, which involves interrogating new speaker themes such as language ownership, authenticity, and minority language use negotiation. One of my specific goals with this project is to gain insight into how some in-migrants successfully become new speakers, while others do not, despite similarities in circumstances.

In 2012, I attended the New Speakers conference at Edinburgh University, which was influential in my analysis of new speaker themes in my doctoral thesis examining Gaelic language use over three generations of a family on Skye and Harris (Smith-Christmas, 2012). One of the speakers within this family is a new speaker and with my Soillse colleague Timothy Currie Armstrong, we have further examined this particular new speaker's role in facilitating Reversing Language Shift (RLS), highlighting the critical role that heritage learners, whom we define as new speakers who have direct familial connections to the language, can play in revitalising minoritised languages (Smith-Christmas and Armstrong, 2014, in press). My recent work with Tadhg Ó hÍfearnáin for a chapter on Scottish and Irish Gaelic in the forthcoming book *Globalising Sociolinguistics* also touched on themes of new speakerdom (Smith-Christmas and Ó hÍfearnáin, forthcoming).

#### Relevant Publications:

- Smith-Christmas, Cassie. 2012. "I've lost it here dè a bh' agam:" *Language Shift, Maintenance, and Code-Switching within a Bilingual Family.* Unpublished PhD thesis: University of Glasgow.
- Smith-Christmas, Cassie and Armstrong, Timothy Currie. 2014, in press. "Complementary RLS Strategies in Education: The Importance of Adult Heritage Learners of Threatened Minority Languages." *Current Issues in Language Planning*
- Smith-Christmas, C. and Ó hÍfearnáin, T. Social Class and Diglossia in Gaelic Scotland and Ireland. Forthcoming. In D. Smakman (ed.) *Globalising Sociolinguistics*. London: Routledge.

### Hilde Sollid

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#### New speakers in Northern Norway

Language encounters in Northern Norway have long historical roots, and in addition to the national majority language (Norwegian) this area is the main region for the indigenous Sámi languages and national minority language Kven. A national assimilation policy during more than hundred years (approximately 1850-1970) resulted in language shifts across the region. From the 1970s onwards the minority policy has been more tuned in to language emancipation, and efforts to revitalize Sámi and Kven languages is of utmost importance to the Sámi and Kven groups, encouraging «old» speakers to a continued use of Sámi and Kven, but also recruiting «new speakers» to start using the minorities languages.

In addition, to these traditional minority groups the region is, as the rest of Norway and Europe, experiencing modern migration patterns, adding new perspectives to the northern multilingual situation. One way to understand the minority policy towards these new migrants to Norway is that it has some similarities with the old assimilatory policies directed towards the Sámi and Kven groups: The main goal is to introduce Norwegian to the new migrants, but the policy barely addresses the migrants' *multilingual* development. Instead, at least within the education system, the new speakers of Norwegian are supposed to learn the new language as quickly as possible, and then quit using the mother language for learning purposes. Within this policy the mother tongue becomes a language for family relationships.

Thus, the «old» and «new» minority groups experience different expectations when it comes to their multilingual development. However, in the north the minority groups often go to the same school and the same class, which in turn introduce may introduce diverging of language policies and ideologies within one single classroom. The question I explore in my research is how the schools manage the linguistic diversity. What language policies and ideologies are actually at work in the classroom, and how are these policies and ideologies addressed and negotiated? The main data comes from an ethnographic fieldwork where I follow a group of 7<sup>th</sup> grade pupils. In my talk I will focus on a couple of events where the policies concerning the new speakers of Norwegian are foregrounded. Both these events concerns the process of acquiring the new language, giving the process of language learning a potential social meaning that might extend to other contexts as well.

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### **Multilingualism in public sphere communication**

My main research interests revolve around public sphere theory with a focus on the method(s) of deliberation of ordinary citizens in public sphere settings – for the purposes of generating public opinions and challenging authority. I am particularly interested in change in public sphere argumentation practices through immigration and multilingualism.

Multilingualism constitutes an integral part of post-national citizenship, not only in the framework of EU citizenship/public sphere, but also in sub-national public spheres in the form of assemblies, local communities etc. that include migrant citizens and representatives of minority communities. Together with the profusion of new publics, the rise of new media and ‘third spaces’ of communication (Wright, 2006; Bhabha, 1994), multilingual communication has altered the normative make-up of the public sphere both in terms of structure and communicative nature. ‘Emergent publics’ (Angus, 2001; Wodak, 2008) and ‘subaltern counter-publics’ (Fraser, 1993; 1997) are no longer defined solely by their agonistic nature but also of the way this is expressed through their choice of language. Multiple languages representing multiple cultures signify multiple competing rationalities in essentially agonistic public spheres. Power differentials in multilingual (physical and virtual) public spheres are not rooted in status, education, or access, for instance, but instead on the language chosen for communication. In cases where a lingua franca is chosen, the power differentials that affect communicative rationality are clearer between native and non-native speakers of the lingua franca. For these reasons, in attempting to map post-national multilingual citizenship practices, we must move away from existing models of public deliberation (such as Habermas’s communicative rationality, for instance) towards a power-centred approach (cf. Honneth, 2001) in mixed communities that also takes into account the complexities and contingencies (Luhmann, 1995; Bohman, 1996) inherent in multilingual / multicultural communication.

This research is directly relevant to COST Action Working Group 2 on “Immigrant Communities”, since it examines the qualitative criteria for deliberation in public spheres in which “new speakers” of the host country language(s) participate for the purpose of forming public opinions.

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### **Displaced locality – researching Japanese immigrant women in The Netherlands**

My current research focusses on the linguistic (and cultural) practices of Japanese immigrant women in The Netherlands. The corpus I am currently working on was collected during fieldwork in 2012-13 in Amstelveen (outside Amsterdam) – participants are all women, whose husbands were transferred to The Netherlands on short-term contracts, upon the completion of which they are to return to their home companies in Japan. What makes this a particularly complicated community of new speakers, is not only its temporality, but also its precarity – these women do not know how long they will be staying in The Netherlands, as their husbands’ contracts are usually set out in such a way that they can be there from a year up to ten years time. One can imagine how difficult it is to even consider ‘belonging’ under such circumstances.

I am researching the outcomes of dialect contact (specifically the use of dialectal negation), as well as discourses of (non-)belonging in this transient community of speakers, who are ‘new’ on a number of levels. First and foremost, they are new to the local community; they are new to their own immigrant Japanese community in Amstelveen, they are also new to the Community of Practice (Lave & Wenger 1998; Eckert 200, 2006; Meyerhoff & Strycharz 2013) they have formed for themselves; a number of women are new to the concept even of being outside of their safe space – their belonging to the local community of Japanese women is therefore developing with respect to a number of boundaries, both physical and psychological. While these speakers are not multilingual *per se*, considering them within a broader spectrum of ‘new speakers’ might provide us with invaluable insights as to developing new identities alongside linguistic and cultural practices, as well as with respect to the challenges they face as they shift into and out of their immigrant (Japanese and international) and local (Dutch) communities.

Preliminary analyses suggest that in order to understand the linguistic practices of these new speakers, we need to consider the various ways in which they construct their identities in relation to the real or imagined communities they belong to, as well as indexical meanings of certain linguistic variants that emerge in this community.

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**What is the role of linguistic capital in the inclusion or exclusion of refugees and asylum seekers in civil society?**

The research conducted explored the issues of whether linguistic capital plays a role in the inclusion or marginalisation of refugees and asylum seekers, otherwise described as forced migrants, into political life in the U.K. The dissertation reviewed the concept of linguistic capital, with reference to the work of Jürgen Gerhard (2012) 'European Integration and the Importance of Transnational Linguistic Capital', in light of the experiences of forced migrants attempting to integrate and participate in civil society alongside members of the host community. The research considered the issues related to linguistic competence in the host language compared with other languages, perceptions of status of new migrants in wider society, roles within civil society organisations and perceptions of professional use of language in order to understand the complexities of the linguistic market and the distribution of power and resources that occurs as a result of it. Also, in doing so, the relationship of linguistic capital to other symbolic capitals within civil society was considered, with the conclusion that **professionalisation** is vital for migrant communities to be accepted and included in civil society organisations.

The research used an exploratory approach based on Grounded Theory and elements of Interpretative Phenomenological Analysis approaches. The methods were adapted in light of cultural and ethical considerations involved when conducting research with forced migrants. The approach created stressed the importance of inclusion of participants' communities within research design as well as theory for research design. The research findings were used to create a scale of civil society participation, with reference to linguistic ability, to understand the role that linguistic capital plays in the exclusion of forced migrants from *within* civil society organisations.

Marginalisation occurs, it is concluded, as a result of Bourdieu's 'structuring structures'; the habitus of linguistic competency, vulnerability, charity and professionalism. Habitus is both a result and cause of civil society organisations' actions which inadvertently have resulted in the exclusion and a form of 'linguistic exploitation' of forced migrants within organisational structures. The habitus or the pathology of charity and vulnerability has shaped the value associated with the linguistic capital of forced migrants, to the extent that forced migrants sense that they enter into a process of linguistic, professional and personal devaluation. The final conclusion of the research is that those excluded from dominant forms of linguistic capital are marginalised within civil society organisations and left in silence in a state of symbolic suffering.

**Minna Suni**

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The theoretical roots of my research work are in dialogical, socio-cultural and ecological approaches to language learning (e.g. Linell 2009; van Lier 2004; Kramsch 2002), and in ethnographic approaches to multilingualism and multilingual identities (e.g. Blommaert 2005, 2010; Heller 2006; Kramsch 2009). My primary research area is Finnish as a second language (L2) of migrants living in Finland. Since early 1990s, I have studied both young and adult migrants and paid attention to both school and working life contexts. The complex process of becoming a new legitimate speaker or user of Finnish is a shared research interest of our larger team as well.

Currently our research team is analysing how internationally educated health care specialists maintain and develop their professional identities when working in their L2 (Finnish), and how well-educated migrants with rather limited L2 skills finding low-paid survival jobs only deal with the gap between their present status and their long-term goals. The concept of "new speaker" (Pujolar) is a highly relevant one here: their membership, language skills, and identity are frequently questioned. Perhaps the status as a legitimate member of the language or work community can gradually be reached, but only if this is supported by those who are community members already (see also Lave & Wenger 1991).

Various restricted categories are overtly present and applied in school environments, too. E.g. the so-called second generation migrants and their typically hybrid linguistic identities and multilingual practices tend to challenge such established categories as "native/non-native speaker" or, in the Finnish context, the relatively narrow concept of "Finnish language speaker". Although the education policies (e.g. curricula) may recognize multilingualism as a valuable resource, or even as an educational target as such, there may still be obvious difficulties in recognizing the educational needs and multilingual identities of these students at the level of practices (Suni & Latomaa 2012).

### **Lotte Thissen**

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My PhD research "Language-culture in Roermond" focuses on the construction of place-making and feelings of belonging through language and culture in the Dutch Limburgian city of Roermond. The province of Limburg can be seen as a peripheral area which is mostly linked to a strong local identity and dialect. This ethnographic research aims to give insight into the multi-layeredness and complexity of how people give linguistic and cultural meaning to places. Through this I want to explore how people use linguistic and cultural resources to identify themselves with particular places and groups existing in these places. Consequently, this research gives insight into the importance of language ideologies interrelated with place and belonging in daily lives and routines.

On an overall basis, my research fits into the theme of new speakers in multilingual Europe since I am looking at the language and culture ideologies people have constructed about the requirements to fit into a particular place. Put simply, which linguistic and cultural resources are needed to be evaluated by others as legitimately belonging to a place? More specifically, the data gathered in a local supermarket perfectly fits into the core theme of Working Group 2: immigrant communities. This supermarket is owned by a post-migrant family from east-Turkey. Moreover, most customers have a migrant background as well. In this supermarket, I have investigated how people use language when there is no common, native language to start from. The staff turned out to be very sensitive to the particular backgrounds of their customers and adjusted their linguistic resources to this in order to bind the customers to their relatively new shop. In this sense, there are different layers to the concept of 'new speakers'; there are not only 'new speakers' of the national Dutch language, but also 'new speakers' of the linguistic varieties at hand in the supermarket. Moreover, there can be found a regional layer, since people in the supermarket also use Limburgian dialects in their interaction. What I would like to add to this working group meeting is this perspective of multi-layeredness of 'new speakers', or rather 'new users' of a variety of linguistic resources and how this influences the linguistic and cultural construction of belonging.

### **Tom Van Hout**

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I am an assistant professor in the Institute for Academic and Professional Communication at the University of Antwerp and in the Humanities Faculty at Leiden University. I study organizational and public communication as sites of knowledge (re)production, representation and contestation.

My PhD examined the interpretive practices and professional routines of business journalists in Belgium. This work combined linguistic ethnographic and keystroke logging approaches and was published in *Pragmatics, Text & Talk* and the *Journal of Pragmatics*. It also led to consultancy work for news agency Belga.

More recent work has looked at notions of expertise and identity politics in media discourse. In 2012 I guest-edited a special issue of *Discourse, Context & Media* on journalistic stance. A co-authored textbook on research methods for Journalism Studies will be published in March 2014. At the moment I am investigating (i) the implicit norms of language use that news media hold public figures such as politicians, celebrities, commentators and pundits accountable to; and (ii)

identity and self-presentation practices on microblogging service Twitter.

My work intersects with the New Speaker theme in two ways: an interest in professional ideology, organizational ethnography and discourse analysis and in the intersection between research and the professions. Together with Joan Pujolar, I will be coordinating WG4 on methods and concepts.

### **Ellen Van Praet**

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#### **Making ends meet: A communication matrix for multilingual service encounters.**

Social services and public services are facing a remarkable diversity of clients today. Existing tools for communication do not always work or are not used efficiently. To better bridge the communication gap between service providers and new speakers of Dutch, Ghent University conducted a joint exploratory research with *Kind en Gezin* (Child & Family), the organisation that monitors childcare for the Flemish authorities in Belgium and *Kruispunt Migratie-Integratie*, an independent organization, recognized and subsidized by the Flemish government to develop expertise on migration, integration and ethno-cultural diversity. Closely collaborating with practitioners and policymakers, we analyzed 74 videorecorded conversations between *Kind & Gezin* service providers and foreign mothers, both quantitatively and qualitatively. The ultimate purpose of the study was to develop a communication matrix that maps what communication tools are, can and should ideally be used in the service context so that more cost-efficient and effective service can be provided without sacrificing service quality.

The data collection was done by *Kind & Gezin*, the filmed excerpts were coded, analyzed and systematically incorporated into Nvivo10 by Ugent researchers (see contact details of researchers below). The results were delivered in a written report to *Kind & Gezin* for further follow up and training of the organisation's staff on 31/12/2013. The research provided an empirically grounded answer to the following research questions:

1. Which tools are currently being deployed by service providers to bridge the communication gap? And which aren't yet?
2. What advantages and disadvantages have these bridging tools?
3. Which bridging tools operate optimally within certain service contexts and why (success factors and constraints)?
4. Which bridging tools may not work properly in certain contexts and why (pitfalls and constraints)?
5. Which bridging tools, which are not yet used by *Kind & Gezin*, may offer a solution for gaps or obstacles in communication between service providers and new speakers of Dutch?



### John Walsh

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I am a Lecturer in Irish at the School of Languages, Literatures and Cultures, National University of Ireland, Galway and Vice-Dean for Research in the College of Arts, Social Sciences and Celtic Studies. I am responsible for teaching sociolinguistics and dialectology at undergraduate and postgraduate level. My principal research interests are the sociolinguistics of Irish, in particular matters related to language policy, language legislation, language ideology and post-traditional variationism. I have also researched language and socio-economic development in Ireland and the minority language media both in Ireland and elsewhere. Since 2009, I have been a member of an international research group on the governance of linguistic minorities based at the University of Ottawa in Canada.

Since 2011, I have been collaborating closely with Bernadette O'Rourke on new speakers of Irish and we are currently working on a monograph on this theme. I am also a member of the NEOPHON consortium based at the Universitat Oberta de Catalunya in Barcelona, an international project examining the construction of social identities by new speakers of a variety of languages, including Irish.

I am particularly interested in mapping the various profiles of new speakers of Irish in order to reflect the broad spectrum of practices and ideologies involved in being or in becoming a new speaker of the language. One such sub-group comprises highly competent or 'expert' speakers of Irish, drawing on Piller's alternative notion of 'expertise', substituting the idea of where the speaker comes from with what he or she knows. In collaboration with colleagues in the Basque Country and Catalonia, I am currently working on a project related to linguistic *mudes*, biographical moments which lead to the adoption of the minority language in a particular social situation where English or Spanish was previously the norm. The sub-sample of Irish speakers whom I have analysed relate to the university *muda* (the adoption of Irish during the period at university) and the family *muda* (the adoption of Irish with a family member although the home language was English). The notion of *muda* provides a crucial theoretical standpoint to our approach because we study how linguistic practices of multilinguals evolve and changes throughout the life cycle. So, by focusing on 'how individuals become new speakers, we turn these phenomena into processes characterised by change, movement and maturation rather than staticity and placeness' (Pujolar and Puigdevall, forthcoming).

### Gordon Wells

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#### New Speakers and Island Voices – Research Interests

Island Voices/Guthan nan Eilean – <http://guthan.wordpress.com/about> - is a (primarily) bilingual language capture and curation project, based in the Outer Hebrides. Originating out of the 2005-2007 Leonardo-funded "POOLS" project, it has since developed its own distinct identity and a strong online presence, with a much-expanded multimedia archive, including over 12 hours of video material intended to meet the needs of learners/new speakers of Gaelic and English.

In its latest iteration the emphasis has shifted from staff-directed video production to facilitation of multimodal User Generated Content by community members (whether "old" or "new" speakers). The ethos is deliberately multilingual. In addition to the ongoing creation of English and Gaelic content, many other languages also feature in the project blog and associated audio and video channels.

Parallel to this practical work, there is an ongoing programme of action-based research, with all reports published in full online, alongside summaries for local community media - <http://guthan.wordpress.com/research/>. Currently, these comprise two research projects carried out for the Soillse inter-university Gaelic research network, looking in close ethnographic detail at local perceptions of Gaelic learning and use, and at practices and preferences in relation to digital literacies. This page also links to a reflective chapter on Island Voices, written by Gordon Wells, in a recent British Council book on innovations in ELT for migrants and refugees.

In sum, the project is located at a number of intersections that relate to the "New Speakers" theme – between "new" and "old" speakers, between "indigenous" and "immigrant" language practices, between "real" and "virtual" communities, and between "research" and "action".

As such, it is perhaps not immediately obvious whether to opt for WG1 or WG2 in the first instance, as the work of the project covers both "indigenous minority speakers" and "immigrants", and already seeks to build on the commonality of interest between them. In research terms, more work has to date been done on the Gaelic rather than the ESOL side. This perhaps points to participation in WG1. However, it would be of interest to the project, moving forward, to redress that balance and complement the Gaelic research noted above with a closer examination of the dynamics around language use by relatively recently arrived speakers of Polish, Russian and other languages.