2nd International Symposium on

NEW SPEAKERS IN A MULTILINGUAL EUROPE
Challenges and opportunities

Book of abstracts

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2nd International Symposium on New Speakers in a Multilingual Europe. Challenges and opportunities

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*These abstracts have not been copyedited. They appear as the authors have presented them. So, in many cases, they are samples of newspeaker writing.

Production of this book of abstracts: Avel·lí Flors
(with the support of Iago González Pascual)

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	Room Enric Prat de la Riba	Room Nicolau d'Olwer	Room Pi i Sunyer
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	Jon Aizpurua, Head of the Planning and Research office of the Viceministry of Language Policy of the Basque Government **John Walsh**, professor at OÉ Gaillimh – NUI, Galway **Luisa Martín-Rojo**, professor at the Universidad Autónoma de Madrid **Eunice Romero**, PhD Candidate at the Universitat Oberta de Catalunya and grassroots activist	
15:25	5 min.	
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	Esther Franquesa. General Director of Language Policy of the Generalitat de Catalunya **Patxi Xabier Baztarrika Galparsoro**. Deputy-Minister for Language Policy of the Basque Government **Rafik El Mossaoui**. Officer of the Linguistic Welcoming Division of Plataforma per la llengua **Ana Jesús Narbaiza Aldai**. Manager of metrology, Elay **Meirion Prys Jones**. Chief Executive Officer (CEO) of the Network for the Promotion of Language Diversity (NLPD) Rapporteur: **Dr. Fernando Ramallo**, Universidade de Vigo	
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	SATURDAY 22 NOVEMBER			
	Room Enric Prat de la Riba	**Room Nicolau d'Olwer**	**Room Pi i Sunyer**	**Room Puig i Cadafalch**
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10:30	220107. Claire Nance: *New Gaelic speakers in Glasgow and Edinburgh: A phonetic study of rhotic consonants*			
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11:00	Coffee break			
11:30	**Workgroup 1 meeting: New Speakers of Minority Languages**	**Workgroup 2 meeting: Multilingual Immigrants**	Doctoral workshop participants are free to use the room if they do not attend WG meetings.	**Workgroup 4 meeting: Concepts, Theories and Methods to Study New Speakers**

13:00				**Core group meeting** Only Workgroup leaders
13:25	5 min.			
13:30	**Management Committee** Only appointed MC members and MC Substitutes can attend			
14:30	**Closing**			

Panel abstracts

Panel 1. Practices and New Speakers of Minority Languages

Workgroup 1. New Speakers of Minority Languages

Panel convenors: Noel Ó Murchadha (University College Dublin), Mairéad Moriarty (University of Limerick/Ollscoil Luimnigh)

When   Sat 22 November, 9:00-11:00   *Where*   Enric Prat de la Riba

The 'new speaker' model (O'Rourke and Ramallo 2013) challenges previously accepted approaches to minority language maintenance, revitalisation and revival. Traditionally, these paradigms have been strongly influenced by essentialist ideologies of the 'native' speaker that valorise this population and identify it as *the* primary concern in minority language management strategies. More recently, however, academic attention has begun to consider the role of so-called 'non-native' or 'new' speakers of minority languages.

Social change associated with globalisation and late modernity has, at the same time, necessitated a reconceptualisation of both language and identity (Blommaert and Rampton 2011). Rather than accepting both as fixed and bounded entities, many researchers now consider language and identity as mobile, malleable, heterogeneous constructs (Woolard 2011). A new linguistic order, where individuals often innovatively use different languages in diverse settings and for various purposes, is thus emerging. Issues of authority, authenticity and language ownership frequently emerge from new speaker practices following growth in spaces of language innovation and use as previous barriers to minority language production are eroded through global changes. This in turn enables us to reconsider the notion of 'speaker'.

In the context of minority languages, new speakers are potentially invaluable for reinvigorating such languages. New speakers of minority languages engage in a constant process of identity negotiation, production and performance. The aim of this panel is to examine such changes by taking an in-depth look at the language practices that new speakers of minority languages engage in. To this end we invite contributions to our panel that will address some of the following questions:

1. What are the language practices of new speakers of minority languages?
2. In what domains do new speakers draw on their linguistic repertoire?
3. Do the language practices of new speakers create domains of innovative and creative language use?
4. How do the language practices of new speakers challenge preconceived notions of what it means to be a speaker of a particular minority language?
5. How are these practices perceived and represented by the wider speech community?
6. Are traditional conc eptions of language and identity salient to the new speaker model?

References

Blommaert, J. & Rampton, B. (2011) 'Language in superdiversity', *Diversities*, 13(2), 1-21.

O'Rourke, B. & Ramallo, F. (2013) 'Competing ideologies of linguistic authority amongst "new speakers" in contemporary Galicia', *Language in Society*, 42(3), 287-305.

Woolard, K. (2011) 'Is there linguistic life after high school? Longitudinal changes in the bilingual repertoire in metropolitan Barcelona', *Language in Society*, 40(5), 617-648.

Panel 2. Ideologies and New Speakers of Minority Languages

Workgroup 1. New Speakers of Minority Languages

Panel convenors: Cassie Smith-Christmas (University of the Highlands and Islands/Oilthigh na Gàidhealtachd agus nan Eilean), Michael Hornsby (Uniwersytet im. Adama Mickiewicza w Poznaniu)

When	Fri 21 November, 10:30-12:20	*Where*	Enric Prat de la Riba

We invite abstracts for a panel on the topic of ideologies and new speakers of minority languages. Paper presentations should be 20 minutes in length and will be presented as part of a four-hour panel at the New Speakers in a Multilingual Europe: Opportunities and Challenges Symposium in Barcelona, November 20-22, 2014. Papers may address any aspect of the broad theme of ideologies and new speakers; for example, what role do ideologies play in trajectories of becoming a 'new' speaker of a minority language? What types of ideologies are typically found in minority language communities and what are their implications for new speakers? Further, as becoming a new speaker of a minority language usually involves participation in language maintenance efforts, how do language ideologies contribute to or impede new speakers' potential for enacting language maintenance within their families and communities? What language ideologies are implicit in macro-and meso-level language policies and what is their impact on new speakers at the micro-level of interaction?

Please submit abstracts using the process outlined in the General Call for Papers, but please include 'Ideologies and New Speakers of Minority Languages' as the heading of your e-mail used to submit the abstract.

Panel 3. Linguistic and Migratory Trajectories

Workgroup 2. Multilingual immigrants

Panel convenors: Claudia Angelelli (Heriot-Watt University, Edinburgh), Maite Puigdevall (Universitat Oberta de Catalunya, Barcelona)

Discussant: Clara Keating (Universidade de Coimbra)

When	Thu 20 November, 9:30-12:00	*Where*	Enric Prat de la Riba

The focus of this panel is on immigrants and their linguistic and migratory trajectories. Geographic displacement and movement of people has consequences and involves changes, many of them language-based. As migrants adjust to a new linguistic landscape they may develop new language repertoires or experience dialect shifts. This panel contributes to a discussion of how linguistic and immigrant trajectories intertwine in the processes of becoming a new speaker of a new language (or a new set of repertoires), and focalizes on the social, cultural and political circumstances which frame and affect this process.

"Language trajectories" refer to the language-based journeys taken by individuals or groups, both in the process of becoming new speakers, and in no longer being one. Language trajectories as well migration trajectories can be very complex, intersecting other kinds of life trajectories, all implying movements over time and space. They may entail learning new language repertoires (or varieties), with associated values and ideologies. Migrants must also face the contrasting, even conflicting values conferred on linguistic varieties and discursive practices across spaces and generations. Through communicative practices, which have immediate impact on the public sphere, speakers are in fact transposing selves across discrete

zones of cultural space and time (Agha 2006; Woolard 2013). They thus constitute a challenge for the study of different aspects involved in language learning, language use, and in the discursive representation of an ethereal realm of origin and the projected "homeland".

Within this frame, new speakers are "all multilingual citizens who, by engaging with languages other than their "native" or "national" language(s), need to cross existing social boundaries, reevaluate their own levels of linguistic competence and creatively (re)structure their social practices to adapt to new and overlapping linguistic spaces" (O'Rourke 2013). While focusing on the trajectories involved in the processes of becoming a new speaker, papers on this panel will also consider the extent to which the construct of 'new speaker' and 'new speakerness' can be compared, contrasted or complement other previously existing terms such as second language speaker/learner and non-native speaker, among others.

We invite papers focusing on new speakers in migration contexts from a wide range of disciplines and methodologies, including, sociolinguistics, applied linguistics, cognitive science, cultural studies, ethnology, sociology, anthropology, communication, education, translation and interpreting studies, among other social sciences.

Focal questions:

- How do migrants accommodate or otherwise react to new linguistic norms, values and ideologies, which differ from those in which they were primarily socialized?
- What challenges and opportunities do migrants face as they acquire a language or a variety other than their own in the context of multilingual Europe, and are understood as "new speakers" of this language?
- How do migrants manage the sociocultural, linguistic and identity resources made available as they move into new semiotic spaces? What circumstances and factors intervene in the process of becoming new speakers of other languages?
- Through which communicative practices, discursive devices do migrants situate themselves in spatial and temporal orders? How do they produce representations which, in Agha's terms, create chronotopic displacements and cross-chronotope alignments between persons and communities here-and-now and persons and communities elsewhere?
- What research methods allow us to explore and explain the language-based trajectories of migrants in movement: ethnographies, life stories/biographies, other methods? To what extent do they allow the study of development of migration trajectories, and their interconnections with other language trajectories?
- How do we describe and explain the construct of a new speaker, and what future perspectives are associated with this construct?

Panel 4. Language and practices of speakerness

Workgroup 2. Multilingual immigrants

Panel convenors: Jürgen Jaspers (Université Libre de Bruxelles), Lian Malai Madsen (Københavns Universitet)

Discussant: Max Spotti (Tilburg University)

When	Thu 20 November, 12:05-13:05 / 14:30-15:30	*Where*	Enric Prat de la Riba / Pere Coromines

This panel explores how speakerness and speaker statuses are practiced in 'modern communicative encounters resulting from globalization and transnationalism'. In spite of increased disciplinary attention to language practices and ideologies rather than languages as distinct and bounded phenomena, most speakers continue to live and act out their identities in a thoroughly 'languagized' world and are constantly drawn into the use of, evaluated

against, expected to be, or obliged to speak 'languages'. Many speakers, therefore, actively seek the social credentials and professional advantages that being heard as speakers of particular 'Languages' can provide them with, which can be observed, among other things, in their attempts to revitalize or learn minority languages. But these practices usually depend on the fixed notions of 'language' that sociolinguists have been cultivating a growing suspicion against. In an international scientific world where new users of English frequently meet demands for native-like speakership including fluent writing, discussions of linguistic ownership and negotiations of competence also enter, constrain or advantage our own professional practice.

Rather than invalidating sociolinguistic attention to language practices, this implies that the legacy of 'Language' will continue to set the stage, that is, function as an emic beacon for much linguistic activity. In view of this, sociolinguists will have to explain, rather than merely discard as ideological constructions, the ways in which this legacy is recruited for various purposes and how this, in turn, effects speakerness and speaker identities.

The panel will explore how etically observable linguistic practices are reconciled with emic ideas of 'Language' and the extent to which legitimizing as well as delegitimizing strategies are made manifest in communication. In so doing, the panel will problematize the advantages and disadvantages of the notions of 'Language' as employed for (minority) language learning and teaching as well as for speakers' professionalization trajectories. It will also pay attention to how speakers navigate their translingual or amateur explorations of (relatively) unfamiliar linguistic territories ('crossing', 'stylization') against the background of conceptions of 'Language'.

We invite papers which focus on various types of speakerness in the context of migration and diaspora (including speakerness in written communication) that emerge in communicative encounters (old/new, native/non-native, serious/jocular, temporary/routine, learner/experienced, majority/minority speaker), the diverse stances of ownership, skill, recognition and authenticity they imply, and their import for the revitalization, integration, or transnational projects speakers engage in.

Focal questions:

- Can we avoid a hypothetical 'Language' in minority language teaching? What 'apocryphal' versions of minority languages do new speakers pursue?
- How does 'Language' possibly inform translingual, mixed practices in professional and amateur explorations of new linguistic territory?
- What kinds of (de)legitimising strategies do new and 'old' speakers develop as they work out their relationships in various institutions?
- How do we as linguists approach our own speakership in a new professional language or negotiate expectations of fluent/native speech/writing?

Panel 5. New Speakers in the Multilingual Workplace: Legitimacy, Resources, and Authentication

Panel 6. The construction and accommodation of new speakerness in the workplace

Workgroup 3. New speakers as workers

Panel convenors: Sara Brennan (Heriot-Watt University, Edinburgh), Kirandeep Kaur Summan (Birmingham City University), Heiko Marten (Tallinn University), Lotte Thissen (Maastricht University)

When	Thu 20 November, 16:00-17:45 (Panel 5)	*Where*	Pere Coromines (Panel 5)
	Fri 21 November, 9:00-11:15h (Panel 6)		Nicolau d'Olwer (Panel 6)

The politico-economic conditions of late modern capitalism have significantly impacted the definition of and relationship between language and work. Language has come to occupy an increasingly important role in the globalised new economy. This has led to two central – and competing – conceptions of language: as a standardised work skill; and as a source of authenticity, identity construction, and thus added value (Heller 2010; Duchêne & Heller 2012). As the former, language is treated as a technical ability like any other, becoming a skill that is measurable, achievable by training, accessible to all, and distinct from identity (Heller 2003; Heller & Boutet 2006). In the latter conception, language is seen as inextricably linked to the heritage and identity of people seeking a place (and working) in a globalized and multilingual world, making it the repository of the authenticity that can provide differentiation on saturated markets (Piller 2001; Duchêne & Del Percio 2014).

Both conceptions of language have important consequences for the definition, valorisation and exploitation of "new speakers" and their linguistic practices in the workplace. When language is treated as a standardised work skill, only certain linguistic competences (languages, dialects, sociolects, speech styles, registers, etc.) are valued. Consequently, some linguistic resources are recognized as assets while other linguistic skills are viewed as unvalued or even undesirable (Cameron 2000; Duchêne 2011; Møller & Jørgensen 2009). As a commodified source of added value, language can become a strategic marketing tool (in the form of bi- or multilingual advertising or tokenistic greetings in a heritage language, for example) potentially exploitable by any social actor in the workplace, including those not traditionally considered "native" or even "new speakers" of the commodified language(s) (Kelly-Holmes 2010; Pietikäinen & Kelly-Holmes 2011).

We adopt an approach to defining "new speakers" that emphasises practices and processes to deconstruct dichotomies and categories ("old" vs. "new", bound spatial/temporal contexts). We believe that the "new speaker" term permits analysis of social actors and groups from varying socio-economic backgrounds, from multilingual elites to linguistically isolated workers (Mora & Davila 2005; Gerhards 2012). Furthermore, it allows the investigation of (increasingly transnational) professional interactions involving actors with a wide range of linguistic repertoires, including but not limited to: dialectal or sociolectal varieties of national languages; L2 speakers with migrant or autochthonous minority backgrounds; multilingual Europeans; heritage language speakers; migrants who construct their (plural) linguistic and cultural identities across boundaries. Despite such variety, all such actors are linked by the fact that their main language of work is not what would be considered their "native language".

The proposed panel will investigate questions concerning the linguistic resources, practices, and attitudes of (and towards) these "new speakers" in the workplace. We invite proposals that address the professional practices of "new speakers" and the challenges they face at work, with a focus on processes of socialization, legitimation, and authentication. We welcome papers adopting a range of perspectives, including theoretical discussions, case studies, and practical experiences of both researchers and practitioners. The panel is equally interested in challenges to the use of concept of "new speakers" in this context. Questions that could be addressed include, but are not limited to:

- Which linguistic competencies are valorised for specific professional practices, and how do they impact the recognition of "new speakers" in the workspace?
- What are the power dynamics (e.g. processes of marginalization) that influence the professional roles attributed to "new speakers"?
- How do professionals use tactics of authentication and legitimation (Bucholtz & Hall 2004) to gain access to the workplace?
- What challenges do "new speakers" as workers pose for traditional speakers in terms of access to the symbolic or economic capital associated with authority over certain linguistic competences?

- Which processes of training and socialisation allow professionals to acquire the necessary skills (oral, written) to qualify as "new speakers" and then – possibly – to overcome this categorisation?
- What kinds of education or language policy initiatives have emerged in reaction to the phenomenon of "new speakers" in the economy?
- What are the perceptions of "new speakers" held by the different social actors with whom they interact (employers, colleagues, etc.), and how does the emergence of new language varieties (such as Euro English) influence these perceptions?

Panel 15. Mother tongue education in Copenhagen

Workgroup 1. New speakers of minority languages

Workgroup 2. Multilingual immigrants

Workgroup 4. Concepts, theories and methods to study new speakers

Panel convenor: Martha Sif Karrebæk (Københavns Universitet)

When	Thu 20 November, 9:30-10:30	*Where*	Pi i Sunyer

In Denmark, language tuition for children with linguistic minority background is known as *Mother Tongue Education* (MTE). MTE is offered to linguistic minority pupils as a supplement to compulsory education and is divided into what is basically regarded as +/- EU languages. Whereas the first type is free of charge, the second is only free in certain municipalities, including Copenhagen. MTE should ensure pupils' linguistic competences in a 'mother tongue' and their cultural and societal insights into a 'country of origin' (Ministry of Education 2009:3). In general, MTE is lacking social recognition (Nusche et al. 2010; Timm & Kristjánsdóttir 2010).

Copenhagen has an increasingly ethnically and socially heterogeneous population, and the heterogeneity extends into received ethnic and linguistic categories, e.g., 'Arabs', 'Iranians', 'Turks' etc. In MTE children, teachers and parents' relations to a 'country of origin' and 'mother tongue' vary in terms of linguistic competences, identity and social embedding etc.; some children do not have good command of their 'mother tongue' and are very much New Speakers of it, other children speak it fluently. All these children are, simultaneously, generally defined as New Speakers, or second language speakers, of the societal majority language Danish. MTE classrooms vary considerably in their organization, self-understanding and foci. Some teachers include cultural themes, others treat many cultural issues as unmentionables (Karrebæk & Ghandchi forthc. a,b).

This panel presents case-studies from an on-going project on MTE in Copenhagen, in Farsi, Turkish, Arabic and Polish classrooms. Due to the social diversity and lack of recognition, the social institution of mother tongue education is faced with various challenges and opportunities. We will present some of these challenges and opportunities from an emic perspective with Linguistic Ethnography (Creese 2008) as a methodological backbone. Data include classroom observations, recordings and interviews (pupils, teachers, parents). We approach language as 1) Linguistic features, institutional and pedagogical formats; 2) Interaction and language in use; 3) Linguistic, cultural and social ideologies and metapragmatic meanings (cf. Silverstein 1985 on the *Total Linguistic Fact*).

Abstracts by authors

Al-Azami, Salman & Hailemariam, Chefena
Liverpool Hope University

Ethnic minority language use at home and in schools: An investigation into Somali children's bilingualism in Manchester [201005]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 17:00
Session	10. Educational context and migration	*Where*	Pi i Sunyer

This research investigates the effects of language policy on ethnic minority language maintenance among a relatively newer community in Manchester. It looks into bilingualism among the Somali children in two schools in Manchester in terms of the communicative roles of languages inside and outside the school environment. The study examines the overt and covert issues that affect ethnic minority children's use of their heritage language while learning in English in their schools. Statistics from local educational authorities provides educational achievement patterns by ethnicity. However, such data may not always reveal the actual linguistic, social and psychological underpinning, such as language literacy practices specific to a community, social identity, school-home cooperation etc. This study deals with issues and emerging themes from focus group meetings conducted with pupils, parents and teachers in two primary schools in Manchester with significant presence of ethnic Somali pupils. The main purpose of this small-scale research was to identify the real issues that young Somali children encounter in a context of constant struggle between their heritage language, which remains their ethnic identity whether they had ever been to Somalia or not, and English, which they have to use to succeed in their adopted country. The study concludes that despite positive reinforcement by both the schools about children's heritage language and good home-school link lack of effective national language policy regarding teaching ethnic minority languages in schools have contributed to the decline in use of Somali by children in both the schools. The study also observes that over-emphasis on modern foreign languages in UK schools means that ethnic minority languages have little role in the school environment leading to many children's language shift.

Amorrortu, Esti; Ortega, Ane & Goirigolzarri, Jone
Deustuko Unibertsitatea/Universidad de Deusto

Becoming an active speaker of Basque: new speakers on the crossroads [220104]

Working group	1. New speakers of minority languages	*When*	Sat 22 November, 9:45
Panel	1. Practices and new speakers of minority languages	*Where*	Enric Prat de la Riba

The situation of Basque has improved greatly in the last 35 years, as a result of favourable language policy and popular support, with overall figures of Basque speakers now at 36,4% (in contrast with 22% in 1981); the greatest increase has taken place in the under 20 group (70% of Basque speakers), a great percentage of whom have acquired the language in immersion school programmes. However, the fact that use of the language has increased only marginally (Basque Government 2014), shows that changing language use patterns (at social and individual level) is complex, and it does not automatically happen even when the languages have been learned at a high level.

In this paper we would like to make a contribution to uncovering and understanding the factors that make possible for new speakers of a minority language to become active speakers of this language, and, likewise, the factors that inhibit such possibility; in other words, the conditions for a *muda* to take place (Pujolar and Gonzàlez 2012).

Based on our data from a total of seventy five new speakers of Basque, gathered in 9 focus groups and 9 interviews, we intend to discuss the following results:

- A number of Basque new speakers do not express a wish to become active speakers of Basque; in our context these are (a) young people who have acquired the language at school but who have not developed an attachment for it, and (b) those who have acquired Basque for purely instrumental reasons.
- A great deal of new Basque speakers, however, express a wish to incorporate it in their active language repertoire and make a clear *muda* but cannot. The analysis of the reasons show (a) the sociolinguistic and situational context, which prevents the speakers from creating meaningful social networks in Basque; (b) competence levels, including general proficiency and/or oral fluency, especially in colloquial registers; (c), the speaker´s motivations and ideologies, which can encourage Basque use or, on the contrary, act as an obstacle.

In this paper we would also like to explore the extent to which language use patterns and language identity are interrelated; in other words, how the speakers' self-perception on the type of speaker they are is influenced by usage and, in turn, how this perception has an effect on usage.

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Arhar Holdt, Špela & Zwitter Vitez, Ana
Trojina, zavod za uporabno slovenistiko

Towards an empirical analyses of *New Speakers*' language practices [201406]

Working group	4. Concepts, theories and methods to study new speakers	*When*	Thu 20 November, 12:20
Session	14(b). New concepts, new methods	*Where*	Pi i Sunyer

Corpus linguistics is an empirical approach to language research which uses large collections of authentic texts in order to analyse the actual patterns of language use (Biber et al. 1998). Quantitative and qualitative analysis of real language data - usually linguistically tagged and often annotated for specific research purposes - offers insight into language use that is impossible to obtain by other methodological approaches.

Our study examines to what extent the corpus linguistics methodology can contribute to the knowledge about *New speakers*' language practices and experiences. We conducted a case study where we recorded, transcribed and analysed data from an authentic 32' long multilingual conversation including 6 speakers switching between three languages (Danish, English, and Slovene). Our research focus was on the amount of time participants were using a certain language, and about the nature of code switching in the conversation. After the recording, the participants were invited to complete a questionnaire about the same two topics.

The analysis shows a significative difference between the analysed data and the answers gathered from questionnaires. For example, if the actual proportion of the non-typical languages used in the conversation was 10% for Slovene and 16% for English, the median calculated from the participants' answers reached 20% for Slovene and 20% for English. These results opened an interesting question: to what extent can one's estimation of his/hers language behaviour in a multilingual context be actually relied on?

If the results of the study indicate the advantages of empirical analysis on authentic data, they also announce the drawback of compiling spoken corpora, which is a time and cost consuming process (Verdonik et al. 2013). This is why it is of essential methodological interest to define the main research goals and to consider whether the newly established field could benefit from a *New speakers'* spoken corpus. The following steps could introduce technical questions about the communication situations to record, the type of data to annotate and the search interface to design.

It seems that with a critical cost-benefit analysis of the main challenges, an interdisciplinary approach including sociology, language acquisition, discourse analysis and corpus linguistics could lead toward new empirical findings about the *New speakers*' main communicational needs and toward new solutions for improving their social situation.

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Verdonik D, Kosem I, Zwitter Vitez A, Krek S, Stabej M (2013) Compilation, transcription and usage of a reference speech corpus : the case of the Slovene corpus GOS. Language resources and evaluation 47 (4), 1031-1048.

Arnbjörnsdóttir, Birna (1)
Háskóli Íslands

New Speakers of English in Iceland: Scientists on the Periphery [200502]

Working group	3. New speakers as workers	*When*	Thu 20 November, 16:15
Panel	5. New speakerness practices at the workplace	*Where*	Pere Coromines

The use of English by non-native speakers is growing rapidly in academia as English is seen as a means to increase a university's international standing. One example is that Icelandic university lecturers are rewarded with financial bonuses and professional advancement if they publish in competitive international journals where it is taken for granted that all authors meet English Native Language (ENL) standards. Icelandic scientists thus find themselves in a new multilingual environment in their national university. Recently a number of researchers have pointed out the disadvantages of being a non-native English speaker in the competitive international publication process (Flowerdew, 2013; Lillis and Curry, 2010; 2006). Englander and Uzunu-Smith (2013) have argued that this may lead to tension for the "peripheral scientist" who is forced to publish in a language different from the one used in his academic and professional environment, often excluding the very people affected by the research at the local level.

This paper will present the results of a mixed method study focusing on university lecturers' views about working in English at an Icelandic University. First a survey was administered to faculty members at the University of Iceland. Respondents were 238 in total; 121 women and 117 men. The survey was followed by in-depth interviews with ten academics from various disciplines. The findings provide significant insights into lecturers' self-perceptions and how

they view having to work in English, and the fact that their professional advancement may depend on their facility with a foreign language. Two thirds of respondents confess to added workloads due to the use of English and call for formal writing support. The study reveals a divide in attitude between disciplines, as scientists in the Natural Sciences are more accepting of English than those in Humanities and Social Sciences. The interviews also uncovered a dissonance between faculty members' identity and sense of authenticity in having to present research findings in a foreign language. This contrasts with the ideology that in Iceland, English serves as a utility language, a technical skill that is distinct from Icelandic, the language linked to users' identity.

Arnbjörnsdóttir, Birna (2)
Háskóli Íslands

Superdiversity and Adult Education Programs for New Speakers of Nordic Languages [221302]

Working group	2. Multilingual immigrants	*When*	Sat 22 November, 9:15
Session	13. Adult acquisition and use	*Where*	Nicolau d'Olwer

The Nordic countries have national policies declaring that language education for immigrants should lead to participation in the work force. A recent pan-Nordic study of the effectiveness of adult education programs for „New Speakers" demonstrated that a number of participants are still unemployed after up to three years of paid participation in adult education courses in the five Nordic countries. The study presented recommendations for improvements especially that language programs should be more Work Place oriented. The major findings of the study are summarized in this presentation, It is then suggested that three factors may constrain the acquisition of Nordic languages by New Speakers. These are 1) the accepted notion that language is a discrete and bounded system most appropriately taught in the classroom, and 2) the extensive use of English as a lingua franca among locals and migrants in the Nordic countries 3) the underestimation of the complex linguistic repertoires needed for successful communication in superdiverse linguistic spaces.

Arnfast, Juni S.
Københavns Universitet

The things bilinguals tell about themselves [201505]

Working group	1. New speakers of minority languages 2. Multilingual immigrants 4. Concepts, theories and methods to study new speakers	*When*	Thu 20 November, 10:15
Panel	15(b). Mother tongue education in Copenhaguen	*Where*	Pi i Sunyer

Pavlenko (2002) claims that bilinguals' narratives are shaped by social, cultural, and historical conventions, and and although they are a rich source of data, the tale of language use and identity, in narrative studies, is actually co-constructed by narrator and interlocutor (Pavlenko 2001, 2002, 2004). This interlocutor can be a relative, a researcher or some other person. Keeping Pavlenko's critical remarks on narrative studies in mind, the purpose of this paper is to look into how different generations in two bilingual families construct narratives on their family's linguistic identity and history, and to discuss what values they ascribe to the use of

Polish language, to preserve the family's sense of *Polishness* and belong to a Polish community. In doing so, I apply Norton's concepts of *investment* and *identity construction* (2000) and the sociolinguistics of language choice and language shift in families (Wei 1994).

I analyze two cases of Polish-Danish speaking families with twins of similar age. The data consist in separate, qualitative interviews with the two pairs of twins and their mothers, as well as the twin's interaction with one another and with peers during a three months' fieldwork in the twins' Polish mother tongue education classes.

Not surprisingly the children's reflections on the value of speaking Polish as a part of a Polish identity construction differ from that of their parents. Nevertheless, in both cases, the families seem to construct very similar narratives which highlight their status as belonging to a proud, Polish minority. This suggests that they reproduce a more common family narrative. Among the differences between the participants is the observation that the pairs of twins apparently do not exhibit a similar level of linguistic competence, and they seem to assign different status to the Polish language. I use a sociolinguistic approach in order to search for motivations for the observed differences, and I consider my own role in the constructed narratives.

Aronin, Larissa
Oranim Academic College of Education, Israel

The contexts for new speakers: spacetimes of multilingualism [201403]

Working group	1. New speakers of minority languages 2. Multilingual immigrants	*When*	Thu 20 November, 11:30
Session	14(a). New concepts, new methods	*Where*	Pi i Sunyer

The appearance of new speakers in a multilingual Europe is a notable tendency. This category of speakers, bilingual and more often multilingual, is important for understanding the new realities of contemporary Europe.

The emergent speakers are diverse in many ways. They undergo different kinds of experiences in a variety of European spaces, but often originate from non-European places as far as South America or Asia. They may be long-time residents or freshly arrived immigrants, women from male dominant societies, or citizens of cosmopolitan cities, older or younger, urban or rural.

In the presentation I would like to suggest conceptual tools to examine the various contexts in which new speakers emerge and re-establish their identity.

The concept of spacetime allows analytical vision of the circumstances and actors. The concept might be instrumental in teasing out the mechanisms due to which new linguistic practices appear both in local settings and globally.

When describing the new speakers, and their personal trajectories, researchers use the metaphors of fractals, and fuzziness, and comment on non-linear relations between various aspects of situations. Those are the terms of complexity science. We suggest that the concept of a spacetime, viewed via the lens of complexity science provides a framework for the multiplicity of situations and speakers, while treating them as comparable.

From the complexity perspective, each spacetime of multilingualism is an emergent, dynamic and self-organizing system that cannot be understood simply by understanding its separate parts, but by exploring their interaction in complex and non-linear ways. It is the interaction between the many elements of each spacetime that makes it unique.

The spacetime approach takes into consideration both space and time. Thus the understanding of multilingualism becomes fuller, more true to life, and more attuned to the diversity and unpredictability of each particular sociolinguistic situation.

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Colloquium "New speakers of minority languages: connectivity and trajectories across time and space". Organizers Bernadette O'Rourke and John Walsh; Discussant Teresa McCarty. At the Sociolinguistic Symposium 20, Jyväskylä, Finland June 2014.

Artamonova, Olga
Albert-Ludwigs-Universität Freiburg

From a Monolingual German Classroom to Polylanguaging on Facebook [200407]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 15:00
Panel	4(b). Language and practices of speakerness	*Where*	Pere Coromines

The presentation offers a short overview of a seven-month case study held in a German lower secondary school (Hauptschule) among "migrant" students. The study reveals the internal language policy of a school: No "native" ("mother") languages are allowed within the school area. This policy has strict consequences: "Mother" tongues stay reserved for minimal interactions only, e.g. providing "secret information" or building a situational in-group.

However, most of the "migrant" students have complex language biographies. All of them were born and raised in Germany. Their family households have experienced multiple geographic and political relocations: e.g. from Angola and Afghanistan to Germany. In addition, the linguistic reality of these young "new speakers" is highly multidimensional: In order to be efficient in their everyday life students adjust their polylingual skills in situ. For communicating with their families, for contacting their grandparents, for chatting with friends abroad, for studies in class, for interacting with their peers "new European speakers" develop a multifunctional linguistic palette.

In contrast to in-class practices, which are predominantly monolingual, the same students demonstrate their linguistic virtuosity online. The presented data is collected from Facebook interactions of the same students, who were observed in classroom interactions. This informal domain is characterized by polylingual practices that reveal the complexity of linguistic and geographic biographies of modern European pupils. Overlapping Lingala, French, German, youth German and English fuse in a fluent speech stream, which functions as a manifestation of a multicultural habitus these young students live in. All presented data are multilingual and is contrasted to in-class interactions.

Artetxe Sanchez, Karmele & Kintana Goiriena, Jurgi
Euskal Herriko Unibertsitatea/Universidad del País Vasco

New Basque Speakers at University: a Brief Historical Approach [200704]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 10:15
Session	7(a). Language planning and its consequences	*Where*	Nicolau d'Olwer

Despite being a small, minority language, Basque is used at university nowadays. Not just in the disciplines or degree courses linked to Philology and Education, but also outside them: in Biology, Engineering, Architecture, Health Sciences, etc. Indeed, Basque is the official language of teaching together with Spanish at the Basque Country's universities and at the largest one in particular, the UPV/EHU-University of the Basque Country. Today, there are over two thousand bilingual lecturers teaching in Basque at the Basque universities, and many of them are new (L2) Basque speakers. Even though it is difficult to know precisely how many of them are new Basque speakers, according to a broad survey we conducted in 2006, 28.5% of Basque-speaking lecturers are new Basque speakers. To conduct the survey, we based ourselves on the Inguma database (www.inguma.org) wich covers the academic and scientific production written and delivered in Basque.

Getting to the point we are at today would have been impossible without the contribution made by a number of organisations involved in Basque cultural activity in the 1970s, like the UEU (Summer Basque University), Elhuyar (organisation working to bring science and Basque together), the UZEI (Basque Centre for Terminology and Lexicography), etc. In the 1970s, these organisations opted for the Basque University and launched various projects to set up a university that would function in Basque (e.g. text books, dictionaries, scientific journals, etc.). Native (L1) and new Basque speakers came together in the above-mentioned organisations, including those who were experiencing both L1 and L2 situations (in other words, those who had learnt Basque as children, lost the language and regained it at university). They learnt from each other and worked with each other.

Indeed, native Basque speakers did not have that many advantages when addressing the academic use of Basque: they spoke Basque at home but needed to become literate in their own language and, subsequently or at the same time, work on the specialised lexis of their discipline and academic prose. By contrast, the new Basque speakers often did not become *basquised* until they reached university. In fact, neither group had had many opportunities of receiving pre-university education in Basque. The new Basque speakers made a two-fold effort: firstly, they learnt the language needed to speak in Basque in everyday situations; secondly, they worked tirelessly to prepare and consolidate a Basque register at a high level, because they wanted to defend their PhD theses or dissertations in Basque right away, and because Basque had not been prepared for use in this register. So in the 1980s many theses and dissertations submitted in Basque in Physics, Chemistry and Mathematics and other disciplines were written up by new Basque speakers in collaboration with native Basque speakers.

Our intention is to describe the contribution made by the new Basque speakers together with the native Basque speakers to incorporate Basque into the academic world, to enable it to be a language that could transmit culture on a high level, and thus turn it into a language for teaching/learning and research at university. We are keen to make known the historical process over the last few decades by making a proposal to overcome the presumed image of clumsiness of new Basque speakers. In the final analysis, new Basque speakers must be taken into consideration when it comes to understanding the progress made by Basque in the academic sphere.

Augustyniak, Anna
University of Southampton

Migrants' Perceptions of Basque [221304]

Working group	2. Multilingual immigrants	*When*	Sat 22 November, 9:45
Session	13. Adult acquisition and use	*Where*	Nicolau d'Olwer

This project investigates the role of linguistic ideologies acquired through discourse in the process of acculturation and socialization among migrant language learners in the Basque Autonomous Community in Spain. I look at the migrants' expression of attitudes towards Basque and 'Basqueness' to determine how they are shaped by such ideologies, in the area of linguistic, economic and social struggle, between Castilian, a widely spoken global language, and Basque, a minoritised local language. By investigating the expression of attitudes and motivations for the learning of Basque, I will try to establish the role that this minority language plays for migrants in the local market and whether their linguistic repertoires are affected by the process of language commodification (Heller 2007, 2003). Moreover, through an ethnographic observation of language class participants and ethnographic interviews, I try to determine how migrants' identity is established in interaction through taking up of stances (Jaffe 2009). Such positioning also reflects the role of language in self-identification, as well as the identification of others, such as Basques and non-Basques etc.

Barni, Monica; Bagna, Carla & Machetti, Sabrina
Università per Stranieri di Siena

Immigrant languages in Italy: new speakers and new linguistic trajectories [211602]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 11:50
Session	16. General session	*Where*	Nicolau d'Olwer

Our aim 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, Siebetcheu 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 and new linguistic trajectories.

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 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 aspects of this type of research - a systematic study to identify the presence and vitality of immigrant languages constitutes a necessary tool for a language policy, and also for the planning of direct social intervention for immigrants by the institutions responsible for handling contacts.

Berezkina, Maimu
MultiLing, Universitetet i Oslo

Language Policies of State Institutions in Communication with New Speakers in Physical and Virtual Spaces [211103]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 9:30
Session	11. Ideologies and institutional approaches	*Where*	Enric Prat de la Riba

The aim of this presentation is to look at the concept of "new speakers" from the perspective of the authorities. This will be done through discussing language policies of state institutions in Norway and Estonia as reflected in their communication with new speakers – both immigrants and members of older minority groups. While Russians constitute the most significant minority group in Estonia, the labor- and refugee-driven immigration to Norway has its origin in a large number of countries. Comparing and contrasting these two sociolinguistic situations will provide a broader perspective on multilingual issues in Northern Europe by examining two countries with vastly different political histories that are both adapting to the changing pace of globalization.

Since many state institutions both in Norway and Estonia have moved an important part of their communication with the public to the Internet, the analysis in this study will be based both in the physical and virtual spaces. This can give a better overview on the interplay of global and local forces in linguistically diverse environments. The focus of this study lies on such state institutions as the tax office, the labor and welfare service, the police and the directorate of immigration. Drawing on data acquired from interviews with the language policy makers at these institutions, visual data collected at their key offices, as well as a qualitative analysis of their websites, I pose the following questions:

- What linguistic support for immigrants do various state institutions provide on websites handling matters related to social welfare, the labor market and immigration? Are immigrants expected to be new speakers in this context?
- What factors do state institutions in Norway and Estonia consider when creating their language policies for communication with new speakers in their offices and online?

In this presentation I will also make use of diachronic data concerning the presence of the majority language(s), immigrant languages, and English on websites of state institutions in Norway and Estonia, collected with the help of The Internet Archive. This will be done in order to illustrate changes in symbolic and instrumental language use in the authorities' communication with new speakers in the online world.

Bermingham, Nicola
Heriot-Watt University

Living multilingually: a study of Cape Verdean immigrants in Galicia [200406]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 14:45
Panel	4(b). Language and practices of speakerness	*Where*	Pere Coromines

This paper examines the role of a 'local' language, in this case Galician, in the construction of identity for the 'non-local' population. It looks specifically at the experiences of a community of Cape Verdean migrants living in a small fishing town called Burela in northern Galicia. The linguistic climate of Galicia has changed considerably in recent years due to shifting patterns of migration. What was once a bilingual diglossic society with Spanish and Galician has now become a plurilingual one (Silva Domínguez & Recalde 2012).

The paper will draw on ethnographic data collected in two secondary schools in Burela. The data comprises interviews with Cape Verdean "new speakers", interviews with school teachers and non-participant classroom observations. Through examination of the data, the realities of the Cape Verdean community in Burela and their experiences of living multilingually are explored. In the paper I will question the role, if any, that language plays in the process of integration. Furthermore, regarding issues of language and identity, I will examine the extent to which language is a factor in identity formation for migrant "new speakers" who on a day to day basis make use of a broad linguistic repertoire. By tackling these themes of integration and identity formation, I hope to shed light on the opportunities and challenges in becoming a "new speaker" in a bilingual community.

Boix-Fuster, Emili & Paradís Pérez, Anna
Universitat de Barcelona

Processes of language acquisition and loss among newspeakers in Catalonia, Ibiza, and Formentera [200701]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 9:30
Session	7(a). Language planning and its consequences	*Where*	Nicolau d'Olwer

Sixteen semistructured interviews were carried out with (mainly) women with schooled children in the Catalonia, Ibiza and Formentera. All these women have experienced different processes of language shift in their families and in their public domains either towards Catalan or towards Spanish. Their linguistic ideologies are analyzed. Those factors (social networks, family socialisation, educational context, work domains, etc) explaining the informants' intergenerational language transmission patterns are discussed.

Brennan, Sara
Heriot-Watt University

Bilingual Brands, Burst Bubbles, and 'New Speakers': The Changing Value of Irish-English Bilingualism in Post-Crisis Ireland [first proposal]

Final paper: Sara Brennan and James Costa: New Speakerness under Conditions of Crisis: New speakers in Business in Shetland and Ireland [210604]

Working group	3. New speakers as workers	*When*	Fri 21 November, 10:30
Panel	6(b). The construction and accommodation of new speakerness in the workplace	*Where*	Nicolau d'Olwer

This paper will approach the promotion and use of Irish in business as a terrain for examining the reconceptualisation of the nature and value –financial or otherwise– of Irish-English bilingualism in post-crisis Ireland. Focusing on Irish-language advocacy organisations with initiatives oriented towards their local business communities, this comparative case study will investigate how market-minded language promotion impacts the conception and valorisation of bilingualism in contemporary Ireland. In doing so, it will also explore how these processes facilitate becoming or being a 'new speaker' in the business world, and the values that are associated with commercial 'new speakerness'.

The two organisations studied here encourage local businesses to capitalise on the commodifiable authenticity of Irish, particularly as a tool for attracting tourists and investors through place branding. Mobilising the increasingly prominent discourses concerning the added value and market differentiation imparted by language and multilingualism, they promote Irish-English bilingualism in the workplace as a 'unique selling point' allowing for strategic positioning as 'authentically' Irish destinations. These organisations, however, must adapt bilingualism to the cost-benefit calculations of business logic; consequently, they advocate the use of a 'low-or-no-cost' bilingualism that is largely visual, with spoken elements mostly relegated to tokenistic or symbolic greetings or phrases. Their strategies thus reconceptualise the very nature of Irish-English bilingualism while investing it with market value. In doing so, they make bilingualism accessible as a marketing tool to business owners who would not traditionally have been considered 'native' speakers of Irish. This process fosters the emergence or recognition of 'new speakers', as owners and workers alike are encouraged to 'give Irish a go' in businesses branded as bilingual.

By focusing on the organisations that promote Irish as a commercial asset and the businesses that are affiliated with them, this paper will examine not only the dynamics of rendering Irish-English bilingualism a cost-effective and accessible marketing tool, but also the ideologies of the 'new speakers' as business owners and workers concerning the role and value of this commercial bilingualism in post-crisis Ireland. It will thus address not only the evolving conception of bilingualism in contemporary Ireland, but also the processes involved in being or becoming a 'new speaker' of Irish, at least in the business world. Grounded in critical ethnographic sociolinguistics, the presentation will draw on textual analysis and data generated through semi-structured interviews and participant observation completed during fieldwork in Ireland as part of ongoing PhD research.

Bres, Julia de
Université du Luxembourg

The hierarchy of minority languages in New Zealand [200805]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 14:30
Session	8(b). Hegemonic struggles over speakerness	*Where*	Nicolau d'Olwer

Extra and Gorter (2008) claim that 'the constellation of languages in Europe actually functions as a descending hierarchy', proceeding from English as a *lingua franca* for transnational communication at the top of the hierarchy, to national or 'official state' languages of European countries next, then to regional minority languages, and finally to immigrant minority languages at the bottom of the hierarchy. This notion of a language hierarchy can arguably be extended beyond Europe, and a first aim of this paper is to examine how it might apply in practice to the post-colonial language situation of New Zealand. A second aim is to extend the notion of the language hierarchy to minority languages in particular, looking for potential further distinctions within this broader category. Does a hierarchy operate even within the categories of 'regional' and 'immigrant' minority languages? A second observation in the literature is a perceived lack of connection between researchers and policymakers working on behalf of different types of minority language communities. The salient distinction here is between national minority languages (also called indigenous or regional minority languages, among other terms) and migrant minority languages (also called immigrant or community languages, among other terms). Both these types of languages can be considered to be 'minority languages' in relation to the 'majority language/s' of a nation-state, and they have many further features in common (Extra 2013). Despite these similarities, little research has directly approached national minority and migrant minority languages in an inclusive way. A third aim of this paper, therefore, is to enquire into how representatives of different minority language communities (in this case within New Zealand) view each other, and what connections they make in terms of relationships between the different types of minority languages. A key aspect is investigating the language ideologies (Kroskrity 2000) that are adopted by representatives of minority language communities in New Zealand to justify their position and aspirations in relation to other language groups. Using data from policy documents and interviews with eight minority language policymakers in New Zealand in January 2014, this paper discusses the themes above, and develops connections with the theme of new speakers, particularly in terms of the evolving relationships between speakers of different types of minority languages.

Carlin, Patrick
Cardiff University/Prifysgol Caerdydd

Valuing the non-statewide language: Evidence from migrants to Catalonia and Wales [221305]

Working group	2. Multilingual immigrants	*When*	Sat 22 November, 10:00
Session	13. Adult acquisition and use	*Where*	Nicolau d'Olwer

In the international system, the state and its boundaries remain hegemonic actors. Although both mobility and migration occur across and within borders, political and social construction of human mobility defines the degree to which movements of people lead to policy objectives worthy of formulation and subsequent action. Both the ascription of norms and values by

state institutions to statewide language use and linguistic accommodation by migrants has received more attention than the case of non-statewide language use by migrants. This paper brings together interview data from migrants to both Catalonia and Wales. Across the varying demolinguistic and institutional realities of both countries, the paper interrogates what values migrant speakers give to the non-statewide language as they become new speakers and which factors are involved in motivating language learning. The paper concludes with a reflection on how the formation, reassembling and reinforcement of identity can occur across language networks and the individual speaker.

Carty, Nicola
University of Glasgow

Describing proficiency in adult L2 Scottish Gaelic: Current findings and future directions [200705]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 11:00
Session	7(b). Language planning and its consequences	*Where*	Nicolau d'Olwer

This presentation explores the measurement of adult second language (L2) oral proficiency in Scottish Gaelic (henceforth Gaelic). Gaelic is a minority language in Scotland, and is currently the object of a major effort to reverse language shift. Adult L2 users of Gaelic have been identified as key agents in this effort, and one aim of language policy in Scotland is to increase the number of fluent adult L2 Gaelic users. While *fluency* can be interpreted here as 'highly proficient', it is not explicitly defined in official policy towards Gaelic. In order to facilitate language learning by adult L2 users of Gaelic, improve their proficiency, and help realise the goal of increasing numbers of proficient L2 Gaelic users, it is important to investigate how Gaelic L2 proficiency is perceived, and how it might be measured.

An analysis of data from two tasks — an interview and a narrative — performed by adult L2 users of Gaelic is presented from the perspective of the complexity, accuracy, and fluency framework, as the three main dimensions of proficiency. Data are also analysed for Communicative Adequacy, using raters' judgements.

Results show that individuals' Gaelic language skills interact in complex and unpredictable ways, depending on the nature of the task being performed. There is some evidence that the interview task encourages complexity and fluency, while the narrative task encourages accuracy and the expense of complexity. Results also show that assessments of Communicative Adequacy are subjective, to a large extent.

The data also suggest that the more proficient an L2 user, the more balanced their linguistic processing skills, as competition between dimensions of proficiency are less extreme as proficiency improves. Findings may help clarify why some L2 speakers are considered more proficient than others, and provide a means of describing proficiency in L2 Gaelic. Finally, the outcomes of this exploratory research serve as the basis for the *Comasan Labhairt ann an Gàidhlig* ('Gaelic Speaking Skills') project, which will be outlined in this presentation.

Casacuberta, Montserrat
Université Rennes 2

Límits del discurs sobre la preservació de la diversitat lingüística: el cas del galó a la Bretanya francesa [200806]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 14:45
Session	8(b). Hegemonic struggles over speakerness	*Where*	Nicolau d'Olwer

No és rar que en les societats on hi ha presència de més d'una llengua d'ús social els discursos sobre els beneficis del bilingüisme o del plurilingüisme i el poliglotisme estiguin a l'ordre del dia, sobretot si, a més, les llengües en contacte estan en situació diglòssica.

La vehiculació d'aquests discursos es fa sovint a través de la investigació en sociolingüística, sociologia o antropologia i recolzen en una certa política lingüística dels ens politicoadministratius locals que pretén implementar el discurs amb l'acció en el si de la societat. No hi ha dubte que Catalunya, i en general els països de parla catalana, són motors de difusió d'aquests discursos i d'aquestes polítiques.

Hem de reconèixer, en el cas català, un cert èxit de les polítiques lingüístiques de proximitat, sempre situant-nos en un nivell microsociolingüístic.

Però què passa quan ens fixem en casos de conflicte lingüístic en què la variant alta ha aconseguit substituir pràcticament la variant baixa i, ja en una etapa de substitució molt avançada, es posa en marxa una política lingüística local en pro de la variant baixa?

El cas de la Bretanya francesa és paradigmàtic: el francès, llengua llatina, ha anat substituint el bretó, llengua cèltica, al llarg dels segles XIX i XX fins a situar-lo avui en el llindar del perill d'extinció.

El procés de reimplantació o revernaculització del bretó recolza en la política lingüística de la Regió Bretanya, posada en marxa a principis del segle XXI (2004-2012). Si un procés clàssic de substitució lingüística no és aliè a cap investigador en sociolingüística, coneixem pocs casos, en canvi, en què la implantació d'una política lingüística de les administracions locals en favor d'una llengua minoritzada hagi tingut com a conseqüència la revifalla d'un tercer element lingüístic, aliè en principi a la situació de contacte diglòssic en què es volia intervenir.

Així, la protecció institucional del bretó ve acompanyada de la posada en escena d'una política lingüística també per a una variant geogràfica dialectal d'oïl, el galó[1], que havia patit històricament el mateix procés que totes les llengües d'oïl en favor del francès i del qual es tenen molt poques dades quantitatives i qualitatives.

En aquesta comunicació ens interrogarem sobre les causes i les conseqüències que té l'aparició del galó en l'escena pública local. No ens centrarem en el bretó, sinó en l'aparició del galó en el discurs sociopolític com a "llengua de la Bretanya". Volem explorar els límits dels discursos en pro de la diversitat lingüística: quan, com, de la mà de quins actors sociopolítics i per què apareix el galó? Té conseqüències sociolingüístiques per al bretó? Com estan tractats els estatus lingüístics d'aquestes dues llengües? Es dibuixen ideologies lingüístiques darrere d'aquestes polítiques locals? Quins són els discursos que comencen a estar presents socialment sobre el contacte del bretó i del galó?

Si d'una banda tenim tendència a creure cegament en la difusió de la diversitat lingüística i en el benefici de protegir el galó com a patrimoni, no podem evitar també pensar en la possible

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[1] El galó és una de les variants geogràfiques dialectals de les (proto)llengües d'Oïl que va ser substituïda per la variant que avui anomenem francès. Parlada a la part oriental de la Bretanya (Alta Bretanya) per capes de població rural, són poques les dades de què disposem. Els escassos sondejos existents van des de donar una xifra de 25.000 parlants fins a fer estimacions de prop de 200.000 parlants. (Bretagne Culture Diversité, 2014).

paradoxa que la protecció del galó amagui, en el fons, estratègies polítiques tendents a frenar l'impuls del bretó. Així, detectem, en cercles militants reduïts, la creença que el bretó ha violentat el galó. Com cal interpretar aquests discursos? I el francès, quin lloc ocupa i com apareix en aquest panorama sociolingüístic?

En resum, proposem endreçar les qüestions macrosociolingüístiques que envolten l'aparició del galó en aquests darrers deu anys (estatus lingüístic, nombre i perfil de parlants, territori, jerarquies lingüístiques, etc.) i explorar els límits dels discursos en pro de la diversitat lingüística en el cas del galó i del bretó.

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Casesnoves Ferrer, Raquel
Universitat Pompeu Fabra

Neoparlants i revernacularització al País Valencià: una aproximació [200707]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 11:30
Session	7(b). Language planning and its consequences	*Where*	Nicolau d'Olwer

En aquesta presentació tractem dos temes estretament relacionats com són els usos interpersonals i la transmissió lingüística intergeneracional des del punt de vista del canvi, lingüístic i temporal. Parlem de *neoparlants* quan els individus canvien la seva llengua d'ús interpersonal habitual en incorporar en el seu repertori lingüístic una llengua recessiva i/o minoritària, com l'és el català al País Valencià, i de *revernacularització* quan els individus que tenien com a llengua inicial la llengua dominant, el castellà en aquest cas, transmeten a la generació posterior la llengua recessiva.

Per estudiar els neoparlants valencians ens basem en les respostes a un qüestionari escrit d'uns 200 joves universitaris de la ciutat de València. Perquè els joves exerceixen un paper de gran importància en el procés de recuperació i normalització lingüístiques i perquè l'accés a la universitat és un dels moments claus en què es poden produir canvis en l'actuació lingüística dels parlants. Volem saber si existeixen neoparlants, en quina proporció i quines són les seves ideologies identitàries i polítiques.

Per introduir el tema de la revernacularització analitzem els discursos d'uns quants pares i mares d'una de les comarques centrals del País Valencià, la Costera, on el nivell d'ús del valencià es manté encara força alt. Els entrevistats són castellanoparlants d'origen que han transmet el valencià als seus descendents. Volem esbrinar en qui moment de la seva vida van decidir introduir el valencià en el seu repertori lingüístic i quines són les motivacions que els empenyen a parlar una llengua recessiva.

Choplin, Cédric
Université Rennes 2

Native and new Breton speaker, an unbridgeable ditch? [200802]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 12:20
Session	8(a). Hegemonic struggles over speakerness	*Where*	Nicolau d'Olwer

The huge drop in the number of Breton speakers throughout the 20th century- from at least 1M down to 200 000 nowadays- is obviously the most relevant phenomenon in Brittany's contemporary cultural history.

The father to son transmission of the language suddenly ceased after World War Two and, according to a recent survey, 70% of Breton speakers are now older than 60.

Nevertheless, since the 70's a widespread interest in the Breton language has surfaced in the country. The number of children or adults learning Breton in schools has been steadily growing, in particular over the last decade, and evening classes and crash courses are in great demand. But how many among these new Breton speakers can be called real speakers? Some statistic tools can help us to, partially, answer this tricky question.

"N'eo ket ar memes brezhoneg!" (It's not the same Breton!): this sentence, heard by every Breton new speaker, illustrates the various misunderstanding problems that arise between native and new Breton speakers.

Why do native or terminal speakers experience such a feeling of rupture? Mother tongue and dialectical diversity on the one hand versus a unified language learnt at school on the other hand? The ordinary evolution of a language because of the changes in the linguistic needs? Is it always so clear cut? Facts, feelings and their causes are often not so easy to distinguish.

What I propose to do in this paper is, first, to point to the sociological and cultural reasons that may account for this feeling. Next, I will point to the linguistic reasons and aspects (e.g. what is felt to be good Breton by native and new speakers). Finally, I will try to explore some ways to bridge this gap which could discourage some to learn the language.

My research is based on my own experience as a new speaker and as a Breton language teacher in bilingual classes and at university. It is also based on various sources, such as doctoral theses, books and articles on the recent linguistic evolution of the Breton language.

Climent-Ferrando, Vicent
Universitat Pompeu Fabra

Immigrant integration in multinational and multilingual contexts: when language choice matters. Analyzing the Catalan case [211102]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 9:15
Session	11. Ideologies and institutional approaches	*Where*	Enric Prat de la Riba

The influx of immigrants into Catalonia over the last decade has entailed a major social, economic and demographic change, a population trend that has played a significant role in the shaping of 21st century Catalonia. While it is true that there is a clear downward shift in the migratory cycle due to the current economic scenario, it is no less true that a large number of immigrants have chosen to make Catalonia their home.

The recent change in migration flows has altered the type of immigration policies being currently adopted. Emphasis is now being placed primarily on the different aspects of accommodation and integration, language and political participation being two of these aspects. Language is not only a tool for communication of immigrants in day-to-day life but also a necessary element for their participation in the public sphere. Language becomes even more relevant in the context of a territory with more than one official language, such as Catalonia, where immigrants can choose to integrate through the medium of the majority language, Spanish, and bypass the minority one, Catalan.

Participation of immigrants in Catalonia has been considered a key aspect in their integration process, broadly defined as the "process of becoming an accepted part of society" (Penninx and Martiniello 2004). In this process, the political participation of immigrants has been deemed an essential part of defending and acknowledging their rights and duties.

The goal of this paper is to explore how the Catalan language has been connected to immigrant incorporation and political participation in the Catalan political structures and to analyse the existing channels of political participation for immigrant associations contained in all Catalan Immigration Plans, starting from the first Immigration Plan in 1993 up until the current 2013-2016 Citizenship and Migrations Plan. The results of this paper are expected to contribute, from a public policy perspective, to the debate on the use of language, and most importantly *which* language, in officially bilingual settings as a tool for immigrants' claims and political participation in receiving societies.

Conduah, Aloysius
University of South Africa

Factors influencing the Learning of Destination Languages by Immigrants [200302]

Working group	2. Multilingual immigrants	*When*	20 Novembre, 9:45
Panel	3(a). Linguistic and migratory trajectories	*Where*	Enric Prat de la Riba

This paper argues that social, cultural, economic and personal factors tend to affect immigrants' choices to learn a new language in a 'push' and 'pull' manner. Conditions in the origin country, the immigrants' own lives and their backgrounds that compel them to learn a destination language are referred to as 'push' factors, whilst 'pull' factors are conditions in the host speech community and the attitudes of the established members that cause immigrants to learn the language. This paper forms part of a study that explored the relationship between language and employment among Ghanaian immigrants living in

Johannesburg and their access to the South African economy in relation to their language profiles. The data for the study was collected through a survey of a hundred participants and in-depth interviews involving 15 participants. The study confirmed the view in the literature on immigrants and destination language learning that immigrants are mostly motivated to learn the languages of their host countries for economic imperatives. However, the study revealed further that the need for acceptance in the host communities and a sense of belonging and appreciation are equally important motivations. A selection of only three biographies was made in order to probe more deeply the 'push' and 'pull' factors involving learning new indigenous African languages.

Cornips, Leonie & Thissen, Lotte
Universiteit Maastricht

The linguistic accommodation of workers in Belgian and Dutch Limburg [210602]

Working group	3. New speakers as workers	*When*	Fri 21 November, 9:15
Panel	6(a). The construction and accommodation of new speakerness in the workplace	*Where*	Nicolau d'Olwer

This paper focuses on language practices as a source of authenticity and the construction of belonging in a globalized and multilingual world (Duchêne & Heller 2012). We aim to give more insight in the dynamics of how workers in the Belgian and Dutch provinces Limburg, in present and past days, accommodate(d) their language practices to the tasks they perform. In order to do this we examine two case-studies. The first one stems from former coalminers who shared reminiscences (that were recorded by Cornips) of their past working and living in their cité (a small-scale industrial neighbourhood) in Eisden, Limburg (Belgium). Due to their immigrant background and new type of labour (industrial instead of agriculture), these coalminers and their language practices were/are perceived and experienced as marginal. We will detail how and why the coalminers created a *deterritorialized* way of speaking challenging the concept of boundedness of language to construct their belonging to the cité. We will also sketch a historical development explaining how a hybrid German-Dutch-Limburg dialect variety could emerge showing variation to some extent only (Auer and Cornips 2014).

The second case-study stems from ethnographic fieldwork conducted, by Thissen, in a small-scale supermarket in the city of Roermond in Dutch Limburg. Based on ethnographic material, we will show how this supermarket is mostly perceived as marginal and different and what implications this has for the language practices taking place in interaction and during typical supermarket tasks (Thissen 2014). Drawing from Pennycook and Otsuji (2014), we propose that these supermarket staff members and customers engage in multilingual multitasking, thereby constructing spatial repertoires with which they construct contextual senses of belonging to different places and groups.

Both case-studies will reveal different types of 'multilingual' language practices within the people's spatial repertoires e.g. lexical insertion in the case of the supermarket and hybridity in the case of the former coalmine cité. In doing so, these case-studies complicate the dichotomous divide between 'old' and 'new speakers' by adopting a view on language as 'practice' (Ahearn 2012) and thereby abandoning traditional and romantic ideologies of languages-as-units.

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Corona, Víctor

IIDE, Universidad Autónoma de Baja California

"A veces ni me gusta decir que soy latino": la reconfiguració del discurs de joves llatinoamericans envers les llengües i les identitats en el context de Barcelona [200307]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 11:30
Panel	3(b). Linguistic and migratory trajectories	*Where*	Enric Prat de la Riba

Entre els anys 2005 al 2009 vaig dur a terme un treball etnogràfic amb nois llatinoamericans de Barcelona que va demostrar, entre d'altres elements, la importància de les varietats lingüístiques del castellà en la construcció de la identitat llatina. Els participants d'aquest estudi tenien entre 12 i 16 anys i aleshores parlaven d'una identitat llatina que els identificava com iguals en un context escolar. A partir de començaments del 2013, aprofitant que he mantingut el contacte amb la majoria d'aquests joves, he tornat a entrevistar-los en grups de discussió. Ara tenen entre 20 i 22 anys d'edat i més que entrevistes, es tracta de converses informals que fem en un bar del barri on vivim. Aquest corpus de dades inclou també converses fetes per Skype amb dos dels nois del grup que ara viuen a Paris i Londres, respectivament.

Les seves particulars trajectòries semblen haver atorgat més complexitat a aquestes relacions sobre les llengües, les varietats i les identitats. Ara no tots se senten latinos. De fet, moltes vegades són crítics amb el que socialment es pot interpretar com a latino. La seva actitud envers la llengua catalana no sembla ser la mateixa que la que tenien quan anaven a l'institut, especialment per els que han aconseguit trobar una feina o que tenen més relacions amb la gent local. Malgrat els canvis en el seu discurs hi ha aspectes del primer estudi que encara ara es mantenen vigents. Un d'aquest elements és la forma de parla latina, que és una barreja entre diferents varietats lingüístiques del castellà "de aquí" i "de allà". En les converses, els nois semblen ser conscients d'aquesta parla. Alguns l'entenen com una conseqüència normal de la seva socialització i d'altres la veuen com a part d'una moda que té a veure amb estils musicals com el rap i el reggaeton.

L'objectiu d'aquesta presentació es mostrar com el discurs d'aquests joves adults ha canviat o no, davant de les seves noves circumstàncies socials. L'actual context que viuen de marginació i precarietat laboral emergeix com un element important en la reconfiguració del seu discurs davant les llengües i les identitats.

Costa, Beverley
Mothertongue

Psychotherapy across Languages: Attending to New Speakers' needs [201407]

Working group	2. Multilingual immigrants 3. New speakers as workers	*When*	Thu 20 November, 12:35
Session	14(b). New concepts, new methods	*Where*	Pi i Sunyer

Working across languages is playing an increasingly important role in the delivery of mental health services throughout Europe for multilingual clients and multilingual therapists. This paper will report on a joint, mixed-method research project (Costa & Dewaele 2012) across the disciplines of Applied Linguistics and Psychotherapy, comparing the ways in which monolingual and multilingual therapists work with clients who do not have English as their native language and can be considered as "New speakers" (O'Rourke & Ramallo 2013). Multilingual therapists tended to view their ability to share a language, or to have a facility for languages with a patient as positive with respect to their capacity for attunement with the client. Monolingual therapists, on the other hand, viewed language sharing with the client as a possible source of collusive behaviour in the therapeutic relationship. A principal component analysis yielded a four-factor solution. The first dimension, reflects therapists' attunement towards their bilingual patients. The 83 multilingual therapists scored significantly higher on this dimension than the 18 monolingual therapists.

These findings were contrasted with subsequent research with 182 multilingual clients (Dewaele & Costa 2013) about the importance for multilingual clients to feel that code-switching (CS) is possible in therapy and that their multilingualism is appreciated. The analysis showed that clients initiate and use significantly more CS than their therapists, and that it typically occurs when the emotional tone is raised. CS is used strategically when discussing episodes of trauma and shame, and to regulate proximity or distance.

Multilingual therapists are recruited for their language skills but often they will not work in their primary language as they feel de-skilled. Managers frequently expect multilingual therapists to be able to work in different languages without understanding the complexity of the task. As a result, multilingual patients often receive a less than adequate service. This model of training attends to multilingual therapists' concerns that e.g. they do not have terms or appropriate language for their professional work; working in a language shared with clients when English is not their L1 often affects clients' expectations from the therapeutic relationship; they feel they only have a professional identity in the language in which they were trained; they feel a fraud. A model for training multilingual therapists, which addresses these issues, is presented.

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Costa, James
Universitetet i Oslo

When there are (and can be) no new speakers: Authenticity and autochthony in a depopulating world [first proposal]

Final paper: Sara Brennan and James Costa: New Speakerness under Conditions of Crisis: New speakers in Business in Shetland and Ireland [210604]

Working group	3. New speakers as workers	*When*	Fri 21 November, 10:30
Panel	6(b). The construction and accommodation of new speakerness in the workplace	*Where*	Nicolau d'Olwer

Depopulation is fast becoming an observable fact across many (mainly) rural parts of Europe. Across wide stretches of land in Spain, Italy, France, the UK, rural areas are slowly becoming the uninhabited repository of what used to be perceived as the soul of Nation-states now focused on a handful of main cities, and suburban networks of commuters. The causes are well-known: sub-replacement fertility and emigration towards cities where work is thought to be more abundant. While some regions are slowly accepting their fate, others have launched into a competition to attract new inhabitants, by investing in the latest communication technology for example, and by presenting itself as attractive to certain types of businesses and people. This in turn generates potential tensions in terms of rights to authenticity and autochthony: what is the status of the new populations? Is authenticity maintained through population shifts, and if so, how? How is language (languages, dialects, accents) used and thematized, if at all, to maintain continuity and accommodate change?

Drawing on ongoing critical ethnographic fieldwork in Scotland, this paper explores the case of Shetland, a group of islands off the north coast of Scotland, where addressing depopulation has been deemed a priority by the Shetland Isles Council over cultural authenticity as traditionally defined in ethnolinguistic terms. This choice involves downplaying the local vernacular (spoken by over half the local population) as a mere cultural resource, available for marketing locality (through its associations with Scandinavia) but not as a tool to integrate within the community. The "new Shetlander" is therefore expected to be young, to work, preferably in the service industry, to be creative, but they are not expected to become a new speaker of Shetlandic. In this presentation I therefore use the Shetland case to question the conditions under which it becomes relevant for an economic market to imply or encourage the acquisition of new language skills from incomers, a question directly linked to the generation and definition of "new speakers" in particular in the context of minority languages.

In a depopulating Europe, when choices are being made in terms between either maintaining traditional ethnolinguistic authenticity and losing inhabitants, or modifying traditional criteria of belonging in order to attract new bodies to a given area, I thus ask what tensions this generates regarding the definition and redefinition of who counts as a legitimate member of a given community, and how language is mobilized on such terrains.

Czeniek, Anna

Uniwersytet Jagielloński w Krakowie

Worth or not worth learning? The role of parents in heritage language acquisition by children. Results of pilot study [200907]

Working group	2. Multilingual immigrants		*When*	Thu 20 November, 17:15
Session	9. The making of new speakers between home and school		*Where*	Nicolau d'Olwer

It is believed that multilingualism as a result of economic and social changes generally has a positive effect on contemporary societies. As *Common European Framework of Reference of Language*s emphasizes, that multilingualism should be supported and promoted. There is no doubt that multilingualism brings many benefits to individuals and the whole society. However little attention is paid to the fact that acquiring a new language (and learning a new culture at the same time) may have a negative impact on ethnic language spoken in immigrant families. It is believed that for some cultures the language is a core value (Smolicz 1990) which plays a crucial role in preserving ethnic identity. Due to the successful foreign language acquisition immigrants rarely speak their ethnic language, which may lead to gradual loss of both: ethnic language and ethnic identity. This is a noticeable problem in the second generation of immigrants. As Grosjean (1984) emphasize the loss of ethnic language is a natural process. However, how long will it take, depends on immigrants attitude to their mother language.

That is why in my survey I try to examine how important it is for parents raising their children in bilingualism/multilingualism. Thanks to the surveys completed by students who came to Poland to learn Polish as heritage or foreign language on a summer or semester courses it was possible to compare the status of Polish language in immigrant families living across Europe and America. In the study took part both students from Polish families and students form families where only one parent is from Poland. It has been examined how different factors such as the number of Polish speakers at home, contacts with other immigrants, economic status of the family, number of years spent abroad and the level of parents' education affect children's bilingualism. It has also been examined how the perception of immigrants in the country affects parents' and children's willingness to use their ethnic language. The results of this study allow a better understanding of the role of ethnic language in the immigrant families, and thus helps in finding solutions to support their multilingualism.

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Dołowy-Rybinska, Nicole
Instytut Slawistyki Polskiej Akademii Nauk

Language attitudes and community engagement of Diwan - the Breton immersion high school pupils [200902]

Working group	1. New speakers of minority languages	When	Thu 20 November, 16:15
Session	9. The making of new speakers between home and school	Where	Nicolau d'Olwer

The paper presents the results of field research performed among young *néo-bretonnants* [new Breton speakers] and is based on semi-structured interviews with pupils and graduates of the Diwan immersion high school in Brittany, France and on long-term participant observation. The attitudes of young Bretons toward the Breton language are considered here as well as their opinions about the Diwan high school. With reference to the theory of *communities of practice*, the paper shows how education in the Breton immersion school can influence not only a knowledge of the minority language but also the young peoples' engagement with the protection of the Breton language. The paper discuss the relationship between learning Breton and the gradual formation of a collective Breton-speaking identity. The sociolinguistic prognostic shows that in few dozen years the only Breton speakers will be Breton learners. The real use of Breton depends not only on having knowledge of it but also on finding a community in which this language acts as the benchmark for the creation of a Breton identity.

Dreier, Birte
Københavns Universitet

"Don't you speak Chinese?" – Self- and other-identification of a Chinese adopted boy in Copenhagen [200304]

Working group	2. Multilingual immigrants	When	Thu 20 November, 10:15
Panel	3(a). Linguistic and migratory trajectories	Where	Enric Prat de la Riba

As social categories become more and more contested in an increasingly heterogeneous world, a static understanding of 'being Danish' rarely grasps the reality of individuals' lives today. The paper illuminates processes of identification among young speakers in Denmark who, by others, are identified as 'speakers of another language than Danish' (e.g. 'new speakers of Danish') although they are not.

In particular, the paper focuses on the case of a Chinese adopted boy growing up with Danish-speaking parents in Copenhagen. Data are taken from an on-going longitudinal study at a school in Copenhagen following a cohort of school starters since 2010 (now aged 9–10 years). Methodologically engaged with an ethnographic approach, data in this paper include field notes from observations, semi-structured group conversations and self-recordings during school hours.

Identity is seen as a process of identification in which identities are never static but constantly under construction in social practices (Blommaert 2005). In addition, identities are performed and enacted in social interaction between individuals. However, in order to perform a specific identity others have to accept and recognize it (ibid.). The paper examines the discrepancies that occur in processes of identification when self- and other-identification in relation to language and ethnicity are not congruent. It investigates how identities are fluid in social interaction and how identities can be denied as well as imposed on others (Dong 2011).

Thus, the paper explores processes of identification around a Chinese adoptee in Denmark. How does he identify himself in relation to social and linguistic categories such as 'being Danish' or 'speaker of Chinese'? And how is he identified by others on the same matters?

Dunmore, Stuart
Soillse, University of Edinburgh

New Gaelic Speakers, New Gaels? Language ideologies and ethnolinguistic continuity among Gaelic-medium educated adults [210204]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 11:15
Panel	2. Ideologies and new speakers of minority languages	*Where*	Enric Prat de la Riba

Researchers have theorised that language ideologies can have an important influence on the ways in which bilingual speakers in minority language settings identify and engage with the linguistic varieties that are available to them (Boudreau & Dubois 2007; Makihara 2010; Cavanaugh 2013). My recent PhD research examined language use and ideologies among a purposive sample of adults who started in Gaelic-medium education (GME) during the first decade of its availability in Scotland, between 1985 and 1995. Semi-structured interviews were conducted with 46 informants located throughout Scotland as well as further afield, whether in England or overseas. Crucially, the majority of participants' Gaelic use from day to day is limited, although notable exceptions to this were found among speakers who were substantially socialised in the language at home during childhood. Additionally, four of the 46 informants may be described as 'new speakers' of Gaelic, having been raised without Gaelic at home and acquiring the language in GME, but nevertheless choosing to make frequent use of it in the present day. In this paper I would like to draw attention to some of the language ideologies these four speakers convey when describing their current engagements with Gaelic. I argue that whilst the language clearly plays an important role in their daily and particularly their professional lives, the language ideologies that they express seem to militate both against their greater use of the language socially, or an ethnolinguistic association with the Gaelic community. In particular, I will draw attention to new speakers' negative perceptions of the Gaelic community and lack of identification as 'Gaels' in their expression of language ideologies.

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Centro Interdisciplinar de Documentação Linguística e Social (CIDLeS)

The role of language technologies in the empowerment of new speakers of minority / endangered languages [200706]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 11:15
Session	7(b). Language planning and its consequences	*Where*	Nicolau d'Olwer

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 three language technology projects which have been being developed at CIDLeS in order not only to support language teaching at school (WordByWord - a vocabulary trainer, and its playful successor Spelling Loom) but also to encourage its use in everyday digital communication (Poio, a text prediction tool for desktop and mobile phones).

After a brief presentation of Minderico – an Ibero-Romance endangered language spoken in Minde (Portugal), which will serve as our example language, we will present three language technology projects and discuss their effects on the revitalization of Minderico and on the empowerment of a community of new speakers.

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Does school create new speakers of Catalan? The Catalan and Valencian cases compared [200905]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 16:45
Session	9. The making of new speakers between home and school	*Where*	Nicolau d'Olwer

Since the recovery of democracy after Francoism, in the early 80s, the language policies implemented by the autonomous governments of Valencia and Catalonia (two Catalan-speaking regions in Spain) have focused mainly in the school milieu. Despite the differences in terms of design and of the weaker or stronger support to the minority language (i.e. Catalan), these language-in-education policies shared the main goals: to generalize the knowledge of Catalan and also to recover the social usage of Catalan (Arnau & Vila 2013).

However, in the 90s the gap between knowledge and usage became clear: to be proficient in Catalan didn't mean per se to start speaking it outside the classroom. As Galindo (2006) pointed out, it was needed a clear majority of Catalan L1 speakers in a school for Catalan to

become the language of intergroup communication between Catalan L1 and Castilian L1 speakers. More recently, Bretxa (2014) has shown the influence of the demolinguistic composition of schools on the linguistic trajectories of pupils in the transition from primary to secondary school (namely, from Catalan as L1 to predominant uses of Castilian with school-mates, and inversely). Pujolar & González (2013) have also highlighted the centrality of these transitions, by which people gain access to new socialization spheres, for the "linguistic mudes" (the adoption of significant uses of a new language).

The aim of the presentation is to provide an answer to the title's question by means of the discourses of the main target of these language-in-education policies: the pupils themselves. The data comes from group interviews carried out in different secondary schools of Mataró (Catalonia) and Castelló de la Plana (Valencia) with students from different sociolinguistic backgrounds. I will focus, though, on the discourses provided by the Castilian L1 speakers, as they are the larger group (both in the demography of the cities and in the sample) and the ones who policy-makers expect to become new speakers of Catalan.

I will base the analysis on the reported language choices and practices of these teenagers, with an emphasis on the continuities and changes in the transition from primary to secondary school, and on the links that may be established to different contextual elements, like the demolinguistic composition of their schools and neighbourhoods, or the different models of language-in-education policies and language policies at large implemented in each region.

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Flynn, Colin J.

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Becoming a new speaker: Moving from the classroom to the speech community [200901]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 16:00
Session	9. The making of new speakers between home and school	*Where*	Nicolau d'Olwer

Not all definitions of the 'new speaker' explicitly oblige regular language use beyond the classroom context. Recent discourse on minority language contexts, however, has often assumed that new speakers will play a role in language revitalization, particularly through language use. Realizing such a role is often seen as being contingent on acquiring a level of competence in the target language (McLeod, O'Rourke & Dunmore 2014) which will allow the second language learner to become a language user (Cook 2002). Making the shift from learner to user potentially requires a change in self-concept, which may be difficult for some learners. There are a number of reasons why taking on the role of language user or new speaker can be so difficult, some of which are connected opportunity.

This paper presents data from 31 qualitative interview conducted as part of a larger study of adult learners of Irish. It highlights a particular set of issues which arose in connection with their ability and/or desire to engage with the target language community. It was found that many of the learners do not have or make use of the opportunities necessary for becoming active members of the Irish language speech community. Further, some participants' responses revealed that becoming daily language users is not part of their immediate language learning goals. These findings are discussed in the context of learners' self concept and how it may influence the way in which they engage with the language and the extent to which they believe that they can or should be part of the speech community. Some pedagogical implications raised by this evidence are also addressed, particularly in relation to how to create opportunities for regular language use for adult learners of minority languages.

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Teachers' attitudes towards the language of education in Catalonia [211601]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 11:35
Session	16. General session	*Where*	Nicolau d'Olwer

Catalonia is rightly considered the success recipe for Spanish economy and effort to cope with multiculturalism. It has managed throughout the past forty years to assert internationally its identity and its specific language. After years of being banned from public life under the Franco dictature, Catalan has confronted one of the most widely spoken languages in the world, Spanish, and through various legislations and political struggles it has emerged as the official language of Catalonia and the only language of education according to the Law of Autonomy of June 2006. Notwithstanding, the system of values surrounding Catalan is highly complex and its study may shed light on issues such as language education policies as well as linguistic rights, identity, and nationalism.

This study will examine how Catalonia copes with its multicultural and multiethnic demography in the classrooms. Following an enquiry among teachers both in public and private schools and with a close reference to the different texts dealing with the language of education in Catalonia, the paper addresses the results of such a «Catalan only» policy. Besides, it sheds light on the students' and teachers' use of Catalan, their knowledge of it, their viewpoint toward its use, and the language policy held at schools. This is important as the students' progression in language skills acquisition may well be determined by the attitudes towards both Catalan and Spanish which predominate in the educational community. There is room for concern in the way subjects must be taught exclusively in Catalan, especially in the formative years of the young and more often than not very multicultural students.

Ghandchi, Narges
Københavns Universitet

The parental voice: Heteroglossia in Farsi mother tongue classrooms [201504]

Working group	1. New speakers of minority languages 2. Multilingual immigrants 4. Concepts, theories and methods to study new speakers	*When*	Thu 20 November, 10:00
Panel	15(b). Mother tongue education in Copenhaguen	*Where*	Pi i Sunyer

Language users demonstrate their attitudes towards other users' language, including language-in-use and skills. In doing this they draw upon their linguistic and socio-cultural knowledge (Gumperz 1983, 1982). Among the very important sources of knowledge is the family. It has been one of the core interests of studies of language socialization (Schieffelin & Ochs 1986) to demonstrate how family members socialize each other into particular linguistic, cultural and moral behavior and attitudes. In multilingual environment this includes socialization into language choice and language use. Parents socialize children, and vice versa, and children socialize other children, both siblings and peers. In all cases, language socialization takes place through concrete linguistic utterances which may carry the trace of other people's voices; what Bakhtin termed heteroglossia or polyphony (Bakhtin 1981 [1935]).

In this study I demonstrate how 2nd and 3rd generation immigrant children, participating in Farsi mother tongue education, draw upon their parents' voice when they negotiate the purpose of learning and using their alleged mother tongue. The pupils range from competent language users to 'new speakers' of Farsi with superficial linguistic knowledge. I provide examples of heteroglossic practices in which pupils comment on each others' involvement in the classes. One group struggles with staying motivated; they label them as "boring" and find Farsi hard to learn. Another group of children, who are more competent in Farsi, encourage younger and less competent classmates (often also their siblings) to use Farsi. In doing this they point to certain incentives of learning and using the language, such as the benefit of being able to communicate with relatives as well as learning an additional language.

Data for the study are collected during a year-long (2012-2013) fieldwork in two Farsi mother tongue classes and include classroom recordings, field notes, and interviews with the principal teacher, parents and grandparents. The project builds on the methodological framework of Linguistic Ethnography (Maybin & Tusting 2011; Rampton 2007).

Keywords: language socialization, heteroglossia, mother tongue speakers

Gómez Fernández, Roberto
Université du Luxembourg

"Ils ne cherchent pas à apprendre le Français": NAMS and multilingual primary schools in France and Luxembourg [201001]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 16:00
Session	10. Educational context and migration	*Where*	Pi i Sunyer

The present research aims at illustrating the first year of two NAMS (Newly Arrived Migrant Students) and their process(es) of becoming 'emergent bi-/plurilinguals' of a heterogeneous and multilingual classroom. In recent years a substantial growth in mobility has led to an exponential increase of newcomer students internationally. These so-called NAMS do not frequently speak the language(s) of their host country at the time of arrival at their new school. NAMS also suffer from higher school drop-out than their native peers. As this is a relatively recent phenomenon, both school and educational authorities are often challenged by the new situation, especially in school systems where more than one language is the medium of instruction. The study consisted on two 8-month case studies about NAMS belonging to one of the communities most affected by school failure: one romanophone NAMS for Luxembourg and one "traveller" NAMS from Hungary for Strasbourg. The research thus took place in two primary schools, one in Luxembourg and another in Strasbourg.

From a critical and ethnographic approach, the study focuses in the difficulties these specific children experimented and contrasts the diverse points of view regarding their language(s) learning and their development in the new school. A detailed analysis of the actors in contact with these children, including the teachers, parents, and peers, allows for an observation of which practices are legitimated and which ones are marginalized. Some of the conclusions point to the lack of teacher training concerning NAMS and diversity, different perspectives from the educational institution with reference to the language brought by the newcomer and the multiple capitals or resources of the child, as well as the school's high tendency for homogenization.

Hammer, Kate
Birkbeck, University of London

Acculturation and L2 proficiency in new speakers following migration [211201]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 10:30
Session	12. English speaking contexts	*Where*	Pi i Sunyer

This study investigates potential links between the ultimate proficiency in the L2 and the degree of sociocultural integration in the host country in new speakers following migration in early adulthood. Participants are a group of 149 highly educated sequential bilinguals in Polish (mother tongue) and English (proficient L2 users) who have been resident in the UK for an average of eight years. Participants filled out an online questionnaire and were interviewed by the researcher.

This research is based on the acculturation model for second language acquisition (SLA), ultimate attainment in the L2 studies, emotions in multiple languages research and experience of L2 use in the context of "new speakers" (Schumann 1986; Dewaele 2010; Abrahamsson & Hyltenstam 2009; Kramsch 2009; O'Rourke & Ramallo 2013; Hyltenstam 2014).

This study investigates potential links between the ultimate proficiency in the L2 and variables belonging to the fields of acculturation and SLA. Acculturation-related variables include level of acculturation, frequency of L2 use, age at migration and length of domicile. SLA-related variables include age of onset, context of L2 acquisition, education level, gender and age. Statistical analyses backed up with interview data show that acculturation level is strongly linked to the ultimate proficiency levels in the L2.

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New speakers, old minorities, and the workplace: Perspectives from the High North [200503]

Working group	3. New speakers as workers	*When*	Thu 20 November, 16:30
Panel	5. New speakerness practices at the workplace	*Where*	Pere Coromines

The paper discusses the perspectives and approaches of a new post-doctoral research project on linguistic and cultural diversity at work in the traditionally multilingual region of Northern Norway.

Northern Norway has been culturally diverse for centuries. We find both traditional and new forms of diversity, including an indigenous minority (the Sámi), a national minority group (the Kven), and new migrant minorities. The region is currently undergoing a social and economic development (due to climate change, natural resources, and increased mobility) that promises economic profit and new jobs and will increase the importance of the region in global communication.

The overall goal of the project is to investigate how companies and individual employees use multilingual resources to manage work-related, economic, social, and cultural contexts. It also addresses a number of challenges related to linguistic and cultural diversity in the workplace, such as cultural and linguistic difference vis-à-vis efficiency at work, professional vis-à-vis cultural identities, and communicational needs vis-à-vis social positioning.

Preliminary findings show clearly that Northern Norwegian workplaces are linguistically and culturally diverse. Languages represented in the sample include Norwegian as a national language; English as a lingua franca in international economy; Sámi, the indigenous minority

language of the region; and various immigrant languages from all parts of Europe and other continents.

Not all of these languages have equal status in the employers' policies. Some companies enhance monolingual practices; others choose multilingual profiles and try to exploit the multilingual competences of their employees.

The preliminary findings also reveal that the use of multilingual resources ranges from pure instrumental, communicational needs to cultural indexicals and metalinguistic associations of language, identities, and cultural values. Multilingual practices in the workplace are connected to multiple purposes, where the construction of cultural identities plays an important role.

The project draws on a wide range of previous research on multilingualism in the region, which also reveals a strong connection between language choices and economic conditions during decades of cultural assimilation and language shift. The developments in the multilingual workplaces today will be discussed in the light of the linguistic and cultural revival of the minority languages on the local and regional level and increasing influences from global developments.

Idiazabal, Itziar & Manterola, Ibon
Euskal Herriko Unibertsitatea / Universidad del País Vasco

Immersion education and Basque L2 development in young new speakers [220101]

Working group	1. New speakers of minority languages	*When*	Sat 22 November, 9:00
Panel	1. Practices and new speakers of minority languages	*Where*	Enric Prat de la Riba

The aim of this paper is to describe the development of Basque in a group of Spanish L1 bilingual children at ages 5, 8 and 11 who are schooled in an early and total Basque immersion program. These new speakers of Basque live in a very predominantly Spanish speaking sociolinguistic area in Navarre where around 6% of the population knows Basque. The contact with Basque for these children is reduced to school context where this language is the medium of instruction and communication. The study of young new speakers of Basque is a crucial topic given that among young people (16-24 years) more than 50% of Basque speakers are new speakers (Basque Government 2011), most of them thanks to immersion school.

We will establish a contrast with the productions of another group of children of Basque L1 who live in a very Basque-speaking area in The Basque Autonomous Community. By comparing these two groups our aim is not to establish the L1 group as the "ideal native" group but rather to show the convergences and divergences between two contrasted cases of development of Basque.

The linguistic data analysed in this presentation have been extracted from a longitudinal corpus of elicited storytelling. Both groups of children produced the same story at ages 5, 8 and 11 and this corpus permits as to provide a detailed analysis of specific aspects of L2 development as well as of L1 maintenance.

The analysis of children's narratives concerns diverse discursive and linguistic features such as the difficulties to produce self-sustained narratives, the production of temporal text organisers to link different narrative levels and the production of the ergative case.

Results reveal an overall increasing mastery of the discursive and linguistic skills analysed in both L1 and new speakers. The only exception concerns the production of the ergative case where new speakers show a clearly slower path of development.

We will conclude that immersion education seems to foster a successful Basque L2 development in a context where the presence and use of Basque is reduced to school. We will

also argue that the divergence found between new speakers and L1 speakers in the production of the ergative case should be considered as a challenge for the teaching of Basque as L2 and not as a lack of authenticity and success in the learning and use of the language of new speakers (O'Rourke and Ramallo 2013).

Imperiale, Maria Grazia
University of Glasgow

Refugees as 'new speakers': an analysis of English textbooks for refugees' secondary schools [211203]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 11:00
Session	12. English speaking contexts	*Where*	Pi i Sunyer

This paper examines English textbooks used in the United Nations Relief and Work Agency (UNRWA) secondary schools in the Middle East. The study is part of PhD work about English language education to refugees in the Middle East.

UNRWA is responsible for the provision of education for Palestine refugees in five fields in the Middle East: Syria, Egypt, Jordan, Lebanon and Palestine (occupied territories and Gaza strip). The focus of my study is Lebanon, but the education system is transnational. In recent reports, UNRWA and UNHCR (United Nation High Commissioner for Refugees) called for improved provision of education, as a basic and enabling right, and as a tool for socio-economical development for refugees. Language education is considered a priority for both Agencies. UNRWA launched an Education Reform (2011-2015) in order to enhance, among the other objectives, the current teaching practice. The PhD work responds to the call of the UN, and tries to fill the gap in the literature about refugee language education.

A content analysis of the textbooks in relation to the curriculum and of the syllabus was important in order to prepare the ground for the ongoing fieldwork, which, as methodology employs participatory action research with refugee English teachers. UNRWA must adhere to the host countries' curriculum and syllabus, while trying to respond to its own mandate: several contradictions will be noted here. The textbooks must therefore respond on one hand to the curriculum objectives –which in Lebanon ultimately aim at a native speaker proficiency and cultural awareness- and on the other to the UNRWA reform, which rejects a native speaker model, and where refugees' communicative needs are prioritized. The textbooks reflect this tension.

In conclusion, the analysis of the textbooks will show that more appropriate teaching materials for refugee language education are needed. It is an imperative for applied linguists to develop English textbooks which are culturally sensitive for refugees as learners, and as 'new speakers', overcoming the native speaker model and promoting a critical intercultural approach. The study is relevant because even though it is set outside Europe, UNRWA and UNHCR operate worldwide; moreover, the internationalization of English language teaching demands studies about international developing contexts, where language is used in difficult circumstances.

Jaspers, Jürgen & Malai Madsen, Lian
Université Libre de Bruxelles/Københavns Universitet

Sociolinguistics in a languagized world [200401]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 12:05
Panel	4(a). Language and practices of speakerness	*Where*	Enric Prat de la Riba

A flurry of names has recently been introduced to capture the mixing of varied linguistic resources in heteroglossic speech practices: translanguaging, poly-languaging and metrolingualism, among others. While these notions are in themselves not interchangeable and are tied to specific places and projects, they reveal a common discontent with the explanatory adequacy of traditional disciplinary notions of language. Both the phenomena these concepts describe and the epistemological perspectives they represent profoundly question the idea of being a new, old, native etc. speaker of a language. Yet, while more and more sociolinguists hesitate to speak of languages this hesitation rubs against the continuing relevance of language as a bounded and distinct object outside of the academy, against powerful economic master narratives in which the older notion of a standard national language appears to be revived as a vital economic skill, and against the use of an abstract language concept in institutional language teaching and learning strategies. Speaker status, competence, rights and obligations are part and parcel of these conceptualizations of 'a language'.

In this paper we will take stock of to these challenges and set the frame for discussing language and practices of speakerness. We will ask what consequences this conflict of interest may have for sociolinguistics as a discipline and for the public dissemination of sociolinguistic knowledge, as well as how and if new speakers can benefit at all from sociolinguistic insights as they negotiate their status in various communicative settings predicated on 'real', separate languages. We will compare the impopularity of language in sociolinguistics with the growing success of (en)register(ment), and explore to what extent notions of a separate language inform actual, possibly also trans- or polylingual, practices, and if so: how can we accommodate this finding in our theorization of heteroglossic speech practices?

Jessner-Schmid, Ulrike
Leopold-Franzens-Universität Innsbruck

The New Speaker in multilingual Europe and the M(ultilingualism)-Factor [201401]

Working group	1. New speakers of minority languages 2. Multilingual immigrants 4. Concepts, theories and methods to study new speakers	*When*	Thu 20 November, 11:45
Session	14(a). New concepts, new methods	*Where*	Pi i Sunyer

Ever since the wholistic concept of multicompetence was introduced by Vivian Cook about twenty years ago its influence on the study of second language acquisition, bi- and multilingualism has been growing. One characteristic feature of multicompetence which distinguishes the L2-user from the monolingual speaker of a language is metalinguistic awareness. A Dynamic Systems Theory or Complexity Theory approach, as taken by Herdina & Jessner (2002) in their *Dynamic Model of Multilingualism* describes metalinguistic awareness as crucial part of the so-called M-factor, an emergent property of the multilingual system, which only develops in multilingual - in contrast to mono- and bilingual - systems. The

multilingual system is not only in constant change but the multilingual learner also develops certain skills and abilities that the monolingual speaker lacks. Therefore multilingual awareness has been identified as a key variable of multilingual development and multilingual proficiency.

Knowing several languages is not comparable to monolingual competence in either language and a dynamic multilingual system will therefore have properties that its parts do not. This type of emergent quality is referred to as the multilingualism factor or M-factor. It is assumed to consist of multiple components, such as language learning skills, enhanced monitor functions and enhanced multilingual awareness (Jessner 2008).

According to the DMM the New Speaker in a multilingual Europe will therefore develop qualities distinct from mono- and bilingual speakers. In this presentation examples from studies carried out at Innsbruck University will be discussed to illustrate the quality change in language learning in a multilingual speaker in a multilingual setting with a special focus on the development of multilingual awareness.

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Jonsson, Carla
Stockholms universitet

Claiming and regaining Sámi as new speakers [220103]

Working group	1. New speakers of minority languages 4. Concepts, theories and methods to study new speakers	When	Sat 22 November, 9:30
Panel	1. Practices and new speakers of minority languages	Where	Enric Prat de la Riba

This paper focuses on language use among adolescents who belong to the Sámi national minority in Sweden and who are or could be speakers of Sámi. The adolescents' bilingual literacies – i.e. reading and writing – in two or more languages will be discussed together with their construction and negotiation of inheritance and identities.

The presentation sheds light on the efforts made on behalf of participants in the study to claim and regain Sámi, a language that their parents did not teach them. According to the Swedish Language Act of 209: "Everyone belonging to a national minority has to be given the opportunity to learn, develop and use their minority language" (Summary of Government Bill 2008/9:153). A condition characterized by language loss in the family is thus – by the adolescents – turned into a condition of language revitalization. As result, the adolescents who could have been what traditionally is conceived of as 'native speakers' of Sámi are instead 'new speakers' of that language.

The paper also aims to contribute to the development of innovative ethnographic methodologies by discussing the use of new ethnographic methods, mainly language diaries and diary based interviews, and by analyzing the team ethnography (researcher-teacher collaboration) that characterizes this study.

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Kangas, Elina
MultiLing, ILN, Universitetet i Oslo

New speakers of Meänkieli and language standardisation: practices and tensions [200804]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 12:35
Session	8(a). Hegemonic struggles over speakerness	*Where*	Nicolau d'Olwer

In this paper, I analyse the types of tensions that emerge from minority language standardisation processes between so-called traditional speakers and new speakers of Meänkieli in northern Sweden. O'Rourke, Pujolar and Ramallo (forthcoming) use the term "new speaker" to describe "individuals with little or no home or community exposure to a minority language but who instead acquire it through immersion or bilingual educational programs, revitalisation projects or as adult language learners".

Applied to the context of Meänkieli, a Finnic variety recently recognised as a minority language by Sweden under the European Charter for Regional or Minority Languages, the individuals labeled as "new speakers" could be mainly those, who have **little** home or community exposure to a minority language and who are willing to learn more: both to speak and often also to acquire literacy skills in Meänkieli. Although "new speakers" with **no** exposure to a minority language, or adult language learners, are not that common in the Meänkieli context, since there are hardly any opportunities to acquire the language through bilingual educational or revitalisation programmes.

Drawing on ongoing ethnographic work in northern Sweden I will therefore investigate the tensions that the emergence of new speakers raises in the context of minority language standardisation. The standardisation of Meänkieli is currently under way, conducted mainly by so-called traditional speakers, language advocates, who have been working on promoting the language for years. The asserted aim of standardising Meänkieli is to promote the local variety in order to maintain it. In addition, another motivation by the language standardisation actors is to provide material for potential language learners, "new speakers". What is contradictory, however, is the simultaneous practice that ignores and downgrades the actual new speakers and thus excludes them (consciously or not) from the processes of language standardisation, and keep the authority of language planning for those who get defined as "native" speakers.

Karrebæk, Martha Sif & Nergiz, Özgün
Københavns Universitet

Popular and less popular culture in Turkish mother tongue education [201502]

Working group	1. New speakers of minority languages 2. Multilingual immigrants 4. Concepts, theories and methods to study new speakers	*When*	Thu 20 November, 9:30
Panel	15(a). Mother tongue education in Copenhaguen	*Where*	Pi i Sunyer

The purpose of mother tongue classes is to maintain and develop linguistic skills and cultural insights for migrants (Blackledge & Creese 2010; Lytra forthc.). The classroom content is most

often associated with students' 'country of origin' or a place to which the resources are thought to belong. In class, particular understandings of culture and language get associated with each other and become available for interpretations of self, others and appropriate demeanour. The cultural focus tends to be on 'High Culture', traditional cultural practices or folk culture. Students are born and raised far away from a presupposed 'country of origin'. They do not necessarily share the teacher's understandings, at least not if these are of a conservative kind, or they do not accept them without contestation (Creese, Wu & Blackledge 2009). Popular culture, that is, cultural phenomena and artefacts of the everyday, often associated with mass culture, growing from below and unratified by large cultural institutions (Delaney 2007; Fedorak 2009), is regularly disregarded as learning resources or objects of attention in this as well as in other educational settings (Karrebæk 2013). Yet students often take it up with much enthusiasm.

This paper draws on data from Turkish mother tongue classes in Copenhagen, attended by 7-10 year old children. The teacher used contemporary materials from Turkish mass and social media oriented to Turkish children in Turkey, and he drew on resources from the internet; in some understanding of the (poorly defined) term this was 'popular culture resources'. According to himself, he did so to catch the interest of the little engaged children; our observations showed him to be not entirely successful. At the same time the teacher did not accept to use cultural resources brought in by the children as an off-set for teaching. These resources included both global media phenomena such as Justin Bieber and more traditional religious signs, such as greetings associated with Islam. In this way discrepancies between understandings of what did and what did not belong in class emerged, as did discrepancies between the understandings of what it means to belong in the Turkish mother tongue classroom. We finish the presentation by discussing the consequences of the pedagogical choices for children's possibility of identification and understanding as 'Turkish', 'Turkish Danes' and for the meanings associated with Turkish language.

Kennard, Holly J.
University of Oxford

The use of verbal mutation across two generations of Breton speakers [220106]

Working group	1. New speakers of minority languages	*When*	Sat 22 November, 10:15
Panel	1. Practices and new speakers of minority languages	*Where*	Enric Prat de la Riba

Breton is an endangered language, but language revival efforts have resulted in the emergence of a new generation who learn the language through immersion schooling. There is thus a language transmission gap between an older 'traditional' generation, and a younger generation speaking so-called *Neo-Breton*. This paper examines the effect of this transmission gap on the structure of Breton, looking in particular at initial consonant mutation (ICM) following certain preverbal particles. ICM is a prominent feature of Celtic languages, whereby the first consonant of a word is transformed in a certain morphosyntactic context. For example, the particle a causes lenition in the following verb: *dañsal* 'to dance' → *ar plac'h a zañs* 'the girl dances'.

Data were collected during fieldwork visits to southwest Brittany. Three groups of speakers were interviewed: first, older speakers, aged 75+ (senior adults); secondly, young adults aged 20-30 previously educated in Breton; and thirdly, children aged 8-15 currently in Breton-medium education. The findings show that both the senior and young adults use ICM proficiently in this context. Therefore, although the young adults are new speakers of Breton, their use of ICM is consistent with the older generation. The children differ, however,

frequently omitting ICM entirely, or confusing one type with another. It seems, then, that young Breton speakers may become proficient in the use of ICM only very late in their linguistic development.

Two additional interesting issues arise. The use of the particles themselves varies across generations. Senior adults tend to omit the particle in speech (although the mutation is maintained). In contrast, younger speakers, both adults and children, tend to retain the particle, even in rapid speech. This therefore seems to be a feature of the *Neo-Breton* spoken by the younger generation.

Secondly, it is clear that for children to attain eventual proficiency in Breton, they must continue to receive sustained Breton input beyond the early teenage years. What also seems important, however, is the attitude individuals have towards learning and speaking Breton. The data include two 15-year-old speakers with similar linguistic backgrounds. Both have recently left Breton-medium education, but while one frequently omits ICM, the other is considerably more proficient. This second speaker has maintained contact with Breton-speaking friends, despite now attending a French-only school. This difference in attitude not only has an impact on the speakers' fluency in Breton, but also on their ability to use morphophonological features of the language, such as ICM.

Kołak, Joanna; Wodniecka, Zofia; Haman, Ewa; Łuniewska, Magdalena & Mieszkowska, Karolina
Uniwersytet Jagielloński w Krakowie

Lexical abilities of Polish-English migrant children living in the UK [201404]

Working group	2. Multilingual immigrants	When	Thu 20 November, 11:00
Session	14(a). New concepts, new methods	Where	Pi i Sunyer

According to some statistics, about 50 thousands Polish children from migrant families may be currently living in the UK, adopting the new language of the community and constituting one of the largest new bilingual populations in Europe (Kułakowska 2013). However, still not much is known about linguistic and cognitive development of those children, who can be viewed as young new European speakers. Their linguistic development may substantially influence their educational career and help them to integrate into the host society. However, their linguistic abilities may often be challenged by the attitudes of native language speakers of the host country.

In this study, we plan to analyse language proficiency in Polish bilingual migrant children (N=80) aged 4;5 – 6;9, living in the UK. Their Polish receptive and expressive abilities are assessed by the test standardized for monolingual populations: the OTSR (Haman et al. 2012) and the ZNO (Haman & Smoczyńska 2010) while in English we use the BPVS (Dunn et al. 2009) and the EVT-2 (Williams 2006). In receptive tests, a child's task is to point to a picture (one in four presented) that goes best with the target word provided by the experimenter. In expressive tasks, a child is to name an object or an action presented in the picture. To gather the information about participants' language history, language input in Polish and in English as well as the daily language use patterns and socioeconomic status (SES), we use parental Language Development Questionnaire (PaBiQ, Tuller, in press; Polish version: Kuś et al., 2012).

In the analyses, we aim to: (1) distinguish the group of simultaneous and sequential bilinguals and compare the two groups on their lexical abilities, (2) analyse the relationship between the daily language use patterns and lexical development in Polish and in English, (3) analyse the relationship between the school language input and the environmental language input and

lexical development of migrant children. We will also control for socio-economic status of study participants.

We predict that simultaneous bilingualism, balanced language use pattern in both languages and rich school and environmental input will be the factors driving high lexical skills in bilingual migrant children. However when input in one language is impoverished, we expect to observe the beginning of language attrition process (in the case of Polish) or a lag behind effect (in the case of English) in comparison to lexical norms available for monolingual populations (Bialystok et al. 2010). We will discuss the findings in a broader perspective of educational chance and integration processes.

The present study is part of a larger project (Bi-SLI-PL; http://psychologia.pl/bi-sli-pl/) that investigates linguistic and cognitive development of Polish migrant children in the school entrance age living in the UK. Part of the data was also gathered during the first author's STSM (from COST IS1306) in July 2014.

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Kraft, Kamilla
MultiLing, Universitetet i Oslo

Accommodation practices of new speakers in a Norwegian workplace [210601]

Working group	3. New speakers as workers	*When*	Fri 21 November, 9:00
Panel	6(a). The construction and accommodation of new speakerness in the workplace	*Where*	Nicolau d'Olwer

In this paper, I will analyse transnational workplace interactions and how employees with different cultural and linguistic backgrounds accommodate to each other in order to achieve understanding. Thus, the question I wish to answer is: How do foreign workers through locally negotiated interactions produce understanding through accommodation practices?

The data consist of video recordings from a Norwegian construction site where the official work language is Norwegian. I will use Conversation Analysis to examine the interactions of the foreign workers, and in addition I will draw on ethnographic fieldwork in order to contextualise practices in a larger framework.

The focus of my analysis will be the accommodation practices of the Polish and Swedish speakers, the two largest groups of foreign workers and hence the most dominant new speakers. The former group makes use of a highly standardised professional language, reference to objects, code-shifting of lexical items, and fragmented descriptions where

meaning is often accomplished by letting interlocutors pose candidate understandings which are then confirmed or rejected. These practices might to some degree be the result of limited Norwegian proficiencies, yet they also show how pre-emptive strategies of understanding are invoked as interlocutors become active co-constructors rather than recipients of utterances and meanings.

The accommodation practices of the Swedish group, mainly managers, are less obvious. They change their language relatively little, as Swedish and Norwegian are mutually intelligible to L1 speakers of the two languages. Hence, the Swedish workers are not expected to speak Norwegian at the workplace. Yet, when interacting with other foreign workers they will accommodate to some degree. Typically, they will change central vocabulary, e.g. through immediate self-repair from Swedish to Norwegian, but only if the Swedish term is prone to cause confusion, e.g. if it sounds like a Norwegian word that has an entirely different meaning. Another accommodation practice involves the Swedish speakers simplifying their language to mimic that of the Polish speakers, often resulting in fragmented sentences primarily made up of noun phrases.

As illustrated in the above, the participants strongly orient toward pre-emptive accommodation practices. These have the benefit of avoiding time-costly misunderstandings or non-understandings and extended repair sequences. Additionally, the analysis reveals that various language resources are used in dynamic and localised ways to accommodate to interaction partners and achieve understanding in an efficient way. In short, these practices constitute a distinct professional speech community based on the various linguistic repertoires of new speakers.

La Morgia, Francesca
University of Reading

The value of multilingualism: views from new speakers of English [211202]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 10:45
Session	12. English speaking contexts	*Where*	Pi i Sunyer

This paper presents the results of a study on how new speakers of English view linguistic diversity and heritage language use and transmission, and on how they experience multilingualism at home, at work and within the local community.

The study is carried out in Reading, a town where languages such as Urdu, Polish, Nepali, Hindi and Tamil are commonly found among many other first languages of residents. Linguistic diversity in Reading is a reality in most schools and workplaces, but it is often viewed as a challenge for integration and successful communication, as most new speakers feel the need to reach a good level of English to work, access public services and socialise.

By combining a survey with semi-structured interviews, this study gathers the views of new speakers of English, addressing, among others, the following questions: what is the linguistic experience of new speakers of English in Reading? To what extent do they value their mother tongue(s) and English? Do they feel that their mother tongue(s) are valued among the local community and in the workplace? Do they see any value in transmitting their mother tongue(s) to their children? How could their linguistic experience be enhanced? How can their linguistic skills benefit them and the community they live in?

Both the survey and the interviews show a variety of interesting opinions, which are reflected in the daily choices of language use and socialization, as well as in the choices regarding language transmission. The data gathered for this study shed light on the linguistic practices

and experiences of new speakers of English in a linguistically and culturally diverse town, and constitute a starting point to understand their views on the opportunities and challenges of multilingualism.

Lamarre, Patricia
Université de Montréal

Linguistic hopscotch anyone? When immigration to a new city means acquiring two new languages [200303]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 10:00
Panel	3(a). Linguistic and migratory trajectories	*Where*	Enric Prat de la Riba

The language context of Montreal is in some ways similar to that of Barcelona and Brussels, cities historically shared by two language communities. This adds a layer of complexity to the acquisition of new linguistic resources by immigrants. Not that long ago, the pressure on newly-arrived immigrants would have been to learn English as quickly as possible and French was considered a « not-that-useful » minority language. In post-Quiet Revolution Quebec, however, Montréal has emerged as a much more French city than it was in the sixties, but the attraction of English in North America and within a globalized economy, remains strong. This means that French-English bilingualism is on the rise for all Montrealers.

The need for French-English bilingualism comes as a particular shock to those who emigrate from Francophone countries or countries colonized by French-speakers (France, Senegal, the Maghreb). Although Quebec selects immigrants based on their skills in French, the reality is, that to get a job and to get ahead, bilingual French-English skills are needed. While subsidized French language courses are available to immigrants who have little or no French, for those who arrive with no English, there is no financial support. Having to pay to learn English is seen as unjust by this group of immigrants who were expecting to find work in « unilingual » French work places. Quite a few are also taken aback by their need to learn a *parler québécois*, which for many schooled in post-colonial French situations, is considered a bastardized « dialect », a *franglais* that they have little desire to acquire. They find themselves having to learn not only English, but also a new local « variety » of French.

Faced with the challenge of obtaining French-English bilingualism, immigrants and their children have found interesting ways of playing linguistic hopscotch through language–learning constraints and opportunities. Actually it can be said that we are all engaged in playing linguistic hopscotch in Montreal - as English-speakers look for ways to become « new speakers » of French, and French-speakers, also busy acquiring English, worry about becoming « assimilated » new speakers of English.

In this paper, I will draw on data from interviews with immigrants and the children of immigrants currently in the work force. I will focus on the strategies used to acquire French-English bilingualism, and how they experience and describe the language context of Montreal and in particular, its workplace.

Lantto, Hanna

Helsingin yliopisto

Purist tendencies, social pressures: new speakers of Basque as users of multilingual practices [200801]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 12:05
Session	8(a). Hegemonic struggles over speakerness	*Where*	Nicolau d'Olwer

Multilingual language competence is increasingly seen as a valuable asset in a globalized world. Its actual manifestations, however, do not enjoy the same treatment. The idea of languages and communities as bounded entities has been naturalized throughout the Western world, and purist discourses with threat of the "Other" are reproduced even in cases of the most hegemonic global languages (Duchêne & Heller 2007). The need to keep the languages separate might be particularly strong in minority language settings where, to claim legitimacy and rights to a language, there is a need to distance the minority language community from the language of the hegemonic nation-state; purity is seen as essential for survival (Woolard 1989:18; Jaffe 2007, O'Rourke and Ramallo 2013).

The new speakers of minority languages are not only speakers of the language in process of revitalization, but bi or multilinguals. This study is based on recordings among new speakers of Basque in Greater Bilbao, a city area where 75% of the bilinguals in Basque and Spanish are *euskaldun berriak*, 'new Basques'. Two types of data were gathered: recordings of naturally occurring conversations and metalinguistic conversations about code-switching style. The recordings show that the new speakers tend to exhibit purist tendencies and rarely engage in intensive back-and-forth language mixing typical of native speakers. This purism seems to have two sources: firstly, the normative setting of acquisition where language mixing is discouraged, and secondly, the general interpretation of new speakers' code-switching as lack of competence in the minority language. In the metalinguistic conversations, code-switching was also seen as an important resource in creating informal registers of Basque. The new speakers might, thus, face additional obstacles to use Basque in informal domains.

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Llompart Esbert, Júlia
Universitat Autònoma de Barcelona

El lunes *andi mtihan* or the emerging repertoires among young immigrant origin new speakers in Barcelona [201007]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 17:30
Session	10. Educational context and migration	*Where*	Pi i Sunyer

As a result of the migration, globalization and mobility phenomenon <u>schools and secondary schools</u> in Barcelona today are multilingual and multicultural and some of them have a percentage of immigrant origin students of around ninety per cent. The new sociolinguistic reality of the Catalan context is part of what has been called the paradigm of superdiversity (Vertovec 2007; Blommaert & Rampton 2011). This reality brings modifications in the language socialization processes and in language practices and the dynamics of language transmission. The language practices of plurilingual students are polycentric and are examples of what has been called *plurilanguaging* or <u>hybrid language</u> uses and *multilanguaging* or the multimodal use of language (smartphones, Facebook, different symbologies...) which also promotes *transnational* literacies, border-crossing communicative practices (Hornberger & Link 2012). These young students are therefore not only <u>new speakers</u> of Catalan and Spanish but also new speakers of emerging repertoires (Corona, Nussbaum & Unamuno 2012). Although this is the reality for these young students, it contradicts monolingual language ideologies of high schools that focus on languages as separate entities that cannot be mixed.

The objective of this paper is to present some results of an ethnographic and qualitative study in process on the *language brokering* and *plurilanguaging* practices of 1.5 and second generation immigrants of one high school in the city center of Barcelona. Our data was recorded during a pedagogical project and it is based on a set of conversations among students in different moments and spaces. According to the first analysis, we can highlight some interesting preliminary results: (a) the emergence of new *plurilanguaging* practices in these young plurilingual speakers; (b) the fact that these 1.5 and second generation immigrant are new speakers of both Catalan and Spanish but also new speakers of emerging repertoires as a result of their linguistic and life trajectories; (c) the two lenses that are needed in order to observe these new language socialization processes: on one hand, the polycentric lens because socialization occurs in differents social contexts (school, neighbourhood, home, etc.); and, on the other hand, the translocal lens in order to explain that socialization also happens in virtual spaces such as the internet and the mobile phones.

Lundqvist, Ulla
Københavns Universitet

Linguistic landscapes among Danish-Arabic children in Copenhagen [201503]

Working group	1. New speakers of minority languages 2. Multilingual immigrants 4. Concepts, theories and methods to study new speakers	*When*	Thu 20 November, 9:45
Panel	15(a). Mother tongue education in Copenhaguen	*Where*	Pi i Sunyer

In the Danish school system and educational debates, Danish has become the baseline all other languages, including minority languages such as Arabic, are measured against (Møller fc; Karrebæk 2012). Often, minority languages are treated as more or less worthless in the

Danish media and school system (Holmen and Jørgensen 2010; Haas et all 2011). However, we still know very little of minority children's own understandings of different languages (but see Ag fc.), and in particular we know very little of their understandings of the function of different languages in their everyday life in relation to places like school and home, where they spend most of their time.

In this paper I explore what I have labelled the 'everyday linguistic landscape' among Danish-Arabic children in Copenhagen. The over-all aim is to provide insight into the values and functions of different languages from a participant perspective. I asked a group of (11-13 years old) children who attended Arabic mother tongue education to take pictures of literacy in their 'everyday places', that is, in public (e.g., on the street), semi-private (e.g., in school) and private settings (e.g., at home) where they spend their time on an everyday basis. In addition, the children were asked to talk about their pictures in group-interviews. Both methodological moves were made to obtain an emic perspective on the children's understandings of different languages, and to be able to study the linguistic landscapes of the participants rather than of the researcher. I will discuss the pictures taken, the comments to and evaluations of these pictures, and I will compare this to more widespread discourses of languages, in particular in relation to education in Denmark.

My preliminary analyses show that the children mainly took pictures displaying Arabic in private and semi-private places, whereas they found Danish and English literacy in public, semi-private and private places. In particular, they did not include any pictures of Arabic from school. In fact, the children seemed to evaluate Danish as *the* appropriate language in relation to school; Arabic seemed to be mainly associated with the home setting. This indicates that the children's pictures and evaluations reflect the widespread discourse of Danish as the most – or only – important language in relation to school.

The paper draws on the theoretical approaches of linguistic landscapes (Scollon and Scollon 2003, Shohamy and Gorter 2009, Papen 2012) and literacy socialisation (Sterponi 2012).

Määttä, Simo
Helsingin yliopisto

New speakers in lingua franca interpreting in Finland [211101]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 9:00
Session	11. Ideologies and institutional approaches	*Where*	Enric Prat de la Riba

Most migrants using public service interpreting (community interpreting) services in English or French in Finland today are not native speakers of these languages in traditional sociolinguistic terms. In fact, in many cases it is impossible to define the "language of primary socialization." While interpreters—themselves typically new speakers of English or French—often complain about the "deficient language skills" of these migrants and therefore consider them to be new speakers or perhaps learners of French and English, service providers often think that they are native speakers or at least fully proficient, "stable" multilinguals. Besides, while many migrants could actually use Finnish in their encounters with public service providers, both regulations and the difficulties "old speakers" experience in accepting to understand Finnish spoken by learners and new speakers often prevent this from happening. These migrants' extremely complex multilingual trajectories and repertoires are therefore erased in interpreter-mediated encounters between migrants and service providers.

Such phenomena raise critical questions related to the political dimension of the concept of new speaker: can new speakerness be conceived as a fecund transitional space offering open access to possibilities of integration or does it rather appear as yet another bounded category closing access to integration and full participation? Besides, since almost all migrants using interpreting services in French and English are originally from Western Africa, institutional discourses and language ideologies positioning and shaping the notion of new speaker in this field of activity are linked to a complex network of connections between language, race, and socioeconomic difference.

This talk aims at identifying the advantages and potential disadvantages of the term new speaker when analyzing the constellation of discourses and ideologies dominating interpreter-mediated encounters between migrants and service providers, in which all participants expect languages and language varieties to be treated as bounded entities. Another goal is to examine the political implications of the notion of new speaker in such contexts: to what extent can the concept escape from essentializing discourses predominant in public service and eventually deconstruct essentializing processes that appear to characterize human cognition about language as such? Finally, as the paper is based on my 10-year-long participant observation as a public service interpreter and translator in Helsinki metropolitan area in Finland, I will discuss the advantages and disadvantages of participant observation as a data collection method.

Machowska-Kosciak, Małgorzata
Trinity College Dublin

A language socialization perspective on language learning (English) and language maintenance (Polish) among Polish adolescents in Ireland [201003]

Working group	2. Multilingual immigrants	When	Thu 20 November, 16:30
Session	10. Educational context and migration	Where	Pi i Sunyer

This paper investigates first and second language socialisation processes among four adolescent Polish immigrant children attending different post-primary schools in Ireland. The focus is on how these children engage with issues of conflicting identities and competing language learning (English) and language maintenance (Polish) goals as they grow up and try to find their place in a new country and society. It examines how current socialisation goals and processes are reconciled with the maintenance of connections to their personal past, their family in Ireland, their extended family in Poland and their ethnic heritage more generally. We set out the theoretical background, methodology, final results from the study involving such students and their families, two of whom also attend weekend Polish schools in addition to mainstream secondary schools. The results of the study are analyses in terms of culturally responsive pedagogy, describing how different educational contexts develop immigrant students' bilingualism and the construction of new knowledge and identities, and help to integrate home language and culture with the host culture's language and values. Taking this approach allows us not only to unravel social processes and relationships between human actions and social systems, but also to trace them through multiple scales of social organization (from micro family or peer interactions to macro national curricula and policy levels).This dual focus on linguistic forms and sociocultural contexts allows to integrate the analysis of micro and macro levels of investigation, insofar as the examination of naturalistic interactions among individuals provides empirically grounded access to broader issues of sociocultural reproduction and transformation in Irish society.

MacLeod, Marsaili
University of Aberdeen

"I feel my cultural identity as a Gaelic speaker": the role of work in the socialisation of new speakers [200504]

Working group	3. New speakers as workers	When	Thu 20 November, 16:45
Panel	5. New speakerness practices at the workplace	Where	Pere Coromines

This paper adopts the concept of an occupational community to explore the role of work in the production of new speakers of Scots Gaelic. During the 1980s, a process of state-led legitimation of Gaelic gave rise to a specific type of professional work in the so-called Gaelic 'language industries', including media and education. This process identifies a group referred to in this paper as 'Gaelic language workers'; workers for whom bilingualism is recognised as a core productive work skill. Gaelic language workers are typically highly educated and have gained the complex Gaelic skills required for professional Gaelic work through formal language study and qualifications. Yet, for those for whom Gaelic is an additional language, the formation of Gaelic-speaking identities can be highly contingent upon membership of this occupational community. The first part of the paper draws on in-depth interviews with sixteen 'new speakers' and twenty 'traditional' speakers, to describe how membership of what is commonly referred to as 'Saoghal na Gàidhlig' (the Gaelic world), offers new symbolic and material spaces in which new speakers can enact and legitimise their Gaelic-speaking identities.

The professional roles which contribute to this empowered identity are contrasted in the second part of the paper with bilingual working roles associated with the nascent bilingual public service economy. The passing of the 'Gaelic Language (Scotland) Act 2005' has altered the conditions under which Gaelic bilingualism is valued. The Act places a statutory requirement on public bodies, as requested by Bòrd na Gàidhlig, to prepare and implement internal Gaelic language plans (GLPs) for bilingual public service provision. Organisational implementation of statutory GLPs requires a planned strategic approach to managing workers' communication skills; skills which were hitherto, at worst, stigmatised or, at best, naturalised. Under these conditions, organisations rely on existing workers in, for example, health, social care and leisure service areas, to identify themselves as potential, or actual, Gaelic speakers in the work place. Drawing on new research being undertaken collaboratively with a Local Authority in order to inform its strategic Gaelic skills planning, the potential for Gaelic language socialisation through internal statutory planning processes are explored.

Mańkowska, Alicja
National University of Ireland, Galway/Ollscoil na hÉireann, Gaillimh

New speakers of Irish and language policy of TG4 [200702]

Working group	1. New speakers of minority languages	When	Thu 20 November, 9:45
Session	7(a). Language planning and its consequences	Where	Nicolau d'Olwer

This paper studies the relationship between new speakers of Irish and the language policy of TG4, the only existing Irish-language television channel, otherwise known as Teilifís na Gaeilge ('the television of Irish'). The paper is a part of my continuous study of the language policy of TG4 in relation to new speakers and native speakers which is also the topic of my forthcoming PhD research. This presentation draws from the research conducted for the purpose of an MA

dissertation on the station's language policy. I will examine the language policy of TG4 and how the station approaches the issue of new speakers of Irish both explicitly and implicitly. The presentation will also address the issues related to language policing in a minority language television station in a long established bilingual society, and the pressures that have an influence on policy drafting and its implementation.

The talk will open with a short introduction relating to the current status of the Irish-language broadcasting media and its history. A special emphasis will be placed on the legislation related to the station and the responsibility of the station to all sections of the viewing audience, both Irish (including all levels of fluency in the language) and non-Irish speaking. This will be followed by a brief overview describing the notion of language policy in the broadcast media and covering the three aspects of language policy as understood by Bernard Spolsky (2004): language management, language practice and language beliefs.

After providing a theoretical outline, the results of MA analysis will be presented. These will include elements of language policy in the three aforementioned areas and the question of new speakers within these areas. This question will be discussed by presenting samples from TG4's own publications, the station's schedule and an interview conducted with the station's Deputy Chief Executive – Pádhraic Ó Ciardha. I will then proceed to analyse briefly the elements of the language policy of TG4 according to its two dimensions – explicit and implicit as described by Shohamy (2012). The talk will conclude by addressing the question of the discrepancies between the explicit and the implicit language policy of TG4 towards both its new speakers and native speakers of Irish.

Martín Rojo, Luisa & Rodríguez Torres, Lilia-Rebeca
Universidad Autónoma de Madrid

Newspeakers' linguistic status within diasporic trajectories. Social mobility and linguistic mude of young migrants at a Madrid university [200301]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 9:30
Panel	3(a). Linguistic and migratory trajectories	*Where*	Enric Prat de la Riba

Within the frame of the research project, *New speakers, new identities: linguistic practices and ideologies in the post-national era* (FFI2011-24781), we study in this paper the extent to which the linguistic and life trajectories of new speakers from a migrant background are intertwined. Semi-structured interviews and discussion groups were conducted and life stories obtained from young people from diverse backgrounds who had accompanied their parents in geographical mobility and in economic and social progress, and later entered higher education at one of the most prestigious universities in Madrid. Analysis of these testimonies shows that the 'mude' process is shaped by socio-political, ideological, cultural and linguistic conditions, but also that it has an evident impact on new speakers' social mobility, community integration and empowerment. Thus, linguistic and social trajectories appear inextricably bound.

Following this approach, we also examine how speakers' status evolves within these trajectories, during successive processes of socialisation in different linguistic communities and markets. In their life stories, the speakers recount how they have dealt with changes in status: from being old to new speakers, overcoming delegitimised positions as "lacking competence" in the language of instruction in the first stages of their school trajectories, gaining legitimacy and, finally, entering Spanish universities, becoming expert speakers and even "passing for native speakers". In our analysis of how these young students situate, negotiate and practice changes in status during their trajectories, special attention is paid to

the linguistic ideologies they evoke in explaining, justifying and legitimising their linguistic practices and changes.

Meier, Stefanie & Lorente, Beatriz P.
Universität Basel

Making "new speakers": preparing Philippine nurses for work in Germany and Switzerland [200505]

Working group	3. New speakers as workers	When	Thu 20 November, 17:00
Panel	5. New speakerness practices at the workplace	Where	Pere Coromines

This paper examines how "new speakers" are constructed within a regime of state-sponsored circular labor migration. It explores how "new speakers" are made, how their linguistic trajectories are represented and how they are socialized and positioned as workers in specific European labor markets, even before they set foot into these labor receiving countries.

This paper does this by focusing on the current recruitment of nurses from the Philippines for work in Germany and Switzerland. The care shortage in Germany and Switzerland has prompted the recruitment of non-German speaking personnel from countries such as the Philippines. The German and the Swiss government both have bilateral agreements with the Philippine government that promote and regulate the migratory flow of nurses. The German government has initiated the "Triple Win" project which aims to initially place 2,000 nurses in German healthcare institutions by the end of 2014; 500 of these nurses will be from the Philippines. Switzerland, on the other hand, has a "stagiaire" agreement with the Philippines. Under this agreement, a pilot run of 36 nurses from the Philippines will work in Switzerland for 18 months. The German language courses for both groups are handled by the Goethe Institut in the Philippines.

The paper first presents how the institutions involved in this labor migration manage, that is legitimate and authenticate, the linguistic competencies of the migrants vis-a-vis the language requirements in the local labor markets. It then focuses on an analysis of four short films produced by the Goethe Institut in the Philippines for Philippine nurses who could potentially head to Germany. The paper analyzes how these films portray German and how they familiarize and socialize the migrants into their positions as "new speakers" and workers in German society. The paper argues for an understanding of "new speakers" that takes into account the regulated trajectories of such speakers, the movement of national borders and how the making of "new speakers" is enmeshed in processes that reproduce global inequalities.

Mieszkowska, Karolina
Uniwersytet Warszawski

Mental state language in the narratives of Polish monolingual and Polish-English immigrant children living in the UK [201405]

Working group	2. Multilingual immigrants	When	Thu 20 November, 12:05
Session	14(b). New concepts, new methods	Where	Pi i Sunyer

According to some estimations about 50 thousands Polish children may be currently living in the UK acquiring simultaneously Polish and English, constituting one of the largest new

bilingual populations in Europe. However, not much is known about linguistic development of those children. The present paper examines how simultaneous acquisition of Polish and English impacts the use and understanding of mental terms (e.g. 'see', 'believe', 'think', 'want') in children's narratives. There is reason to believe that the development of mental state language may be influenced by the linguistic development (de Villiers & de Villiers 2000), but to date not many studies have included bilingualism as a contributing factor.

In the study, 40 Polish immigrant children in the UK aged 4,6-6,5 years old were asked to tell a story (in both of their languages) based on a set of pictures (Gagarina et al. 2012). Adopting child-made narratives provides insight into children's own inclination to talk about mental states spontaneously. Additionally, children's receptive and productive vocabulary in both languages was measured with the use of standardized tests.

The bilinguals' results on the use of mental state verbs are contrasted with those of 40 Polish monolingual children matched for age. The analyses include (1) comparing the quantity and quality of mental state terms used by Polish monolinguals and Polish-English bilinguals, and (2) examining the quantity and quality of mental state terms used by bilinguals in their narratives in Polish and English. The results indicate that in their narratives bilinguals relate to the mental states of the story characters to the same extent in their L1 and L2, and use mental terms which are similar in type. The research may help to form a basis for further investigations of developmental dynamics during the course of L1 and L2 development in immigrant situations.

The present study is part of a larger project that investigates linguistic and cognitive development of Polish immigrant preschool children living in the UK.

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Moal, Stefan
Université Rennes 2

The supposedly irreconcilable linguistic divide between traditional and new speakers of Breton: changing perceptions among the academia [200804]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 12:50
Panel	8(a). Hegemonic struggles over speakerness	*Where*	Nicolau d'Olwer

While it may appear trivial, within the broader scope of Breton sociolinguistics, to look into the attitude of the academic microcosm, one must bear in mind that it is largely universities that train young speakers before they enter careers in education, the media, cultural sectors, etc. Regional authorities turn to them to draw reports and recommendations about the language. For decades, a small group of academics, mostly in the sphere of influence of Brest university, have been theorizing in numerous articles a seemingly permanent and final impossibility to bring together the language practice of traditional speakers and that of new speakers of Breton. Some (Le Dû & Le Berre 1997) went as far as proposing that France was altogether a sociolinguistic – rather than political – exception in the field of minority language transmission and vitality. New terms were coined to fit this proclaimed exceptionality, like *badume*, designed to name what is universally described as micro- or sub- dialects or simply

varieties. The theory was principally based on notions of parity or lack thereof (disparity) between generations or social classes of speakers, such as exist in any sociolinguistic setting. « Native speakers » were in some cases (Plourin 2005, 2006) considered the only legitimate users of the language, a far cry from research on adult learners (Pentecouteau 2002) suggesting the opposite. The very appropriateness of identifying the language used by the former and the latter under the same glossonym was questioned (Calvez 2012). Normalization efforts – rather timid in Brittany - were usually criticized, regardless of the fact that *Ofis ar Brezhoneg*'s scientific board is headed by an avowed adept of « popular Breton ». Meanwhile however, foreign academics (Hornsby 2007, 2011; Le Nevez 2013; Ó hIfearnáin 2011, 2013; Timm 2003; Vetter 1999, 2013), although not overriding problems, were sheding quite a different light on the issue, characterized by nuance and positiveness. This balanced sensible approach has recently been making slow but definite progress among the above mentioned section of Breton academia, as showed by a 2013 IJSL issue dedicated to Breton (Hornsby, Vigers, ed. 2013). Rather than a clear-cut postvernacular situation requiring outright Cornish-like revernacularization, it can be argued that Breton is undergoing a phased transfer, a translatory movement whereby vernacularity is gradually handed over by bilingual traditional speakers – possibly unbeknownst to them - to a younger, more urban, often multilingual generation.

Morris, Steve
Swansea University/Prifysgol Abertawe

Canolfannau Cymraeg and social networks of new speakers of Welsh: changing linguistic ecology in comparatively non-Welsh-speaking communities [220105]

Working group	1. New speakers of minority languages 4. Concepts, theories and methods to study new speakers	*When*	Sat 22 November, 10:00
Panel	1. Practices and new speakers of minority languages	*Where*	Enric Prat de la Riba

Studies in the motivation of adult learners of Welsh[2] have consistently shown that integrational motivations are the most prominent, with learning the language highly connected to issues of identity and '*learning Welsh because I live in Wales*'. Many of these new speakers of Welsh live in areas where Welsh is not the main community language. There is therefore a dichotomy between the desire in respect of the motivation to integrate and the *reality* in respect of the community use of Welsh where these new speakers are located. As many 'traditional' Welsh-speaking domains in these communities are contracting or disappearing completely, attempts to create, access and maintain social networks in Welsh outside of the classroom environment are very restricted and can result in either an over-reliance on the education system to provide outlets for the use of the language or disillusionment at the lack of opportunity within the learners' own communities.

This paper will look at recent research which examines the social networks of new adult speakers of Welsh in areas of Wales where Welsh is not the majority language with particular emphasis on whether the opportunities to develop networks in Welsh are similar or greater where the learning occurred in a *Canolfan Gymraeg*[3]. The main findings of the research support the role played by *Canolfannau Cymraeg* in:

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[2] Morris, 2005; Newcombe, 2007; Baker et al. 2011.

[3] The term 'Canolfan Gymraeg' is used to refer to a centre where classes for learners are combined with activities for Welsh speakers in the community as well as various other facilities, for example Welsh language bookshops.

- facilitating contact with other speakers of Welsh and providing an appropriate location for this interaction;
- providing a natural and visible focus for Welsh language activities in comparatively non-Welsh-speaking communities where no other clear focal point exists where Welsh speakers can go;
- enabling learners to use more Welsh;
- extending the social and friendship circles of the learners who go to *Canolfannau Cymraeg*;
- increasing the confidence of these new speakers of Welsh.
- A number of the main recommendations will be presented within the framework of the original research questions.

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Nance, Claire
Lancaster University

New Gaelic speakers in Glasgow and Edinburgh: A phonetic study of rhotic consonants [220107]

Working group	1. New speakers of minority languages	*When*	Sat 22 November, 10:30
Panel	1. Practices and new speakers of minority languages	*Where*	Enric Prat de la Riba

Recent work has explored the ideological construction of new speakers, and attitudes to their varieties (e.g. O' Rourke & Ramallo 2013). To date, however, relatively little work has considered the linguistic nature of new speakers' varieties. This paper aims to explore the phonetic nature of new adult speakers' Scottish Gaelic.

Here we consider data from interviews with 22 adult new Scottish Gaelic speakers, living in Glasgow and Edinburgh. The majority of speakers learned Gaelic as adults and can now be considered expert users. By nature this is not a homogeneous sample: speakers are from a variety of locations within and outwith Scotland, and are a variety of ages. We therefore explore individual patterns of variation within their speech and look for common themes emerging from their phonetic behaviour.

The phonetic analysis is an auditory consideration of word-final rhotics. Gaelic is reported as having three rhotic phonemes: /r rˠ rʲ/ (e.g. Ternes 2006). These are subject to substantial dialectal variation (O' Dochartaigh 1997) and were therefore selected for analysis here, as several of the participants reported speaking a dialectally 'mixed' variety (McLeod, O' Rourke, Dunmore 2014). The interviews were transcribed and then rhotic tokens identified and coded for word and position in ELAN. The analysis considers 15 tokens of each rhotic phoneme for each participant. Tokens were transcribed auditory.

Results suggest that a variety of production strategies are used in the production of Gaelic rhotics. For example, some participants consistently opted for one traditional dialectal variant or another, others were less consistent in their productions. There was also some evidence to suggest phonetic influence of the participant's first language, for example some participants of Glaswegian origin produced (auditorily) voiced retroflexes where traditional descriptions of Gaelic would predict velarised trills.

These results are discussed with reference to adult second language acquisition, new dialect formation, language contact, and phonetic studies of language revitalization. We aim to contribute towards a taxonomy of speech production among new speakers.

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Nandi, Anik
Heriot-Watt University

Newspeakers as counter-elites: Role of Newspeaker parents in creation of bottom-up language policies in Galicia [200903]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 16:30
Session	9. The making of new speakers between home and school	*Where*	Nicolau d'Olwer

Top-down down language policies'- endeavour to exert control over language beliefs, myths, attitudes, practices and ideologies based on linguistic culture of a community or individual through their language management (Spolsky 2004). Macro level policy makers who are often the stakeholders of language management from the top employ a range of language policy devices (rules and regulations, language in education, myths, propaganda, coercion and language in different public domains among others) to perpetuate this hegemonic control over meso and micro level ideologies (Tollefson 1991, 2006). Therefore, meso (community and organisation such as school) and Micro (individual, outside the school) can be considered as grassroots level where the interpretation and implementation of top-down language policies take place. The grassroots level has various 'actors' or agents, including teachers, principals, parents, family members, language activists, people guided by nationalist sentiments and new speakers of minority languages among others play a significant role in interpreting and implementing language policy on the ground. They could be located as 'counter elites' (Rocher 1972; Leicht and Jenkins 2009) in the context of my study. Counter elites are generally educated people of the society who if disappointed with the policy decisions and principles of ruling state elites may develop discourses of resistance on the ground. I refer to them as counter elites owing to a paradoxical construction whereby the counter elites function literally as a mode of resistance to the hegemonic ideologies of the ruling state elites. But, these counter elites are elites themselves and often attempt to occupy the power vacuum usurping the position formerly occupied by the state. Their discourse of resistance may lead to bottom-up language policies at the grassroots level. One of the major

aims of my study is to investigate the role of individual agency (such as individual parents) in the negotiation, interpretation and implementation of language policy on the ground. This will be studied in relation to Galician newspeaker parents who through their individual linguistic behaviour play a prominent role in the revitalisation and maintenance of Galician outside the school, particularly in the context of framing bottom-up language policies on the ground.

Ó Murchadha, Noel & Walsh, John

University College Dublin
National University of Ireland, Galway / Ollscoil na hÉireann, Gaillimh

New Speakers and Language in the Media: An initial phonological and morphological analysis of post-traditional variation on Irish-medium radio broadcasts [220102]

Working group	1. New speakers of minority languages	*When*	Sat 22 November, 9:15
Panel	1. Practices and new speakers of minority languages	*Where*	Enric Prat de la Riba

Sociolinguistic changes that characterise late modern society have dramatically transformed social actors' engagement with language (Coupland 2009) and have brought issues around 'new speakerness' to the fore. Late modern linguistic practices implicitly challenge traditional ideological conceptualisations of what qualifies as the best language variety. This is perhaps especially applicable to minoritised language situations where post-traditional linguistic practices are destabilising ideologies around variation that valorise conservative linguistic practices and afford them a high prestige status based on their perceived ethnolinguistic authenticity. Broadcast (and print) media have, meanwhile, traditionally been perceived as guardians of 'proper' language usage and as purveyors of 'best' language practices (Bell 2011). The realities of minority language broadcasting, however, require gatekeepers to select from the available pool of (new) speakers. An analysis of post-traditional linguistic practices in Irish language radio broadcasts is presented in this paper and is located within the above frameworks. This includes broadcasts by the Gaeltacht radio service operated by the national broadcaster, RTÉ Raidió na Gaeltachta and by the Dublin-based Irish language radio station, Raidió na Life.

The main aim of this presentation is to describe and analyse some of the linguistic features of two groups of young (< 40) Irish speakers both of whom can be said to diverge from the traditional model and illustrate post-traditional features associated with 'new speakerness'. These include:

(a) speakers who grew up in an official Gaeltacht area where Irish has retreated as a community language;
(b) speakers who acquired Irish outside the traditional Gaeltacht setting.

Although group (b) may be perceived to be closer to a core concept of 'new speakerness', aspects of the speech of (a) can also be described as posttraditional.

The objectives of the paper are:

- based on existing literature in dialectology of Irish, to provide a brief overview of the historical, traditional dialect of the Gaeltacht area in question;
- to describe aspects of the phonology and morphology of Irish as spoken by (a) and (b) above;
- in the case of (a), to assess the extent to which the phonological and morphological features identified converge with or diverge from the historical, traditional speech of the area;

- in the case of both (a) and (b), to assess the extent to which phonological and morphological features as practised by both groups converge with or diverge from each other;
- to contribute to a better understanding of linguistic aspects of the contemporary varieties of post-traditional spoken Irish.

O'Rourke, Bernadette & Ramallo, Fernando
Heriot-Watt University
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Becoming a new speaker: ideologies, identities and emotions [210206]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 11:50
Panel	2(b). Ideologies and new speakers of minority languages	*Where*	Enric Prat de la Riba

This paper will examine the ideologies, identities and emotions associated with becoming a new speaker of Galician or what are collectively referred to as *neofalantes do galego*. *Neofalante* is the term used to define Galician-speakers for whom Spanish was their language of primary socialization, but who at some stage in their lives (usually early to late-adolescence) have adopted Galician language practices and often displaced Spanish all together (O'Rourke and Ramallo 2011). As a result of language policy changes in Galicia since the 1980s, the symbolic and economic value of Galician on the linguistic market was enhanced, although not significantly enough to change the rules of social mobility. Meanwhile, Spanish has continued to be the language of prestige. Despite this, *neofalantes* opt for linguistic change and engage in the process of *majority language displacement* (O'Rourke and Ramallo 2013). We examine the processes involved in *neofalantes'* changing linguistic behaviours and in particular, the ideologies, identity positioning and emotions which shape decisions to displace a more socially and economically powerful first language with one which offers less in terms of social mobility and prestige. To do this we draw on narrative life-histories of some 40 interviews as well as three focus group discussion involving Galician new speakers.

Otwinowska-Kasztelanic, Agnieszka
Uniwersytet Warszawski

Examining the languages of Polish children from migrant communities in the UK – methodological issues [201402]

Working group	2. Multilingual immigrants		*When*	Thu 20 November, 11:45
Session	14(a). New concepts, new methods		*Where*	Pi i Sunyer

Examining bilingual children becomes especially important in the context of mass economic migration within the EU. Migrant children usually acquire two (or more) language systems, and so they are different from their monolingual peers. Here, we focus on bilinguals from Polish migrant families in the UK. As shown by earlier research on linguistic trajectories, Polish becomes their home/family language and loses its role as the medium for education and cultural development. This becomes a real challenge for educators who work with bilingual children abroad and for practitioners working with children returning to Poland after longer emigration: back in Poland these 'hidden immigrants' cannot cope with learning in Polish schools.

In the presentation, we focus on the methodology of studying bilingual children's languages and show how the data gathered may be examined in various ways to obtain a maximum of information. The data for the linguistic analysis come from COST Action IS0804[4] and were obtained with the use of three tasks: Narration and Renarration, Sentence Repetition Task and Nonword Repetition Task in two languages, Polish and English. Overall, we aim to describe the phonological and morpho-syntactic systems and discourse features of Polish-English bilingual children aged 4;5 to 6;5 who live in the UK. To this end, we create a corpus of 100 recordings of bilingual children. The corpus undergoes a detailed linguistic analysis (various areas of phonology and morphosyntax) and is 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. We aim to pinpoint the differences between the bilingual and monolingual language systems and track the areas of systematic errors and transfer in the speech of bilinguals. We also examine the directionality of transfer between the two languages.

The analyses will let us create a linguistic profile of Polish-English bilingual children at the school entrance age. Their characteristics will be disseminated to reach and inform professionals working with Polish children in the UK, as well as those working with 'hidden immigrants' in Poland and will allow them to design successful pedagogical interventions.

We hope the presentation will be informative for researchers studying children from various migrant communities.

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Puigdevall, Maite & Pujolar, Joan
Universitat Oberta de Catalunya

Linguistic mudes: how we become new speakers of Catalan [200306]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 11:15
Panel	3(b). Linguistic and migratory trajectories	*Where*	Enric Prat de la Riba

Catalonia, an autonomous territory of North-East Spain where two languages are official: Catalan (the traditional language of the region) and Spanish (the language of the state) traditionally received migration. The economic make up of Catalan society favoured migration flows from southern Spain (50´s and 60´s of last century) as well as the attraction of new migrants from all over the world (especially from the first decade of the 2000´s). These migration flows have had and are still having a great impact on the sociolinguistic make up of the territory and have supposed a challenge for the reproductive capacity of Catalan language.

In this paper, we shall explore the migratory and linguistic trajectories of migrants from different origins, how they have settled in Catalonia, when and how they learned and incorporated Catalan into their lives and what it meant for them knowing and using this language. Following Pujolar & Gonzàlez (2013) we focus on the linguistic *mudes* or moments of transformation of linguistic practices of these new speakers. We will not only focus on the specificities of each moment of muda, but we want to know, once theses *mudes* have taken place, how speakers move on and accommodate their new language uses into their everyday lives, what changes they experience and what are the perceived barriers and rewards of such a change. We shall present the preliminary results of a qualitative study based on life-history interviews to this profile of speakers: both fairly recent migrants and nationals which had Spanish as a family language during their childhood. We shall argue that these "new speakers" are producing important transformations in the way Catalan-Spanish bilingualism operated in the past, where Catalan was an emblem of ethno-national identity mainly spoken amongst native speakers. We also question how speakers negotiate their legitimacy in front of the receiving community and what implications this process has for their access to symbolic and economic capitals associated with their new language.

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Relaño Pastor, Ana María & Fernández Barrera, Alicia
Universidad de Castilla-La Mancha

New speakers' narratives of bilingual commodification in La Mancha [201004]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 16:45
Session	10. Educational context and migration	*Where*	Pi i Sunyer

This presentation focuses on the narratives of bilingual commodification of a group of migrant and local students who attend a prestigious semi-private school "somewhere in La Mancha". The commodification of English and bilingual programs in the region of Castilla-La Mancha is now a well-established phenomenon, which has consolidated with the proliferation of Spanish/English bilingual programs in the last years. Language teaching, as Heller (2010) agrees, is one of the fields where "tensions and contradictions of commodifying language"

occur as part of the globalized new economy in late modernity. For the community of migrant youth, both Spanish-born, or recently arrived in La Mancha, linguistic identity is shaped by the socialization of the home language and the bilingual socialization that takes place at school, mostly through their participation in Spanish/English CLIL (Content and Language Integrated Learning) programs implemented through the 'Plan Integral de Plurilingüismo' (Integral Plurilingualism Plan), amended and approved in the region in January 2014. For the local students who grew up Spanish monolingual, their participation in CLIL programs positions themselves towards English and the linguistic repertoires of their peers.

By adopting a critical interpretive perspective (Tollefson 2002) to the understanding of bilingual education in the Castilla-La Mancha region, this presentation explores the links between current CLIL classroom practices, local and European language education policies and wider social and ideological processes of globalization and neoliberalism in late modernity. Particularly, we analyze the commodification of CLIL programs by examining how local values and beliefs about bilingualism and the prestige of English as Europe's lingua franca intersect with situated notions of who counts as a bilingual student in the CLIL classroom and the emergent categorization processes assigned to migrant and local students who attend these bilingual programs in La Mancha.

Data comes from an ongoing linguistic ethnography conducted at one semi-private, religious school that shares an elitist reputation in Ciudad Real. For this presentation, we analyze a group of narratives elicited in focus group interviews with a group of migrant and local students about their language experiences both inside and outside school. For the analysis of these narratives, we follow the multidimensional approach of narrative analysis proposed by Ochs and Capps (2001) combined with the latest research on narrative as social practice (De Fin, 2008; De Fina and Georgakopoulou 2008a, 2008b, 2012). Specifically, we analyze how this group of students socially constructs their linguistic reality and identity by positioning themselves, not only in the storytelling world, but also towards the institutional and macro processes that regulate the commodification of bilingualism in La Mancha.

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Reyna Muniain, Facundo

Christian-Albrechts-Universität zu Kiel

Neo hablantes en contexto de diáspora. El caso de la comunidad gallega de Buenos Aires [210205]

Working group	1. New speakers of minority languages 2. Multilingual immigrants	When	Fri 21 November, 11:35
Panel	2(b). Ideologies and new speakers of minority languages	Where	Enric Prat de la Riba

En la presente comunicación tiene por objeto revisar la cuestión en relación con la segunda, tercera e incluso cuarta generación de descendientes de gallegos en Buenos Aires. En los últimos años la dinámica de la sociedad argentina y el momento histórico de las comunidades de migrantes en el país presenta una imagen de especial interés. Como anticiparon investigaciones anteriores (Gugenberger 2001, Weinberg 1978) las primeras generaciones de inmigrantes están casi desaparecidas y transmisión intergeneracional fue muy baja. Por lo que deberíamos estar frente a la verificación de las predicciones de los estudios sociolingüísticos sobre la desaparición de la diversidad lingüística en el país y la homogeneización lingüística cultural total de la sociedad argentina. Sin embargo, desde los últimos veinte años tiene lugar un resurgir de identidades alternativas nacionales a Argentina. Muchas veces estas identidades son compatibles con la nacional, pero siempre tienen un valor diferencial y distintivo. Las razones parecen estar relacionadas con diferentes factores como la globalización y el temor de quedarse sin fuertes referentes identitarios o los mecánicos que permiten transnacional constituyen una identidad múltiple. En este contexto de una ciudad cosmopolita como Buenos Aires donde la lengua e identidad gallega es una más entre las muchas presentes lo que permite un juego particularidades especiales en el campo de las actitudes lingüísticas, espacios de uso e ideologías lingüísticas en el que el concepto de Neo hablantes (O´Rourke & Ramallo 2013) juega un rol clave. Una aproximación a las estrategias, motivaciones y competencias de los neo-hablantes de gallego (una lengua minoritaria europea) en un contexto de emigración americano también puede presentar un particular interés para el estudio de las políticas de revitalización de la lingüística en el territorio original del gallego.

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Rosiak, Karolina & Jones, Kathryn
Uniwersytet im. Adama Mickiewicza w Poznaniu
IAITH

Polish 'new' speakers of Welsh - motivations, attitudes and ideologies [200703]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 10:00
Session	7(a). Language planning and its consequences	*Where*	Nicolau d'Olwer

This paper examines the results of a small-scale research project into the attitudes of Poles towards the Welsh language and motivations they have for learning the language. Poland's accession to the EU in 2004 resulted in estimated 800,000 Polish workers emigrating to the United Kingdom (Longhi, Rokicka 2012). According to the 2011 National Census over 546,000 speakers of Polish currently live in the UK making it the third most widely-spoken language spoken in England and Wales. With over 18,000 residents, Poles represent the most numerous non-UK born group living in an officially bilingual Wales (Migration Observatory, 2014), in particular in Llanelli (Carmarthenshire), Wrexham (Clwyd) and Cardiff (Glamorgan).

While some migrants in Wales open up to the local Welsh community by organizing events through events which emphasize their Polish identity, such as celebrating Polish Independence Day, Polish parties, Sunday dinners or by promoting Polish music (Wróbel 2014), a small minority attempt to assimilate to the minority Welsh language community in Wales, either by enrolling in Welsh for Adults classes or picking by up the language from their Welsh friends and family, thus begin the journey toward becoming 'new' speakers of Welsh. The paper will focus on how adult Poles are engaging with the acquisition of Welsh, the obstacles they face in the process of language learning and their beliefs concerning the opportunities that the knowledge of the Welsh language and its culture may provide them. This research examines especially the ideologies of language such users of Welsh hold, and how these ideologies influence their use and engagement with the language.

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Ruiz-Lozano, Dolores
Heriot-Watt University

Healthcare mediators as "new speakers": Valorization of their linguistic and cultural competencies in the workplace [210603]

Working group	3. New speakers as workers	*When*	Fri 21 November, 9:30
Panel	6(a). The construction and accommodation of new speakerness in the workplace	*Where*	Nicolau d'Olwer

In order to understand the extent to which healthcare mediators, as "new speakers", are in a position to empower patients in healthcare interactions, this study analyses the relations of

power understood in terms of the attribution of value to resources of knowledge. Bourdieu's (1991) concept that some resources of knowledge are more valued than others might help us to understand how power is exerted at the clinic understudy. Access to power at the clinic is partly based on competence in the local languages (Spanish and Catalan) and specialized professional knowledge. Mediators can be seen to possess the language and socio-cultural knowledge to fit into the established institutional ways of behaving (Heller 2007). However, their lack of specialized medical knowledge places them in a less potentially powerful position and their role may as a result be questioned by healthcare staff.

Although mediators possess the socio-cultural knowledge of patients, the data in my study confirm that this knowledge is a resource which the majority of doctors attribute a low value, which has consequences on the relations of power between doctors and mediators. The prevailing view is that patients' cultural aspects are not relevant and, therefore, mediators' specialised competencies generated by forms of cultural capital are not generally considered a valuable resource among healthcare staff.

Ethnographic fieldwork has been undertaken in a health centre serving a multi-ethnic, multilingual migrant neighbourhood in urban Barcelona, where immigration rate represents a forty per cent of population. 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. Observations and audio recording of activities mostly involved physician-patient-mediator interaction.

Keywords: Power, Empowerment, control, diversity, health mediators

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Ruuska, Katharina
Jyväskylän yliopisto

Between ideologies and realities: L2 speakers of Finnish negotiating 'success' in language learning [200403]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 12:35
Panel	4(a). Language and practices of speakerness	*Where*	Enric Prat de la Riba

Over the past two decades, immigration to Finland has become a visible reality as well as a vividly discussed topic. Simultaneously, the teaching and learning of Finnish as a second language has developed into both a field of practice and a research area in its own right (Suni 2012, Martin 2007). Yet, popular perceptions still depict the Finnish language as unusually difficult to learn and impossible to fully master. While basic skills in Finnish may be expected

and required of adult immigrants in many contexts, very high to near-native proficiency is still seen as something highly exceptional. As a result, the proficient use of Finnish retains a strong ideological link to native speakerhood (including early bilingualism), leaving little space for new or alternative identities of proficient and legitimate speakers.

In my ongoing PhD study I examine the role of language ideologies for the sociolinguistic practices of highly proficient adult L2 speakers of Finnish. Drawing on both ethnographic and interview data, I aim to explore what kind of ideological beliefs about Finnish as a second language and language learning in general speakers hold and encounter in their everyday lives, how these beliefs mediate practices and interactions, and what consequences those practices, in turn, have for this particular group of speakers.

Analysing data from interviews with 11 L2 speakers of Finnish, my conference paper takes a look at how the interviewed speakers negotiate relatively stable ideologies of language(s) and speakers against the backdrop of the more fluid and diverse realities they live in. The analysis shows that the idea of 'success' in language learning (quite important to this group of high-achieving learners) is achieved and displayed most efficiently within the ideological framework of monolingualism, native speakerhood and cultural homogeneity. On the other hand, participants are faced with the reality of their multilingual backgrounds as well as the diversity of their sociolinguistic environment, and therefore have to constantly re-negotiate their linguistic identities. This also raises the question whether the notion of 'new speaker' (e.g. O'Rourke & Ramallo 2013), in its associations with multilingualism, hybrid identities and the transgression of borders, could be a useful tool for capturing the full range of linguistic identities and practices in this context.

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Sabaté Dalmau, Maria
Universitat de Lleida

Linguistic regimentation and resistance in Catalan migration contexts: A critical sociolinguistic approach to nonelite multilingualism [200405]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 14:30
Panel	4(b). Language and practices of speakerness	*Where*	Pere Coromines

This paper analyses the multi-faceted linguistic repertoires and literacy practices mobilized by a heterogeneous group of 20 (un)-employed migrants who, born in Pakistan, Morocco, Romania, El Salvador, and the Dominican Republic, settled in Catalonia between 2001 and 2008. Being partly undocumented, these social actors networked in an 'ethnic' call shop located in a marginal Spanish-speaking neighbourhood near Barcelona which emerged as an alternative institution where to gain access to vital resources for survival (shelter, telephony, information about legality procedures, etc.).

I report on the unique non-elite (delegitimized) multilingual practices that regulate this particular discursive space, which I investigated via a network ethnography (2007-2009). By

analysing interviews, naturally-occurring interactions and visual materials, I show that the translinguistic features that get mobilised there consist of a polyphonic inextricability of transnational and local codes which bears traces of xenoglossy and heterography (truncations, morphological reinterpretations, phonetic spelling, etc.), and which denotes 'vernacular' literacy practices. I argue that these fully-fledged codes are subversive in that they challenge 'native-speaker' conceptions of language, for they have now become highly visible, in urban geographies. I posit that they are the counterhegemonic ways of interacting with which migrants gate-keep access to their call shop (and thus to their 'internal' resource-distribution rules) and, in turn, resist linguistic marginalisation by vindicating their self-incorporation into their host societies.

However, I also claim that these in-group multilingualisms are actually framed within, and mapped upon, a Spanish-regimented floor which, in the end, delegitimizes and sanctions some of the individuals' languages, to the detriment of many allochthonous codes (like Panjabi), and to the detriment of the local minority language, Catalan. I show that migrant populations, when interacting among themselves, 'correct' and discredit the non-normative, hybrid parts of their Spanishes (by mocking certain expressions, by hiding written notes, and by embodying 'language-less' Selves). Thus, they ultimately discipline themselves in the Spanish sociolinguistic orders in which they are forced to get enculturated, with governmentality practices which foster access to citizenship through Spanish monolingualism.

I conclude that the migrants' unification of their multilingual spaces into standard Spanish and into hegemonic ways of doing literacy trap them into the re-production of normativity orders which solely work within the regime of thought of 'one-nation-state-language', paradoxically confining themselves to the linguistic marginalisation which they try to fight, in off-the-radar institutions which have now colonised urban Catalonia.

Sahradyan, Sonya
Jyväskylän yliopisto

Multilingual migrant NGO practitioners in Finland: Working life integration through languages [210605]

Working group	2. Multilingual immigrants	*When*	Fri 21 November, 10:45
Panel	6(b). The construction and accommodation of new speakerness in the workplace	*Where*	Nicolau d'Olwer

In recent years, language has become a policy priority in numerous countries, and it has been established as a key factor in migrants' working life integration in various academic studies. Some scholars (e.g., Heller & Duchêne 2012) have argued that research on language needs to take account of the far-reaching changes taking place in the globalized economic order and the increased prominence of language in areas of the economy such as the service sector. Several empirical studies have also shown the connection between language and various degrees of labour market integration amongst migrant groups working in different sectors of labour (e.g., Duchêne, Moyer, & Roberts 2013; Pöyhönen, Rynkänen, Tarnanen, & Hoffman 2013). However, little attention has been paid to those working in the third sector, namely non-governmental organizations (NGOs), or to the language repertoires that are important for their working life integration.

This paper presents my doctoral research in progress which focuses on migrant NGO practitioners, that is, workers, volunteers and trainees within the Finnish context. I have adopted a multi-sited ethnographic approach and have chosen two rather different NGOs: mono- and multi-ethnic organizations. The research includes participant observation,

photographs and artefacts, audio and video recordings, informal talks and interviews, and analysis of different kinds of texts, in both online and offline settings.

The analysis of ethnographic fieldwork and interviews shows that multilingual migrant NGO practitioners usually use different languages in different activities. In general, their language choice is based not only on the main aims but also on the types of activities. Overall, based on the preliminary findings, multilingual repertoires of migrant NGO practitioners play a significant role in their integration into the Finnish working life.

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Sallabank, Julia
SOAS, University of London

'We don't say it like that': (de)legitimising the new speaker [210201]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 10:30
Panel	2. Ideologies and new speakers of minority languages	*Where*	Enric Prat de la Riba

In my recent research into learning the small, highly endangered language Giernesiei (Guernsey, Channel Islands), a particular scenario cropped up repeatedly. Learners and new speakers have problems finding native or fluent speakers to practise with. If and when they are lucky enough to find a relative or neighbour who speaks Giernesiei, and they try to say phrases they have learnt, the speakers' reaction is very likely to be along the lines of 'we don't say it like that' or 'you'll never pronounce it like we do'. Learners find this demotivating; some even report having stopped learning/speaking Giernesiei because of it. Yet older speakers express a desire for younger people to learn the language ('it's a lovely language, I wish more people would speak it').

Costa (forthcoming) asks "Why are children and learners both eagerly expected to learn minority languages, while at the same time very often negatively evaluated in their actual practice of said languages? What ideological mechanisms underpin such attitudes?"'.

In an attempt to answer this question, I have produced a taxonomy of reactions to variation in Giernesiei, chiefly among 'traditional' speakers, which confirms and extends the findings of Jaffe (2008) in Corsica:

- Traditional polynomie: iconic regional variation is overtly valued (see Sallabank 2010)
  - o Although more complex practices relating to regional variation are not noticed/recognised
- Age-related variation , family-lects and 'variations of variation in a small place' are either tolerated or simply not noticed [examples to be provided]

- Language change which is perceived as influenced by contact with English is negatively sanctioned
- Language change influenced by French is either perceived as prestigious or not noticed – or perhaps not acknowledged, since it can indicate attrition on the part of 'native' speakers
- Variants produced by learners or new speakers are criticised (delegitimised)
- Neologisms are only acceptable if they have the cachet of having been invented/introduced by a 'native speaker'

It appears that this model has been partly internalised by learners/new speakers; it thus exacerbates the pressing problem for language revitalisation of the lack of new speakers progressing beyond beginner level. It also supports the hypothesis that there is unwillingness to share the language, since effective L2 learning would undermine traditional speakers' language ownership.

Nevertheless, there are some examples of productive partnerships between traditional speakers (who tend to be from the older generations) and learners/new speakers, who tend to be middle aged or younger.

Selleck, Charlotte
Københavns Universitet

'We're learners of Welsh, not proper fully Welsh'; A discussion of how students' at an English-medium school understand and orientate to the language ideological content of their education [210202]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 10:45
Panel	2. Ideologies and new speakers of minority languages	*Where*	Enric Prat de la Riba

This study forms part of a larger ethnographic project investigating the interplay of linguistic practices, linguistic representations, language ideologies and social inclusion between students at three related research sites in south-west Wales; a designated English-medium school, a designated Bilingual school and a Youth Club.

This presentation will address the following research questions:

1. Is the Welsh language accounted to be an obstacle to social integration for young people within the 'community' and into the school environment, or a positive resource?
2. How are the institutional arrangements within this community (or locality) understood by the students? Do school students see themselves operating within language ideological structures? Do students resist or affirm school-based ideologies and school-based practice?

The data for this study came from periods of fieldwork carried out between September 2008 and January 2011. This research is characterised by the use of three principal methods: ethnographic observational fieldwork, ethnographic chats, and audio recordings.

I broadly adopt the dichotomy presented by Blackledge and Creese (2010) – that of 'flexible' and 'separate' bilingualism (with the former referring to the English-medium school). 'Flexible' and 'Separate' bilingualism will be discussed in relation to their ideological underpinnings and corresponding institutional arrangements. It will be suggested that students at the English school perceive that there is an open and tolerant approach towards language and identify that, in their terms, they are able to speak 'whatever you want'. In this sense language is not perceived to be a particularly pressing issue; language is generally not problematised.

However, despite an apparent reliance on flexible bilingualism, it will be shown that boundaries continue to be put up around languages and language users resulting in clear divisions between the 'English' and 'Welsh' students, with 'first-language Welsh speakers placed in opposition to 'good learners' with the later being held in higher regard. Furthermore, it will be argued that students at the English school struggle to position themselves in terms of the national category of being Welsh and the students perceive that a language hierarchy exists, with students at the Welsh school being considered 'proper' or 'fully' Welsh. That said, it will be demonstrated that students at the English school could easily construe a Welsh identity without the need for Welsh, with their use of Wenglish viewed as one way in which they could negotiate and position themselves within the national category of being Welsh, a kind of coping mechanism.

This study adds to a body of literature on Welsh-medium/bilingual education in Wales and has implications for language policy in Wales. It also addresses wider issues of social inclusion/exclusion.

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Language Ideologies and Conceptualisations of Place: The Challenges Facing Migrant New Speakers of a Minority Language [210203]

Working group	1. New speakers of minority languages	*When*	Fri 21 November, 11:00
Panel	2. Ideologies and new speakers of minority languages	*Where*	Enric Prat de la Riba

This paper interrogates concepts of new speakerhood in the context of Scottish Gaelic, a minority language spoken by less than 58,000 people. Specifically, this paper looks at migrants to an area long considered the primary Gaelic-speaking 'heartlands' – the Highlands and the islands off the west coast of Scotland, known as the Hebrides. The paper takes a diachronic perspective in exploring migrants' accounts of learning Gaelic and the difficulties they face as new speakers of the language. Through interviews with World War II evacuees, orphans sent to the Hebrides from the 1930s-1960s, as well recent migrants to the area, the paper demonstrates how diachronically, the main issues facing new speakers of the language have remained the same. First, there is the issue of non-migrants ('native' Gaelic speakers) using English with migrants, despite migrants' requests to speak Gaelic. Further, there is the issue that any overt critiques of migrants' mistakes in Gaelic will result in migrants' lowered confidence and their subsequent adoption of exclusively English with the non-migrant population. The paper concludes by discussing the role perceptions of language ownership and conceptions of 'insider'/'outsider' may play in the reification of obstacles that migrants face as new speakers of Gaelic. Further, it highlights the role that ideologies about the relationship between 'place' and 'language' can further contribute to the challenges of integrating as a new speaker of a minority language.

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Stockholms universitet
Tartu Ülikool

How do trans-national scholars in Danish and Estonian higher education manage the linguistic challenges at work? [200501]

Working group	3. New speakers as workers	*When*	Thu 20 November, 16:00
Panel	5. New speakerness practices at the workplace	*Where*	Pere Coromines

In the context of globalization, language matters have become increasingly complexified at all levels and scales (Blommaert 2010). Old patterns of migration have been substituted by new forms of mobility; technological developments have enabled new kinds of trans-local contacts and information flows (Castells 2000). For language policymakers and planners, this higher-level of complexity has evolved into a source of difficulty, with an increased need to look for solutions incorporating variability and flexibility (cf. Duchêne and Heller 2012). The context of higher education and its internationalisation process is particularly illustrative of such tensions. In this context, the national and the trans-national (international) scales merge and interact in a highly complex manner. For that reason, given the relevance of English as an international academic language, in recent years scholars from different fields have drawn their attention to the analysis of how English and national languages coexist and interact in that particular domain (Haberland and Mortensen 2012).

Indeed, universities constitute a particularly fruitful space to explore issues of language and mobility. In our paper, we offer a comparative analysis of international scholars linguistic behavior in two non-Anglophone societies in Northern Europe: Denmark and Estonia. In both countries, we can find universities that are immersed in the process of internationalisation of their studies and faculties and face the dilemma of managing both the national and international agenda the same time (Hultgren 2014; Jürna, forthcoming; Soler-Carbonell 2014). Particularly, we focus on the language practices of international academics at two public universities of each country.

By means of ethnographically collected data (interviews, questionnaires and focus group discussions), we show how international scholars adapt to each local context respectively and behave linguistically in various situations, highlighting their engagement (or lack thereof) with the respective national language. This allows us to provide a fine-grained analysis of the complex interconnection that exists between the macro and the micro layers across different scales of time and space (cf. Hult 2010).

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Beliefs and practices about language among Spanish-Estonian households in Tallinn [221303]

Working group	4. Concepts, theories and methods to study new speakers	*When*	Sat 22 November, 9:30
Session	13. Adult acquisition and use	*Where*	Nicolau d'Olwer

As a basic unit of sociolinguistic inquiry, the family context has been traditionally placed at a central position in its key role when it comes to transmitting a particular language from generation to generation (Fishman 1991). Already before Spolsky (2006) coined the term

'family language policy' to refer to the most basic setting to apply his conceptual framework of 'language policy', some studies noted the importance of language issues among bilingual couples in a globalizing world (Piller 2001). In the Estonian context, questions about how multilingual households deal with the language question remain largely underexplored. Thus far, only Doyle (2013) and Sukhno (2014) provide some substantial analyses of bilingual couples with children in Tallinn.

Our paper in particular expands on Sukhno's (2014) investigation of Spanish-Estonian families in the Estonian capital. Using ethnographically collected data, by means of in-depth interviews, we explore the language beliefs, management and practices among three couples composed by a Spanish-speaking father from Latin American origin and an Estonian-speaking mother. From the discourse analysis of the interview texts, we are able to show some linguistic tensions and contradictions expressed by the parents. On the one hand, all of them overtly state using the 'one parent – one language' strategy, as they believe it is the best way to properly transmit both languages to their children. On the other hand, however, they at the same time acknowledge mixing languages frequently when (a) speaking to each other and (b) speaking to their children. From this perspective, the data allows us to discuss important issues regarding highly topical questions on the sociolinguistics of mobility, the revalorization of language skills in a globalizing world and the central importance of language beliefs and management in what can be considered a form of 'verbal hygiene' (Cameron 2012) in the family context.

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Københavns Universitet

"Just some sounds in Somali": Speaker identities and their consequences in classroom interaction [200404]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 12:50
Panel	4(a). Language and practices of speakerness	*Where*	Enric Prat de la Riba

Speakers may use, and even claim ownership of, certain registers (Agha 2007) in order to perform recognizable social roles in particular types of situations. Sometimes people may also refuse to use certain registers – not because they lack knowledge of the register but because the values attached to the register situationally may result in ascriptions of identities that they do not want. In this presentation, I will analyze a case where such a refusal explicitly appears during a school lesson. During the so-called 'project week' in an 8th grade in a Copenhagen school, a group of three girls prepared a poem containing in Arabic, Somali and Danish for their presentation in the class. They recorded the poem in advance but when they were about to play it, they couldn't find the recording. The teachers insisted that they performed the poem on the spot instead, but as it turned out it was more than difficult to convince the girls who were responsible for the Somali and the Arabic part to do it. From a perspective of languaging (Jørgensen 2010) and enregisterment (Agha 2007) I will ask why the girls preferred to record the poem in advance, why the two girls with a minority background refused to translate and perform the poem on the spot, and why and with what arguments the teachers insisted on the performance. Through micro analysis and ethnographic observations I will study the enregisterment of linguistic features associated with Arabic and Somali as it unfolds in the classroom. Finally, I will address the interplay between speaker identities and academic school-related identities and discuss what other possibilities the teachers might have had in the situation.

Keywords: linguistic ethnography, speaker identities, enregisterment, minority languages, languaging

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Suberbiola, Pablo & Olaziregi, Ibon
Soziolinguistika Klusterra
Eusko Jaurlaritza/Gobierno Vasco

Posibilidades y carencias de convertirse en nuevos hablantes del euskera fundamentalmente a través del sistema educativo (Proyecto Arrue) [200906]

Working group	1. New speakers of minority languages	*When*	Thu 20 November, 17:00
Session	9. The making of new speakers between home and school	*Where*	Nicolau d'Olwer

El Proyecto ARRUE, que nació en 2004 de la mano del Departamento de Educación del Gobierno Vasco y de Soziolinguistika Klusterra, constituye una línea de investigación acerca de los usos lingüísticos del alumnado en el entorno escolar. El Instituto Vasco de Evaluación e Investigación Educativa (ISEI-IVEI) se sumó, en 2010, también al proyecto y gracias a ello ha sido posible recabar la información para los estudios Arrue 2011 y Arrue 2013, sobre los usos lingüísticos de todos los alumnos y alumnas de la CAV (Euskadi) de 4º de Educación Primaria (9-10 años) y 2º de Educación Secundaria Obligatoria (13-14 años).

El Proyecto Arrue, tanto en 2011 como en 2013, analiza así los usos lingüísticos del alumnado en el entorno escolar, tanto dentro del aula como en el patio de recreo. Y en ambos casos, se analizan tanto los usos con compañeros y compañeras de clase como con el profesorado.

El estudio describe, por una parte, los porcentajes de cada uno de los usos mencionados (usos declarados en euskera/castellano/otras lenguas), en los dos niveles educativos (4º de Primaria y 2º de ESO). Por otra parte, se analizan las relaciones existentes entre el uso lingüístico del alumnado y otro tipo de variables contextuales (primera lengua, usos lingüísticos en la familia, usos lingüísticos en actividades extraescolares, etc.).

Partiendo de los resultados generales del 2011 y del 2013, analizaremos en esta comunicación los usos lingüísticos en base a la primera lengua del alumnado, para intentar mostrar las posibilidades, así como las limitaciones, de aquellos alumnos que, teniendo el castellano como L1, cuentan con el sistema educativo como (casi) único espacio de uso efectivo del euskera. Reflexionaremos, partiendo de estos datos, sobre las necesidades y posibilidades de alumnos de esta tipología para convertirse en "nuevos hablantes" del euskera en las condiciones sociolingüísticas actuales de la CAV (Euskadi).

Suni, Minna
Jyväskylän yliopisto

International health care professionals as new speakers of Finnish [200506]

Working group	3. New speakers as workers	*When*	Thu 20 November, 17:15
Panel	5. New speakerness practices at the workplace	*Where*	Pere Coromines

Labour markets in health sector are global, and this has also linguistic consequences. This paper takes a look at the linguistic situation and lived experiences of internationally recruited health care professionals in Finland: how do they describe their own L2 learning trajectories or attempts to gain a true membership and legitimacy in a new language and work community, and how do they get positioned by others?

The theoretical framework of the project(s) to be introduced is ecological, but also language socialization theory has influenced the ways in which the niches of health care professionals are analysed (see van Lier 2004; Kramsch & Steffensen 2008; Roberts 2010). The data

examples to be analysed are mainly taken from interviews made with medical doctors, dentists, nurses and laboratory technicians who have migrated to Finland for work. Their linguistic repertoires, learning trajectories and profiles as (new) Finnish language speakers are different, but Finnish is the main working language of them all. Also some observations reported by their colleagues will be discussed.

Each informant has faced the heteroglossic nature of language at work: not only standard or field-specific language, but also colloquial Finnish, different dialects and age/health-related ways of speaking are continuously present. Such an extensive variation is experienced as quite an obstacle to becoming a "real", legitimate Finnish language speaker or user in that context. The selected excerpts from a media follow-up will also show that legitimacy and (new) speakerness are under an intensive public debate as it comes to health sector in general and patient safety issues in particular. There is also a strong orientation towards strictly monolingual practices to be observed in health care work, although different L1s, English and Latin obviously play an important role, too, especially in self-study and scaffolding practices.

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Integration training responding to the needs of the migrants in Finland? [211603]

| *Working group* | 3. New speakers as workers | *When* | Fri 21 November, 12:05 |
| *Session* | 16. General session | *Where* | Nicolau d'Olwer |

Integration training for adult migrants in Finland is based on legislation, and the curriculum for integration training has a legal and normative status. The aim of the training is to promote vocational competencies. Thus, it consists of L2 classes (usually Finnish), work life and civic skills classes, and a work placement period. However, the integration training does not seem to improve employment as the unemployment rate of migrants is noticeably higher than of natives. The contents of the integration training are relevant as migrants themselves desire to develop their L2 skills and get employed in order to become full participants in the society (Pöyhönen & Tarnanen, forthcoming). This paper focuses on discussing the gap between the aims and pedagogy of integration training and the L2 and job competency needs of migrants who are either in-between jobs or working in Finland.

The paper draws on two data sets: interviews of migrants (n=50), who were either unemployed or working as IT-specialists, teachers or artists in Finland, and surveys conducted among teachers (n=201) employed by integration training programs. The interviews were designed to focus on the roles and interplay of language proficiency, multilingual and multicultural practices and social stratification patterns regarding migrants' integration to Finnish work and professional communities. The survey information centers around current teaching practices, co-operation with local employers and prevailing attitudes towards literacy practices, collaboration and teachers' well-being at work. Narrative analysis and discourse analysis of the interviews and survey data reveal that there are shared interests between teachers and migrants in terms of L2 needs but they also show that the teachers have relatively little personal experiences of working life outside their institution. Moreover, teachers' and migrants' views on working life vary. On the basis of the results, we discuss challenges to develop integration training in regard to L2 and job competency needs of working life.

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Universiteit Leiden

Code-switching in Dutch-Bulgarian bilingual children: Motivation, attitude, language proficiency and parental input [201006]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 17:15
Session	10. Educational context and migration	*Where*	Pi i Sunyer

In her study on Puerto-Rican bilinguals in New York, Poplack (1980) linked the level of language proficiency in both languages with higher levels of code-switching production. She also concluded that fluent bilinguals, the ones with a high level of proficiency in both English and Spanish, switched within a sentence (intra-sentential code-switching), while the bilinguals with a lower proficiency in both languages, or the ones that were more fluent in the heritage language, switched between sentences (inter-sentential code-switching).

With this in mind, this study examined the linguistic behavior of Dutch-Bulgarian children to answer the following questions:

(1) Do bilingual Dutch-Bulgarian children code-switch and if they do, what are the code-switching patterns that they produce;

(2) Is language proficiency related to the code-switching? Do other factors contribute to it – e.g. motivation, attitude, parental input?

The participants in this research were seven children, aged from nine to twelve, attending classes at the Bulgarian school in Leiden, The Netherlands. Three of them have lived in the country of origin for a number of years before moving to the Netherlands (sequential bilinguals), and the remaining four were born in the Netherlands (simultaneous bilinguals).

A corpus of Dutch-Bulgarian bilingual speech was recorded in a period of four consequent weeks in two different contexts: in a class situation and during free time. In addition to that, proficiency tests in Dutch and Bulgarian were administered and background questionnaires including questions related to language use and attitudes were filled in by the learners as well as by their parents.

Five of the seven bilinguals code-switched, producing intra- and inter-sentential utterances. Most of the learners were more proficient in the majority language, one learner appeared to be equally proficient in both Dutch and Bulgarian, and another one had higher scores in the heritage language but his results were relatively low on both tests.

A link was found between code-switching production and proficiency: the learners who had lower scores on both proficiency tests code-switched less frequently or not at all. However, the learners who had higher scores on both tests varied in their code-switching production. Interestingly, no link could be established between code-switching type and proficiency: among the more proficient learners, some produced only inter-sentential utterances, others produced both inter- and intra-sentential utterances and one did not code-switch at all. These different behaviors are explained by the negative or positive linguistic attitudes of parents and children. These findings shed light on the importance of considering micro-communities in the development of code-switching patterns.

Theodórsdóttir, Guðrún
Háskóli Íslands

The Icelandic Village: Guided Participation in Real-Life interaction in Icelandic [221301]

Working group	2. Multilingual immigrants	*When*	Sat 22 November, 9:00
Session	13. Adult acquisition and use	*Where*	Nicolau d'Olwer

L2 learning happens both inside AND outside the class room. Participation in real life interaction in the early stages of learning the L2 can prove fruitful for the acquisition of the new language as well as providing opportunities for building social relationships with the locals (Theodórsdóttir 2011a, 2011b; Theodórsdóttir & Eskildsen 2011). The resources outside the class room have not been employed in L2 class room teaching practices which can result in the learners only acquiring passive knowledge of the L2 where the goal should be to acquire active knowledge, i.e. be able to interact with the locals. For any L2 learner it is a big step to start speaking the L2 in every day life situation and in some cases learners have studied L2 Icelandic for a year or more before speaking the new language outside the class room.

The Pilot project *The Icelandic Village: Guided Participation in Real-Life interaction in Icelandic* (Theodórsdóttir & Friðriksdóttir 2013) deals with these issues as it provides a specially designed environment for the L2 learners to use and practice Icelandic at the same time they do their daily live business from the beginning stages. The Icelandic Village has real businesses e.g. a bakery, a café and a library. The staff in these businesses has agreed to speak only Icelandic to the L2 learners. The Village makes a link between the class room and the outside world.

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Trenchs-Parera, Mireia; Tristán Jiménez, Larissa & Oliva Girbau, Àngels
Universitat Pompeu Fabra

Flexible multilingualism in Catalonia: The case of secondary school students of Chinese origin [201002]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 16:15
Session	10. Educational context and migration	*Where*	Pi i Sunyer

Language policy in Catalonia envisions a multilingual cosmopolitan society with the Catalan language in an articulating role. Research, however, has identified challenges for implementing language immersion policies with adolescent immigrants in high schools where,

although Catalan is the language of instruction, social interactions may take place in Catalan but most often in Spanish; besides, leisure often also includes one or some of the more than 250 languages spoken now in Catalonia. Thus, in neighbourhoods with a high proportion of immigrant population, Catalan language socialization for recently arrived youth may take place almost entirely in class and the learning of the language becomes a real challenge that may be reflected in students' attitudes towards both local co-official languages.

The current multi-sited ethnographic study extends our group's (GREILI-UPF) previous research on language ideologies, attitudes and practices in Catalonia with Latin American secondary school students to Chinese adolescent immigrants for whom the learning of either Catalan or Spanish becomes equally challenging. Data includes interviews with students, their parents and their teachers, as well as ethnographical observations in school spaces and neighbourhoods. Differences in the linguistic and cultural make-up of neighbourhoods are reflected in students' practices and attitudes although, in all contexts, less dependence on the reception class for language socialization than expected is revealed. On the one hand, participants report a highly compartmentalized multilingualism with Mandarin and other Chinese varieties used at home and in family-run businesses, Catalan dominating in academic settings and Spanish in peer social communication and family-owned businesses. On the other hand, closer analysis of data uncovers mixed domains. Catalan appears at home in interactions between young relatives, in formal settings when participants act as language brokers for parents and in interactions with Catalan-speaking friends with whom participants purposely practice the language. Several Asian languages appear in consumption of popular culture, at least receptively, and school triggers the use of English in relevant classes and outside the school when command of Catalan and Spanish fails. The research also uncovers differences in language ideologies, attitudes and practices triggered by parents' experiences in the host society, students' age of arrival and the family's previous linguistic experiences in the country of origin.

All in all, results point at robust plurilingualism, pragmatic ideological standpoints and the need to foster more flexible educational practices that academically value participants' multilingual abilities.

Van Praet, Ellen
Universiteit Gent

Making ends meet: A communication matrix for multilingual service encounters [200402]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 12:20
Panel	4(a). Language and practices of speakerness	*Where*	Enric Prat de la Riba

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 multilingual immigrant clients, Kruispunt Migratie-Integratie, an independent organization, recognized and subsidized by the Flemish government to develop expertise on migration, integration and ethno-cultural diversity set up a joint exploratory research with Ghent University and Kind & Gezin (K&G), the organisation which monitors childcare for the Flemish authorities in Belgium. Closely collaborating with practitioners and policymakers, Ghent University researchers analyzed 74 videorecorded conversations between K&G service providers and immigrant mothers, both quantitatively and qualitatively. The project was financed by Kruispunt Migratie-Integratie, the data collection was done by K&G, the filmed excerpts were coded, analyzed and systematically incorporated into Nvivo10 by Ghent University researchers. In cooperation with the language

policy coordinator of Kruispunt Migratie-Integratie, Ghent University researchers developed a communication matrix listing the communication tools which are, can and should ideally be used in a service context so that more cost-efficient and effective service can be provided without sacrificing service quality. The matrix serves as a benchmark against which public service encounters with new speakers of Dutch may be measured in the future. The results have been delivered to Kind & Gezin for further follow up and training of the organisation's staff.

Tying in with the thematic concern of panel 4 on legitimizing practices, we will juxtapose the findings of our research to the new policies on migration and integration in Belgium, focusing on four principal questions: first, why is proficiency in a single 'national', 'legitimate' language invoked as the touchstone of social cohesion and integration?; Secondly, what do the language requirements enshrined in these policies entail for the day to day practices of service providers working with multilingual immigrants?; Thirdly, are the policies workable?; And, finally, can a communication matrix which builds on emic concerns of clients and service providers, add to delegitimising the use of the 'national', 'legitimate' language in public service encounters with multilingual immigrants?

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Universitat de Barcelona

Twice a new speaker? The values and social fields which favour Catalan acquisition [200305]

Working group	2. Multilingual immigrants	*When*	Thu 20 November, 11:00
Panel	3(b). Linguistic and migratory trajectories	*Where*	Enric Prat de la Riba

Focussing on the language socialization practices of British parents raising young children in Barcelona, this paper uses the Bourdieuan concepts of capital and social field to explore the language values and social spheres or networks which favour transnational parents' acquisition of Catalan in Barcelona.

British parents are an example of middle class migrant populations from within the European Union, many of whom work in the language sector and use their first language in their professional lives. Moving from an officially monolingual context and majoritarily monolingual family backgrounds, these transnational citizens must navigate a complex multilingual urban context with two widely-used yet unequal in status official languages: Spanish (Castillian) and Catalan. The present paper thus provides valuable insight into the language decisions of this understudied group after moving between indexical orders and linguistic landscapes, with a particular focus on the values parents attribute to each of the languages at stake - English, Spanish and Catalan – at a significant moment in their language socialization processes.

As parents of young children aged between 0 and 5, the participants of this study are undergoing a crucial turning point in terms of their relations with wider society. Key moments, or *mudes* (Pujolar et al., 2010), have been identified at various points in individuals' social lives when they participate in different social fields. One step beyond finding a partner, childrearing necessitates laying roots and often involves increased contact with the local languages and institutions of the host society. It also prompts meta-sociolinguistic reflection from parents, making it an ideal moment for the discursive analysis of semi-structured interview accounts of their language beliefs.

Through analysis of complementary survey and interview data, combining quantitative and qualitative methods, it is found that parents position themselves differently in relation to Catalan according to the social fields in which they participate and the values – be they

economic, emotional or social - that they associate with its acquisition. Several findings can be highlighted: some British parents do not become new speakers of any language; a large majority of British parents acquire Spanish before Catalan; and parents' participation in certain social fields seems to favour Catalan acquisition more than others.

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