Programme and Abstracts

New Speakers Hamburg

www.slm.uni-hamburg.de/forschung/tagungen/new-speakers-2016

COST Action IS1306 “New Speakers in a Multilingual Europe“
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Tweet your conference stories and photos with the hashtag #NSPKHH2016 or post them on www.facebook.com/NewSpeakersHamburg
In September 2010 the late Professor Alan Davies took part in a colloquium we organised at the annual meeting of the British Association of Applied Linguistics entitled the Native-non-native Dichotomy in Minority Language Contexts. The native speaker had always been a hot topic at BAAL colloquia, especially in the context of English as a second language. Our colloquium sparked new insights and sowed the seeds for a dialogue between minority language researchers and scholars in TELF and applied linguistics. This dialogue was taken up again in March 2012 at the First International Symposium on New Speakers of Minority languages in Edinburgh which brought together over 70 participants from different parts of Europe, the United States and Canada. Many of us had of course been talking about new speakers (although not always using this exact label) for some time before that but very often, not to each other. These passing conversations at conferences, random emails and meeting ideas did however begin to take shape and became more concrete in our network proposal to COST in September 2012. What started out as a small group of individuals grew and grew. There are now over 350 people involved in the New Speaker Network spanning twenty seven European countries. From Edinburgh to Barcelona to now Hamburg (as well as the many stops at other European destinations along the way at workshops, STSM visits and working group meetings), the network has grown and continues to gain momentum every step of the way. We look forward to the next eighteen months of the journey.

Prof Bernadette O’Rourke
Deputy Director, Intercultural Research Centre, School of Management and Languages
Heriot-Watt University, Edinburgh

Chair, COST Action IS1306 New Speakers in a Multilingual Europe: Opportunities and Challenges


I am very glad that we came to this turning point of the New Speakers Network, and I would very much like to express this in both German and English, languages of which I am a new speaker myself. This Whole Action Conference in Hamburg is meant to bring together much of the work that has been done so far since we started in 2013. The goals of the network were not just to increase the amount of research being done on new speakers; but to develop our thinking about key sociolinguistic challenges that societies are presently facing. One specific goal was to provide opportunities for researchers to explore key sociolinguistic issues together. Our research usually requires sensitivity to specific contexts and the mastery of the specific sets of languages that are present in each context. But it is necessary to step out of each context to articulate powerful analytical tools, and collaboration between researchers across regions and disciplines is one good way of doing this. Additionally, researchers working on multilingualism amongst regional minorities and amongst (largely urban) immigrant minorities had got accustomed to work in largely separate ways. It was necessary to bring them together to share ideas and concepts that would eventually strengthen the epistemological base of the discipline.

In the fall of 2014, the first Whole Action Conference in Barcelona served as a general call for participation into the network. Since then, participants have been mainly involved in specific workgroups and small academic events. In Hamburg we hope to see the result of so many efforts, with many joint presentations and with reasonable time for presentation and discussion. Hopefully we will see how far we have gone and how far we might still go in the future. After this, an equally challenging task awaits us in Phase 3 of the network up until August 2017: to find ways of communicating our findings to society and to stakeholders who work to develop linguistic communities and to prevent the reproduction of inequalities on the basis of language.

Joan Pujolar Cos
Director del Programa de Doctorat en Societat de la Informació i del Coneixement
Escola de Doctorat
Universitat Oberta de Catalunya

Hamburg is in many ways an ideal location to host the Second Whole Action Conference of the “New Speakers” network. An important Northern European port since medieval times and one of the centres of the Hanseatic League, Hamburg has always been a key node in transnational trajectories of trade and a melting pot of people with different faiths and languages. This tradition is richly reflected and set forth in today’s Hamburg, as ethnic, cultural and linguistic diversity form the basis of professional relationships, the daily life of everyone in the city. Academically, multilingualism is a long-standing research theme at Universität Hamburg, with various large collaborative projects having been carried out here since the 1990s. Hamburg’s multilingualism research is trans-disciplinary in orientation, bringing together expertise from socio, psycho, educational and applied linguistics, literary studies, classics, education studies, medical psychology, and ethnic minority legal studies. It benefits tremendously from the large number of language and literature departments, which make Hamburg one of the richest and most diverse location for Humanities in Germany.

This conference would not have been possible without the hard work of the local organisation team. Thanks are due to Carina Bochmann, Stefania Diamantopouloou, Claudia Donadoni, Jana Jerben, Dominik Warnoschek; to Jana Henick for her great work with graphic design; and especially to Florian Busch and Margarita Giannoutsou who contributed essentially to the entire organisation.

On behalf of Hamburg’s multilingualism research community and the Local Organisation Team, I wish you a pleasant and productive conference experience.

Jannis Androulopoulos
Institut für Germanistik
Institut für Medien und Kommunikation
Universität Hamburg
The conference venue is the main building of Universität Hamburg on Edmund-Siemers-Allee 1, right opposite to Dammtor train station. The conference rooms are located in the old building (ESA) and its two modern wings, ESA-West and ESA-Ost, respectively. The registration and all breaks will take place in the foyer of the main building, which is the main hub for all trajectories between the old building and modern wings. Please consult the room location plan on the opposite page, follow the signs in the building or ask the conference team for directions.

All conference rooms are accessible by lift and equipped with a laptop, projector, loudspeakers, and Internet access. Presenters please consult our technical instructions sheet available on the conference website.

All recommended hotels and the conference dinner venue are nearby in short walking distance, and a variety of cafés, eateries, copy shops etc. can be found on and around campus. All of this is tagged on our online conference map, a Google map customized especially for this event. You can access it from the conference website or directly from the QR code or weblink below.

**Directions**

The venue is easy to reach by long-distance train and S-Bahn (suburban railway, lines S21 and S31), both of which stop at Hamburg-Dammtor.

- From the airport, take the S-Bahn to Central (Hauptbahnhof) and change there to S21 or S31 for one more stop to Dammtor. The journey takes about 30 mins.
- On the U-Bahn (metro), the university is serviced by Line 1 (blue line), the nearest stations being Stephansplatz (adjacent to Dammtor station) and Hallerstrasse (a bit further to the north, less than 10 mins. walk to the venue).
- Bus lines M4 and M5 connect the University to the city centre. Exit at Dammtor or Universität.

Further directions and weblinks to Hamburg’s online journey planner are provided on the conference website.

When arriving at Hamburg-Dammtor, follow the signs to Universität/University, then cross the busy street. The university main building is on your left hand.

Scan the QR code or use the following link to access the online conference map:

https://goo.gl/fbU0zh
Programme: Thursday, 12. May

WG 7 Transmitting language and literacy in migrant contexts
Coordinators: Natasha Ringblom and Sviatlana Karpava

9.15 Sviatlana Karpava, Anastassia Zabrodskaja and Natalia Ringblom
Diversity, language maintenance and intergenerational transmission: the evidence from Russian-speaking mothers in Cyprus, Estonia and Sweden

10.45 Olga Loitšenko
Estonian-Russian code-copying in one Estonian Russian-speaking family

11.15 Discussion

WG 8 Panel 1: Language trajectories (ESA-West 221)

9.45 John Walsh, Maite Puigdevall, Estibaliz Amorrortu and Jone Gorgojozaran
Emotions and new speakers of Irish, Catalan, and Basque

10.15 Kevin Petit
The Irish summer college rite of passage

10.45 Elina Kangas
"New speakers" of Meänkieli and language standardisation: practices and tensions

11.15 Magorzata Machowska-Kosciak, Karolina Rosisak and Kathryn Jones
'They lie, swear and their weddings are completely different': language socialisation and affect in Polish migrants to Ireland and Wales

WG 8 Panel 2: Spaces of language socialisation (ESA-West 221)

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

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

16.30 Elisa Hidalgo McCabe
Student trajectories in the high and low immersion bilingual classroom

17.00 Ana María Relaño Pastor and Alicia Fernández-Barrera
The ‘whats’ and ‘hows’ of language socialization practices among bilingual teachers in La Mancha schools

WG 7 Transferring language and literacy in migrant contexts

15.30 Francesca La Morgia and Xiaolan Curt Christiansen
Private Language Management: Home Literacy Environments for Bilingual Development.

16.00 Natalia Gagarina, Sviatlana Karpava, Annergret Klassert and Nathalie Topaj
Home language proficiency in Russian of bilingual children in Cyprus and Germany

16.30 Agnieszka Owinska-Kasztelaniec, Karolina Mieszkowska, Natalia Gagarina
Migrant children's discourse skills: Slavic-speaking families in German- and English-speaking environments.

17.00 Discussion and conclusions

Break (Main building, Foyer)

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17.00 Discussion and conclusions

Break (Main building, Foyer)

Keynote (ESA-West 221)

18.00 - 19.00

Aneta Pavlenko: Multilingualism and forensic linguistics

19.30 Conference Dinner (SternChance, Schröderstiftstr. 7, 20146 Hamburg)
### Programme: Friday, 13. May

#### Room 1: ESA-West 220

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>09.00</td>
<td>Guest panel: Multilingualism as a resource Coordinators: Ingrid Gogolin and Claudia Schmitt</td>
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</table>
| 09.15  | Tobias Schröder
Foreign Language Skills as a Resource in University Governance: A Quantitative Case Study on the University of Hamburg |
| 09.40  | Kristin Bührig, Juliette Maggu, Mike Oliver Misko, Holger Schulz and Gabriele Vogt
Multilingualism in a Hospital Setting — Needs, Resources and Practices |
| 10.05  | Jessica T. Mueller and Peter Siemund
Languages of Instruction: English as a Lingua Franca in the Multilingual University |
| 10.30  | Break (Main building, Foyer)                                            |
| 11.00  | Guest panel: Multilingualism as a resource                             |
| 11.05  | Margarita Giannoutsou, Jannis Androuditopoulos and Claudia Schmitt
Multilingualism in the production of academic discourse: A work in progress report |
| 11.25  | Angelika Redder, Anne Krause and Ruth Pappenfusgen
New Speakers Meet Innovative Purposes —Multilingual Discourse at Universities |
| 11.50  | Wrap up & General discussion                                           |
| 12.30  | Lunch break (Main building, Foyer)                                     |
| 13.30  | WG 10 Panel 1: New speaker access to linguistic markets and resources
Coordinators: Michael Hornsby and Cassie Smith-Christmas |
| 13.45  | Nicola Bermingham and Cassie Smith-Christmas
The dynamics of power and prestige: A comparison of two groups of minority language new speakers |
| 14.00  | Dave Sayers and Zsuzsanna Rénső-Michelsén
New speakers of a new language: the ashen phoenix of reconstructed Cornish |
| 14.30  | Csaszar Bodo and Bernadette O’Rourke
New speaker access to the linguistic heartland: A value-oriented approach to language and community |
| 15.00  | Break (Main building, Foyer)                                            |
| 15.30  | WG 10 Panel 1: New speaker access to linguistic markets and resources |
| 15.45  | Michael Hornsby
Intergenerational transmission at all costs? Breton as a linguistic resource |
| 16.00  | Julia Sallabank and Jonathan Kasstan
Deficit and new values in the linguistic market for small languages |
| 16.30  | Charlotte Selleck
‘Some people don’t speak Welsh properly because they are so Welsh’. A discussion of how students at an English medium school understand and orientate to language commodification and social mobility both inside and outside of Wales |
| 17.00  | Break (Main building, Foyer)                                            |
| 17.30  | Public Round Table “New Speakers at the Multilingual University”(ESA-West 221) |

#### Room 2: ESA-West 221

<table>
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<th>Time</th>
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| 09.00  | WG 10 Panel 2: Language, New Speakers and Governmentality
Coordinators: James Costa and Alfonso Del Percio |
| 09.15  | Flynn Colin, Noel O Murchadh and Ane Ortega
An analysis of subjective responses to new speaker varieties of Basque and Irish |
| 09.30  | Hanna Lantto
Ni superpurista naiz, I am super purist: metalinguistic commentary on new Basque speakers |
| 10.00  | Luisa Martín Rojo
Language surveillance and language training: cornerstones in understanding governmentality |
| 10.30  | Break (Main building, Foyer)                                            |
| 11.00  | WG 10 Panel 2: Language, New Speakers and Governmentality |
| 11.15  | Bernadette O’Rourke
Get off my back! New speakers and linguistic adjudication |
| 11.30  | Joan Pujol
Multilingualism as lifestyle: speaker models in a context of scattered expertises |
| 12.00  | Beatriz Lorente and Sebastian Muth
Healthcare, language and the making of responsible patients |
| 12.30  | Lunch break (Main building, Foyer)                                     |
| 13.30  | WG 10 Panel 2: Language, New Speakers and Governmentality |
| 13.45  | Sara Brennan and James Costa
Regimenting language in the margins |
| 14.00  | Alfonso Del Percio and Sarah Van Hoof
Activating new speakers |
| 14.30  | Jaqueline Urla
Discussion |
| 15.00  | Break (Main building, Foyer)                                            |
| 15.30  | WG 9 Panel 2: Lecturers’ and international students’ attitudes towards the multilingual university:
new speakers engaging in new communication settings |
| 15.45  | Guzman Mancho-Barres and Laura Reig-Carrera
My level of English is what it is: apologetic language attitudes of CLIL lecturers in Catalan universities |
| 16.00  | Vasi Mocanu and Enric Llurda
Multilingualism, higher education mobility and language appeal: An analysis of language priorities of mobility students and possible factors determining their choices |
| 16.30  | Xavier Martín-Rubiño
Old listeners but new speakers: stay abroad as an opportunity to practice English |
| 17.00  | Break (Main building, Foyer)                                            |
| 17.30  | Public Round Table “New Speakers at the Multilingual University”(ESA-West 221) |

#### Registration
- **08.30**: Registration opens (Main building, Foyer)
- **12.30**: Lunch break (Main building, Foyer)
- **17.30**: Public Round Table “New Speakers at the Multilingual University”(ESA-West 221)
### Programme: Saturday, 14. May

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<tr>
<th>Time</th>
<th>Room 1: ESA-Ost 221</th>
<th>Room 2: ESA-Ost 222</th>
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<td>9.00 - 10.30</td>
<td><strong>WG 9 Panel 1: New speakers as primary stakeholders: Governmentality and regimentation issues in different language policy contexts</strong>&lt;br&gt;9.00 Colin H. Williams&lt;br&gt;Language socialisation spaces and official language strategies&lt;br&gt;9.30 Anna Augustyniak and Gwennan Higham&lt;br&gt;Contesting sub-state integration policies: migrants as stakeholders in language regimes&lt;br&gt;10.00 Gwennan Higham, Kathryn Jones and Steve Morris&lt;br&gt;Language policy, learning and citizenship in times of superdiversity: creating spaces for new speakers</td>
<td>Workshop&lt;br&gt;“Sustainability from a multilingual perspective”&lt;br&gt;Organisation: Claudia T. Schmitt and Jessica T. Müller (Universität Hamburg)</td>
<td>Workshop&lt;br&gt;“Research reflexivity in multilingual spaces”&lt;br&gt;Organisation: Jürgen Jaspers and Lian Malai Madsen</td>
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<td>10.30 - 11.00</td>
<td>Break (Main building, Foyer)</td>
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<td>11.00 - 12.30</td>
<td><strong>WG 9 Panel 1: New speakers as primary stakeholders: Governmentality and regimentation issues in different language policy contexts</strong>&lt;br&gt;11.00 Facundo Reyna Muniaín, Ibon Manterola and Anik Nandi&lt;br&gt;Extended family language policies of new speaker parents: Role of immersion schools in autochthonous and diasporic contexts&lt;br&gt;11.30 Heiko F. Marten&lt;br&gt;New and Old speakers in Estonia: Joint stakeholders policy efforts to create societal space for the German language&lt;br&gt;12.00 Massimiliano Spotto and Sjaak Kroon&lt;br&gt;The new speaker 2.0 in a sociolinguistics of mobility perspective</td>
<td>Workshop (continued)</td>
<td>Workshop (continued)</td>
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<td>12.30 - 13.00</td>
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**Keynote**

### Multilingualism and forensic linguistics

**Aneta Pavlenko, Temple University**

The most frequent question applied linguists get is what exactly we apply linguistics to. What is the relevance of our research for the ‘real world’ outside of academia? What difference, if any, can we make? In this talk, I will discuss ways in which linguists apply their skills to analysis of forensic data, with the focus on interactions between second language users and law enforcement. Even native speakers do not always understand the legal register and their own rights. The problems are even greater among the vulnerable populations, which include people with mental health problems, juveniles, and speakers with limited proficiency in the majority language. These speakers may be able to maintain an everyday conversation but do not have the necessary proficiency to understand legal terms, complex sentences or language spoken at fast conversational rates. They also may not be familiar with assumptions made in the legal system of the host country. Yet, like other vulnerable populations, they have the right to equal treatment, which in this case means access to a professional interpreter, with expertise in legal interpreting. Many jurisdictions guarantee this right in court but not necessarily in the process of police interrogation. In the Common Law countries, interrogation of suspects includes the delivery of rights, including the right not to incriminate oneself, also known as the right to silence. To show what happens when the rights are not understood I will draw on my own and others’ cases, including the Boston Marathon bombing case, where I testified as a forensic expert. I will also consider ways in which applied linguists can affect public policies in the area of language access and highlight one such attempt, the Guidelines for communicating rights to non-native speakers of English in Australia, England and Wales, and the USA, released in 2015 by the Communication of Rights Group.

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**Aneta Pavlenko, Ph.D.** is Professor of Applied Linguistics at Temple University, Philadelphia. She emigrated from the Soviet Union in 1989 and after four months in a refugee settlement in Italy settled in the USA with the assistance of refugee services. She received her Ph.D. in Linguistics from Cornell University in Ithaca, NY, where she also worked for five years for the Refugee Assistance Program. In 1998 she started working at Temple University. Her teaching and research interests include psycholinguistic and sociolinguistic aspects of multilingualism, with the focus on cognition and emotions. She is credited with pushing the boundaries of these different areas and bringing them into dialogue across social science disciplines, and particularly to develop critical approaches to language that examine how linguistic difference is mobilized in the production and reproduction of social inequalities. She has been President of the American Association for Applied Linguistics, 2014-2015, Chair of the 2014 AAAL conference in Portland and Winner of the 2009 TESOL Award for Distinguished Research and of the British Association for Applied Linguistics 2006 Best Book of the Year Award. She co-chaired, with Diana Eades, the Communication of Rights Group that issued in 2015 the Guidelines for communicating rights to non-native speakers of English in Australia, England and Wales, and the USA.
Network Round Table

Migration and Asylum
Organised by Kiran Kaur, Tilburg University and Cassie Smith-Christmas, University of the Highlands and Islands

The purpose of this participatory roundtable is to coordinate a response through the research of COST New Speakers workgroups on migration and asylum. In particular we are interested in understanding and improving stakeholder engagement and research impact. We suggest further that stakeholder engagement and understanding and assessing research impact are not necessarily separate issues, and are central issues to the research in all workgroups.

Members of this network are already engaged in research with involves collaboration with stakeholders related to migration and asylum. In many ways, the current refugee crisis lies at the heart of new speaker issues both from a social and linguistic dimension. First, having access to the linguistic and social resources necessary to becoming a new speaker of the language of the host country can play a formative role in refugees and asylum seekers’ agency and their ability to be included or marginalised from socio-political life in their host countries. Further, the degree to which host society members perceive that refugees and asylum seekers collectively attain competency in this new language in turn often affects public discourses, which in turn can lead to policy decisions made about refugees and asylum seekers. Thus, exploration of refugee and asylum seeker issues lies at an intersection between sociolinguistics, migration, civil society and law is a key way to explore questions related to linguistic practices and attitudes of and towards new speakers in a multilingual Europe.

In this first network roundtable on migration and asylum we would like to engage with the different research that has been conducted across the work groups, which is either a. directly related to the themes described above or b. focuses on different research questions but engages with forced migrants/refugees and asylum seekers either as participants of the research or affected by the wider implications of the research. We are also hoping to host a follow-up impact workshop where we will invite members of COST New Speakers to participate in the event with other stakeholders; lawyers, NGO leaders etc involved in working alongside refugees and asylum seekers. We are therefore interested in hearing members views on strategising the manner in which this can take place.

Sustainability from a multilingual perspective
Organised by Claudia T. Schmitt and Jessica T. Müller, Universität Hamburg

Organised by members of Hamburg’s multilingualism research community, this workshop invites participants to elaborate on the notion of sustainability from a multilingual perspective. Drawing on UNESCO’s Goals for Sustainable Development (SDGs), which refer to the global community, we wish to inquire the impact of linguistic diversity on our understanding of sustainability, a highly abstract and complex notion. In particular, the following questions are raised:

- Do we share a similar understanding of (EN) sustainability, (DE) Nachhaltigkeit, etc., when talking about global goals but in different languages?
- Which different interpretations and associations does the notion of sustainability raise, when viewed from a multilingual perspective?
- How can interdisciplinary research on the intersection of multilingualism and sustainability contribute to social innovation processes towards achieving the SDGs in general?

Introducing a work-in-progress “language map of sustainability” and interactively discussing these questions, the workshop aims to a) encourage reflection on the notion of sustainability and its connotations in different languages and cultures, and b) generate new ideas for innovative interdisciplinary research topics within the field of social science for sustainable development. Creativity techniques are used as a working method for stimulating discussion. The results of the workshop will be added to the “language map of sustainability” that we are currently working on.

The workshop is scheduled for 4 hours (including a short break) on Saturday morning, 14 May. Participation is limited to a maximum of ten participants.
Research reflexivity in multilingual spaces
Organised by Jürgen Jaspers, Université libre de Bruxelles, and Lian Malai Madsen, Copenhagen University.

"The fundamental scientific act is the construction of the object; you don’t move to the real without a hypothesis, without instruments of construction. And when you think you are without any presuppositions, you still construct without knowing it and, in that case, almost always inadequately. In the case of sociology, this attention to construction is particularly necessary because the social world constructs itself in a sense. Our heads are full of pre-constructions. In everyday experience, as in much work in the social sciences, our thinking applies instruments of knowledge which serve to construct the object when they should be taken as the object" (Bourdieu et al. 1991: 248-249).

Bourdieu and his colleagues here suggest that all research unavoidably involves constructions of the objects of research, and that good quality research should include a self-reflective dimension. What we look at, the tools and perspectives we use, the way we interpret our data, the scientific labels we choose, and the way we present our results, all these things are influenced by our everyday and scholarly presuppositions. Our constructions influence the kind of knowledge contribution we make and, possibly, this contribution in its turn affects the participants in our research projects, as well as the groups of people the participants and their practices are assumed to represent.

In this workshop we invite PhD students to reflect on various aspects of scientific object construction and its consequences for their specific research projects. This can range from reflection on the construction of field relations in the early phases of a project, to the use of particular theoretical concepts and frameworks at later stages in the research. The seminar includes feedback from and an input talk by Jürgen Jaspers from the Université Libre de Bruxelles (ULB) and Lian Malai Madsen from the University of Copenhagen. They are both international and ethnocentric sociologists who have in their work been concerned with the researcher’s relation to, and representation of, the participants in the field, and who have taken part in recent discussions of the consequences of scientific labeling.

The workshop will involve readings in advance, the input session from the organizers, and presentations by the participating PhD students followed by feedback and discussion.

A central theme for the discussions will be: "Reflexivity, research practice and methodology". We discuss how we as researchers position ourselves and are positioned in the field, how our pre-constructions affect what we look at and how we look at it. The idea is to go beyond merely establishing that what we bring to our research has a potential impact and that we have to reflect on it. We intend to lead the discussion in the direction of: How and where can we see this impact? What consequences should it have for our methodology and analytic practice? And, ultimately, for the way we interpret the phenomena we observe and make conclusive claims?

The second theme will focus on the phase of presenting research objects, insights and participants: "Reflexivity, theory and terminology". To prepare for this we read a collection of papers that in different ways address (anti-) essentialism within the field of sociolinguistics. This discussion will address the tensions between theoretical, strategic/communicative, and socio-political concerns in research. Some of the questions we will raise are: How can we stay true to theoretical complexities and nuances, but share our knowledge with different publics? Are there (still) good reasons for (strategic) essentialism? What’s in a name or a term (introduced or re-used by experts)?

Multilingualism as a resource – framework for sustainability and internationalization
Ingrid Gogolin (Universität Hamburg) and Claudia T. Schmitt (Universität Hamburg, Center for a Sustainable University)

Introducing an interdisciplinary research project that is dedicated to consider internationalization as a valuable resource within Higher Education Institutions, linkages between sustainability and multilingualism are outlined. This project is conducted at the University of Hamburg’s Center for a Sustainable University (KNU), which serves as a framework for joint activities to foster sustainable development at Higher Education Institutions in general.

In this section basic information on the KNU as well as a shared definition of sustainability, developed within the KNU is presented. Four dimensions of sustainability the KNU relates to are sketched: 1) reflection on science, 2) research, 3) education, and 4) governance. These dimensions, or fields of action for sustainability respectively, build the baseline for a research collaboration on “Multilingualism as a Resource for a Sustainable University”.

Researchers from Educational Sciences, Linguistics, Law, Medicine and other disciplines work together to gain insights of how multilingualism at Higher Education Institutions – in research, teaching and administration – can be identified, evaluated and transferred into an asset for academic as well as general communication challenges.

The framework given here leads over to the four affiliated projects presented further in the COST session. In addition, this section features one more presentation from Hamburg’s multilingualism research community. A general discussion wraps up the session to consider further questions and perspectives.

Foreign language skills as a resource in University governance: A quantitative case study on the University of Hamburg
Tobias Schroedler (Universität Hamburg)

Research in education economics shows an increasing popularity of analysing and discussing the value of language skills. Language skills are frequently depicted as an important resource on the job market and in multinational organisations both in the public and private sector. Broadly applying human capital theory as a research paradigm, it has been established that acquiring languages can increase the human capital embodied in the individual and, moreover, that multilingual employees are an important resource in any company or organisation.

Taking the University of Hamburg as a case study, a team of researchers is exploring the potential of multilingualism among the university staff. This is a particularly interesting endeavour considering the historically strictly-monolingual practices of state-funded
German universities. In this context, there are two important phenomena, which hypotheti-
cally make the university a more multilingual organisation than one may assume. The first
one is concerned with external realities of multilingualism. Just like a lot of other metropoli-
tan European cities, Hamburg is a highly multilingual environment. Secondly, just like many
other higher education institutions, there is an ever increasing trend for internationalisation
of the University of Hamburg. This means, among other things, that the university attracts
an increasing amount of foreign students, some of whom do not speak German.
We hypothesise that the two above-mentioned phenomena have a number of important
implications for the institution’s governance. The project, therefore, aims to address the
following research questions: What is the multilingual repertoire of the university’s employ-
ees? Where and how are foreign language skills used in the daily working context? In
which communication scenarios is it beneficial or even necessary to speak languages other
than German? How are foreign language skills valued and used in the university’s governance?
A partially programmable online questionnaire tool has been designed to collect informa-
tion from the approximately 2600 members of non-scientific staff in technical and adminis-
trative roles. In its 40 items, the questionnaire is designed to collect data, which helps in
answering the above-mentioned research questions.
The currently ongoing data collection phase of this project (January–March 2016) does
not yet allow the authors to draw any conclusions. The sample size of over 2600 potential
informants who are invited to participate in this study, however, appears highly promising to
gain wide-ranging insights into the multilingual practices of the university’s governing body.
In the full paper and for presentation purposes, we will apply multilevel analysis procedures
to provide all relevant descriptive statistics. This will enable us to provide a comprehensive
picture of the role and value of foreign language skills in the governance of one of Europe’s
biggest higher education institutions.

Multilingualism in a hospital setting – needs, resources

and practices

Juliette Maggu, Mike Oliver Mösko, Holger Schultz (University Medical Center
Hamburg-Eppendorf), Kristin Bührig and Gabriele Vogt (Universität Hamburg)

Previous research has identified language differences and cultural peculiarities among the
major barriers for access to and equality of health care services regarding patients with a
migrant background. German law does not (yet) require medical and other social services
to provide a qualified language assistance for people with a low German proficiency (LPG).
In day to day medical practice, a variety of different solutions are applied to deal with exis-
ting language barriers, ranging from systematic approaches to ad hoc possibilities.
At the same time, migration and globalization processes within German society contribute
to more multilingual and multicultural resources among German work force, including at
health care service providers. As one solution to overcome language barriers, it is known
that multilingual staff sometimes is asked to assist colleagues translating during medical
encounters or other patient related tasks requiring more complex communication.
For Germany, although smaller studies exist, no detailed multi-perspective data on the
amount of LPG patients and their language assistance necessities are available. Data
on language resources within the health care system also do not exist. Our study explo-
res multilingual reality at two stations of a Northern German University clinic collecting
quantitative data of existing language resources and practices of clinic staff and language
assistant needs of their patients.
In a cross sectional design three different workforces dealing with patients at two clinics
of a northern German University Medical Center have been asked about own language
resources, their application in day to day work with patients including translation practices
for others, about the amount of LPG patients dealt with, their language assistant needs
and solutions applied for overcoming language barriers: (1) Nurses, doctors and other
therapists (2) health care assistants (3) cleaning staff (Total n=722). Health care assistants
and cleaning staff have been interviewed using a structured questionnaire in November and
December 2015; and health workers are inquired via online questionnaire in March/ April 2016.
We were able to achieve a response rate of 87% of the respective health care assistants
and 75% of the cleaning staff. Results of the total survey will be presented at the conference.
Results will highlight the amount of already existing resources within health care staff and
will provide more specific information what the real needs for language assistant are, where
they can easily be covered and where what kind of further solutions are to be developed to
improve equality of stationary health care.
As it has become a multilingual society, Germany among other European countries needs
to address language barriers to ensure all society members an equal access to all relevant
areas of society such as health care. Our work aims to provide relevant data on the existing
status quo on amount and kind of non-German speaking patients and existing practices
of health care communication as bases for further research and practice improvement.

Languages of instruction: English as a Lingua Franca
in the multilingual university

Jessica Terese Mueller and Prof. Dr. Peter Siemund (Universität Hamburg)

To date, the use of English as a lingua franca in academic contexts has been relatively well
documented. However, previous studies have focused on a narrow perspective of English
as the first foreign language learned by native speakers of a particular nationally defined
language. In this way, English is often juxtaposed in opposition to the national language
to conclude that the use of English in academic settings represents either a threat to the nati-
onal language or an enrichment to the universities and other institutions of higher education
at which English is used. Through an initial pilot study, how and to what degree the lingui-
stic repertoire of the students and instructors influences English as a lingua franca will be
examined. In light of the fact that the metalinguistic competencies of multilingual speakers
of English have been largely neglected in the research thus far, these competencies have
been placed in the foreground of the current study. In the first portion of the data collection
process, information about the multilingual resources of approximately 500 students and
instructors of the University of Hamburg will be gathered with the help of an online questi-
onnaire. After that, interviews will be conducted with selected participants, in order to more
closely examine the influences that other languages have on English in terms of compre-
hesion and production. We hypothesise that multilingual speakers of English possess a
highly developed repertoire of grammatical structures and pragmalinguistic knowledge, as
well as a heightened degree of language awareness compared to monolingual speakers.
Contemporary academic settings are characterised by increased mobility and multilingualism, on the one hand, and the rise of English as the globally dominant academic Lingua Franca, on the other. Scholars are therefore called to position themselves when it comes to processing, producing and disseminating scientific knowledge in terms of the linguistic strategies they adopt, taking into account the demands of their local faculty cultures as much as the economic and professional implications of communicating with a wider academic audience. While these issues have been debated in the context of the internationalisation and anglicisation of science (Carli/Ammon 2008), empirically grounded research into the role of multilingualism in the professional discourse practices of individual scholars is still scarce.

This paper presents work in progress on multilingual academic discourse at Hamburg University. Drawing on data from 20 semi-structured interviews with post-doctoral and professorial scholars from various disciplinary backgrounds, we reconstruct participants’ conceptualisations of their linguistic strategies in the production of academic discourse in relation to their academic discipline and status group. The analysis aims at carving out the underlying presuppositions by which participants justify their linguistic choices and strategies, and at uncovering their ideological orientations in the linguistically diverse space of globalised academic discourse. This includes exploring their biographical narratives of “lived experience of language” (Busch 2015:6) as much as asking how such experiences are discursively linked to conditions and constraints of academic discourse production and respective debates in public and scientific discourse.

First findings position English as the preferred choice across most disciplinary contexts, with scholars being either already fully immersed in English discourse production or setting the course for doing so in the near future. While this choice is typically linked to practical, career-related considerations, scholars’ attitudes towards the “centripetal pull of English” (Lillis/Curry 2010) differ widely. We ask how established and new scholars in Germany construct themselves as “new speakers” (O’Rourke/Pujolar 2015) of academic English, which legitimacies and claims are assumed to arise (or fail to arise) from such shifting speaker positions, and how these shifts are evaluated in the nexus of a scientifically prestigious language, such as German, and the global academic Lingua Franca, English.


New speakers meet innovative purposes – multilingual discourse at German universities
Angelika Redder, Arne Krause and Ruth Pappenhagen (Universität Hamburg)

German universities recently are faced not only with academic mobility all over Europe, but with a more diverse clientele from outside Europe. As our comparative studies on the linguistic practice of knowledge mediation at German and Romance universities show, academic teaching in those countries is characterised by very different linguistic methods and strategies of knowledge mediation – despite the fact that European academic discourse is based on a unified concept of academia as a collective enterprise ensuring a ratification of new, precarious knowledge. However, it cannot be expected, that these presuppositions on the concept of academia and the concept of scientific knowledge are transferable to other academic cultures. Especially the academic cultures of Arabic and Chinese traditions differ a lot, as we all know. Thus detailed insights into the academic practices within those cultures constitute a big challenge in order to integrate students coming from universities outside of Europe.

The results of our empirical analyses of German and Italian lectures and seminars in the faculties of science and arts are crucial for an integral and plurilingual concept of European academic identity. It is not only or even not predominant the choice of language which has to be taken into account for all of our new speakers. But it is the acquaintance with, for instance, the German type of discursive knowledge mediation and the relevance of critique that has to be trained and performed in more diverse linguistic as well as mental actions. We will touch on these interrelations by means of linguistic action theory.

Diversity, language maintenance and intergenerational transmission: the evidence from Russian-speaking mothers in Cyprus, Estonia and Sweden

Sviatlana Karpava (University of Central Lancashire), Anastassia Zabrodskaja (Tallinn University, University of Tartu) and Natalia Ringblom (Stockholm University)

This study investigates Russian-language maintenance and transmission, and the social and cultural identities of Russian-speaking female informants in multilingual settings in Cyprus, Estonia and Sweden. The relationship between language and identity depends on socio-political, socio-economic and socio-cultural factors (Pavlenko and Blackledge 2003). We plan to investigate the linguistic and sociolinguistic profiles of immigrant and minority communities in the three countries. In particular, our research is focused on the home languages of the members of these communities, and whether Russian as an L1 is maintained and transferred to the second and third generations. Written questionnaires were used for data collection among Russian-speaking mothers, of which 27 currently reside in Cyprus, 11 live in Estonia and 15 in Sweden.

In Cyprus, as well as in Sweden, Russian is spoken by a small minority group – immigrants or members of mixed marriage families – and may come under threat of extinction in the future in this host country. In Estonia, Russian is a minority language, the former socio-linguistically dominant language, and still used as the L1 among almost one-third of the country’s population. In Sweden, Russian is more a migrant language, mainly used in inter-ethnic marriages.

Language transmits culture and history, and thus language loss can lead to the loss of inherited knowledge. Linguistic diversity is as important as ecological diversity (Crystal 2000; Krauss 1992). Language vitality depends on such factors as demography, status, prestige, institutional control, and the ethnolinguistic group, its distribution and size (Giles et al 1977).

In our study, we aim to look into the factors that influence minority/immigrant language transmission, among them motivation (integrative/intrinsic motivation), the symbolic role of a language, minority identities, socio-economic status, social networks, religion, the tendency toward social segregation or inclusion, language solidarity (Garcia, 2003), attitudes and valences (Woodard, 1998; Wölk, 2004; Lasagabaster and Huguet, 2007), the environment of the speaker and the value of bilingualism and multilingualism in particular environments (family, school, society and individual) (Garcia, 2009), the use of the minority language in public (Wölk, 2004) and its utility (Grin and Vaillancourt, 1997; Henley and Jones, 2005), and the cultural value of the language (Woodard and Shieffelin, 1994) and its utility (Wölk, 2005).

We believe that our study will show that Russian-speaking mothers get stuck on the one-parent, one-language strategy when using languages at home. Multilingualism and the maintenance of the Russian language and culture among children are usually encouraged.
Private language management: 
Home literacy environments for bilingual development 
Francesca La Morgia (Trinity College Dublin) and Xiao Lan Curd-Christiansen (University of Reading) 

Drawing on the theories of family language policy and literacy environment, this inquiry explores and describes how family language policy is managed through literacy resources and literacy related activities in families in the UK. I define private language management as “the implicit/explicit and subconscious /deliberate parental involvement and investment in providing linguistic conditions and context for language learning and literacy development” (Curd-Christiansen 2012:57). A total of 50 families, each with at least one child between the age of 4 and 7, participated in this study. All children spoke English alongside their mother tongue (MT), either Chinese, Italian, or Urdu. Data sources include: a) a questionnaire about the children’s general background and the parents’ socio-economic and cultural capital and language proficiency in English and MT; b) a family language audit to ascertain the linguistic input from caregivers and language practices of the focal children; and c) literacy resources and activities in both MT and English. The results of this study showed some interesting differences among Italian, Urdu and Chinese speakers, not only in their family language practices, but also in their attitudes towards mother tongue literacy and application of literacy practices in the home language. Private language management efforts were often motivated by parents’ past experiences and future aspirations for their children’s language development and they were strengthened by various approaches that parents actively used to enrich their children’s language repertoires. These results are not only important to examine the degree of variation of family language input, but also to understand the difficulties and constraints that prevent families from developing literacy in the home language.

Home language proficiency in Russian of bilingual children in Cyprus and Germany

Natalia Gagarina (ZAS, Berlin), Svitlana Karpava (University of Central Lancashire, Cyprus), Annegret Klassert (Potsdam University) and Nathalie Topaj (ZAS, Berlin)

The major part of the world's population nowadays is bilingual or multilingual. Being bilingual or multilingual nowadays is a norm. A lot of children grow as bilinguals or multilinguals, they need to be evaluated or assessed. The evaluation of language abilities and proficiency of bilingual children is of great importance as well as their cognitive and academic abilities. It is important to use specific assessment and testing tools for multilingual children, taking into consideration their exposure to language, concerning their grammar, vocabulary, lexicon development, timing of development (Gathercole, 2013). The linguistic abilities of bilingual children may be misrepresented if only standardised tests for monolingual children are used. Gathercole and Thomas (2007) suggested that bilingual children should be assessed in comparison to both monolingual children of their age and to children who have the same home language background and the same level of exposure to languages. This study investigates home language proficiency of 28 Russian-Cypriot Greek bilinguals (aged from 4:6 to 11:3) residing in the Republic of Cyprus and 150 Russian-German bilinguals (aged 3:6 to 5:8) living in Germany respectively. The participants were tested on the Russian Language Proficiency Test for Multilingual Children (RPTMC) (Gagarina, Klassert, Topaj, 2010). Besides the test a detailed questionnaire (filled by parents) on language input situation, linguistic and extra-linguistic development of a child was used (Gagarina et al., 2010).

The Russian Language Proficiency Test for Multilingual Children (Gagarina et al., 2010) examined the following language domains: productive and receptive lexicon for verbs and nouns, production of morphological marking on verbs (first and second-person singular present verbal inflection) and nouns (accusative and dative case singular), comprehension of grammatical constructions on the sentence level. The study compares the performance of Russian-Cypriot Greek and Russian-German bilingual children with respect to receptive and productive skills and examines the role of various factors such as sociolinguistic background, social identity, language attitudes, family language practice and ideology, social class, gender, ethnicity and nationality on the literacy and home language proficiency of bilingual children.

Migrant children’s discourse skills:
Slavic-speaking families in German- and English-speaking environments

Agnieszka Ołwinowska (University of Warsaw), Karolina Mieszowska (University of Warsaw) and Natalia Gagarina (ZAS, Berlin)

Discourse skills are essential for the development of literacy (McCabe, 1997; Wallach, 2008). Transmitting literacy, understood as the general ability to use languages and engage in culture (UNESCO, 2006), is crucial for children’s schooling and social functioning. Literacy transmission and maintenance strongly depends on the socio-linguistic background of the families and the attitudes towards the home and community languages (Armon-Lotem et al., 2014). In case of bi- and multilingual children, literacy should be assessed in both languages of the child. The present study investigates linguistic literacy as measured via the Multilingual Assessment Instrument for Narratives (Gagarina et al. 2012; 2015) in both languages of the child.

In particular, the study compares elicited told and retold narratives of 42 Polish-speaking migrant children raised in Great Britain (aged 4:5 to 6:11), and 49 Russian-speaking children raised in Germany (aged 5:1 to 7:6). We examine the narrative macro- and microstructure, i.e. the complexity and coherence of children’s narratives in home and environment languages. We also explore whether and which socio-linguistic factors of the families (e.g. the socio-economic status, family size, patterns/contexts of language use) and educational factors influence the development of skillful, coherent storytelling in both languages of the child. We draw conclusions on the factors underlying literacy transmission in minority and migrant Slavic families.

References:
Emotions and new speakers of Irish, Basque and Catalan

John Walsh (National University of Ireland, Galway), Maite Puigdevall (Universitat Oberta de Catalunya), Estibaliz Amorrortu and Jone Gorigoizarri (Universidad de Deusto)

Considerable attention has been paid to the study of emotions in the social sciences in recent years and increasingly emotions are at the forefront of contemporary research (Greco and Stenner, 2008). This has not always been the case: although founders of the discipline such as Comte, Durkheim, Weber and Marx made frequent reference to emotions in their work, the concept was taken over by biosciences and chiefly psychology. Emotions became marginalised to the fringes of the discipline and were not studied systematically in sociology until the 1970s. Seminal publications by Hochschild (1975) and Collins (1975) called the field of enquiry into being. The rise of the study of emotions in sociology has confirmed the important role of the concept for gaining an understanding of social life. The ‘emotional turn’ has been developed in tandem with the ‘textual turn’ and is accompanied by the rise of fields such as feminism, the study of social movements and analysis of collective and individual identities and has challenged the dominance of rationalism in the social sciences and the perception that emotion was the enemy of reason (Heaney, 2011).

Recent work on ‘emotional practices’ has drawn on Bourdieu’s concept of habitus and has argued that emotional arousal is ‘socially situated, adaptive, trained, plastic, and thus historical’ (Scheer, 2012: 193). Within linguistic anthropology and critical sociolinguistics, ethnographic methodologies have facilitated the study of emotion and language (Wilce, 2009). This paper is based on fieldwork conducted with ‘new speakers’ of Irish, Basque and Catalan in recent years as part of the European network of researchers on the topic, under the auspices of COST. Semi-structured interviews and focus groups with 164 people in the three contexts have yielded a large amount of data which was coded as ‘emotional’. Informants described a spectrum of emotions experienced during the process of becoming new speakers ranging from shame, fear, and frustration to excitement, pride and joy. The purpose of this paper is to situate the data in a broader theoretical framework around language and emotion and to consider the role of emotions in the experiences of new speakers of minoritized languages in the contexts of mudes, critical life junctures which lead to collective and individual identities and which shapes their existence and the benefits of the course they propose for the students.

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“New speakers” of Meänkieli and language standardisation: practices and tensions

Elina Kangas (University of Oslo)

I will 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 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. 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 no opportunities to acquire the language through bilingual educational or revitalisation programmes.

Drawing on 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 standardisation, and keep the authority of language planning for those who get defined as "native" speakers.

'They lie, swear and their weddings are completely different' - language socialisation and affect in Polish migrants to Ireland and Wales.

Malgorzata Machowska-Kosciak (Adam Mickiewicz University in Poznań), Karolina Rosiak (Trinity College Dublin) and Kathryn Jones (IAITH)

The present paper discusses issues of language socialisation and affect through the subjective experiences of Poles living in Ireland and Wales. Poland’s accession to the EU in 2004 resulted in thousands of Polish citizens migrating to the UK and the Republic of Ireland mainly in search for employment opportunities, which required them not only to learn a foreign language (English) but also socialise into new cultures. When entering a new language and a new culture, socio-historical norms, cultural and linguistic patterns are being observed and socialised. This process is likely to affect individuals’ emotional systems as across different communities, individuals are expected to recognize and display emotions in culturally defined ways and according to local norms and preferences (Baquedano-Lopez 2002). Can one’s own previously socialized norms/ideologies/attitudes about language, its speakers and culture turn out to be in conflict with the new language and new culture? Or is it rather that the new language with its inherent cultural norms turn out to be incompatible with one’s emotional world?

The present paper will analyse the language socialization of Polish migrants in two different linguistic environments. The discussion on Poles in Ireland will concentrate on the socialization towards English, i.e. the dominant language. In Wales, however, we will address aspect of language socialisation relating to the Welsh language, i.e. the minority language, rather than English.

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To go or not to go? The role of language in the migration process of medical workers

Nóra Schleicher (Budapest Metropolitan University) and Minna Suni (University of Jyväskylä)

Increased global migration of health care workers (Connell 2010) creates a situation where the often opposing interests of actors of the global market place, the institutions of the nation state and the individuals create a complex discursive web worth of study (Duchene et.al. 2013). The aim of our collaborative study is to look at the interrelationship of ideology, migration, language, identity and power/agency in the context of the migration experience of health care workers.

Specifically, we look at the migration experience of doctors and nurses from Hungary working or planning to work in the Nordic countries. The research focuses on how their new speaker characteristics (O’Rourke et.al. 2015) relate to their performance of professional and national identities and to their perceived level of power and agency as well as on how they position themselves in relation to the ideologies and policies surrounding the issue and present in public discussion (e.g. in the media).

We are looking at the intersection of the language and life trajectories of our subjects who are either in the phase of actively preparing for migration into the Nordic countries or already work there. The data come from in-depth interviews with doctors and nurses of different age, gender and nationality/citizenship. The cooperation of the authors makes it possible to study at least three languages (Hungarian, Swedish and Finnish), two different spaces of language learning, the Budapest based language school and the workplaces located in the target countries of the migration and different phases of the migration experience. We can thus do cross-sectional analysis on the migration experience and identify important moods (Pujolar and González 2013) in the process of becoming new speakers, and the expectations or experiences concerning the access to a new language and work community.

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

Maria Rosa Garrido (Université de Fribourg / Universität Freiburg)

This on-going research investigates language socialisation of mobile workers in the International Committee of the Red Cross (ICRC) from a critical sociolinguistic perspective. The ICRC is the oldest humanitarian agency and it currently recruits, trains and coordinates mobile staff working in over 80 states from its headquarters in Geneva (Switzerland). The goal of this paper is to explore the lived experiences of mobile “delegates” who started to
learn French and/or experienced a linguistic muda (Pujolar and González 2012) at this
globalising humanitarian agency. The questions that it seeks to answer concern (1) the
unique characteristics of ICRC as a global workplace for language socialisation and (2)
how mobile humanitarian workers portray themselves as multilinguals. The data analysed
are interviews with different generations of ICRC delegates who were active between the
1970s and 2015 under shifting institutional regimes. These interviews will be historised
through institutional documents gathered in the ICRC Archives.

The ICRC has undergone a process of professionalisation since the 1970s, followed by
“internationalisation” of its workforce since the opening of delegate positions to all nationali-
ties in 1992 and an ongoing shift into corporate-like management. This organisation initially
recruited Swiss nationals only, with a predominance of Francophone Swiss while German
speakers became socialised through French-medium training and work environments.
The later recruitment of workers from other nationalities (over 100 today) reinforced English
alongside French as a lingua franca in Geneva (Mercier 2004). Institutional socialisation
into the ICRC rests on the dichotomy between “the headquarters”, institutionally construc-
ted as Francophone and currently bilingual with English, and “the field”, involving a wider
array of major languages such as Arabic, English or Spanish for work communication. The
findings suggest that French remains the “authentic” language of headquarters and an
institutional identity marker, whereas English indexes geographical mobility in the field and
discourses of internationalisation.

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discours of internationalisation.

By analysing their language practices in different social fields and the ways they position
themselves with respect to Catalan, Castilian and their family languages, I intend to grasp
how the distribution of these languages within different social spaces and their association
with different kinds of speakers load them with different values and indexicalities for these
‘new speakers’. Thus, I try to provide an account of their multilingual linguistic repertoires,
understood “as reflecting individual life trajectories, heterogeneous life worlds and discour-
ses about language and linguistic practices referring to specific time-spaces” (Busch 2016:
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New speakers of Irish: The creation of new spaces of language socialisation

Stephen Joyce (National University of Ireland, Galway)

The demand for new and innovative social spaces for new speakers of minority languages is widely recognised. Ortega et al. (2015), for example, identify the importance of ‘ample opportunities to use Basque’ for new speakers that consider themselves euskaldun. In a recent report on new speakers of Irish, Walsh, O’Rourke and Rowland (2015) presented a number of proposals and recommendations, including the necessity of ‘safe spaces’ for the social use of Irish and the importance of a wide variety of new social spaces in cities and large towns. Furthermore, the report expressed the need for further research into the ideologies and attitudes of these new speakers and their potential role in the future development of the Irish language. This paper will present preliminary data collected primarily by means of participant observation in several of these new social spaces in 2 urban environments in Ireland. In this paper, sporting clubs, a political group and an occasion organised by new speakers to discuss and develop new social spaces and events will be presented. Innovation, creativity and participation are crucial to the formation and success of these groups, and the activities and attitudes of those involved will be examined. An analysis of the importance of these spaces of language socialisation to new speakers of Irish will also be put forward.

This paper will also present some of the methodological and theoretical framework of my own doctoral research – a comparative study of young new speakers of Irish and Basque. As stated in O’Rourke, Pujolar and Ramallo (2015), the focus on new speakers in a minority language context can allow researchers to acknowledge and examine their own ‘interventionist role’ and to ‘engage in an exercise of reflexivity’. In this paper I will examine my own role as a researcher in these spaces, and their influence on myself as a new speaker of Irish, drawing on ethnographic works such as Woolard’s study in Catalonia (1989) and methodological texts such as Ethnographic Fieldwork (Blommaert and Jie, 2010) and Reflexive Ethnography (Aull Davies, 2008). At this early stage, fieldwork has only been conducted in the Irish context but some general comparisons will be drawn between the social spaces investigated to date in Ireland and the situation of new speakers of Basque in the Basque Autonomous Community.

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

Deirdre Ni Loingsigh (University of Limerick)

Spatial practices involve the making, arrangement, and appropriation of spaces and their investment with activities and meanings (Baynham and Simpson 2010). This paper explores the practices of new speakers of Irish mandated by the Official Languages Act, 2003, to provide public services through Irish for their organisation. A Language Support Network, facilitated by the researcher in the role of language advisor, was established to explore language anxiety and support needs. A Participatory Action Research methodology was used to bring about constructive change in professional practices and attitudes. The conceptual framework merges the theoretical lens of transformative learning (Mezirow 1991), and the Dialogue, Tools and Context Model for advising in language learning (Mynard 2012). Activities over three action research cycles facilitated worker-learners, designated contacts for Irish-medium services on a university campus, to move from a situation of individual uncertainty to one of group confidence.

Various spaces of language socialisation merit attention. Emotions around interactions at Seomra na Gaeilge, the Irish language social space at the university, are explored initially. The social practices of Network members during a three-day visit to Conca Dhuibhne, an Irish-speaking region, are then discussed. The distinctiveness of these transformative spaces and how they gave rise to a range of experiences which fostered risk-taking and meaning-making is probed. Spaces of minority language use in the mandated context are conceptualised under two headings, ‘space of surveillance’, initially, and then ‘safe space’ where an oppositional culture to that of surveillance is created. The study concludes that an innovative language support infrastructure and a focus on relational knowing led not only to capacity building in the workplace but to the development of a new connectedness among new speakers of Irish, and the association of the language with the vibrant social fabric of the organisation itself.

Language learning and trajectories of dislocation: insights from learning Turkish in Greek-Cypriot classrooms

Constadina Charalambous (European University Cyprus), Panayiota Charalambous (Open University of Cyprus) and Ben Rampton (King’s College London)

In this paper we focus on a rather atypical language classroom where the target language is associated with a long history of conflict, and we examine how language learning may lead (or not) to a discursive renegotiation of troubled memories, narratives and interethic relations. Focusing on Greek-Cypriots learning Turkish, and keeping in view the intercommunal violence between Greek-Cypriots and Turkish-Cypriots, the 1974 war with the Turkish invasion, and the current political problems that have let Cyprus de facto divided, we look at learners’ life trajectories and narratives of dislocation and/or rapprochement as they invest time and effort to learn the language of the neighbouring community and at the same time traditional ‘enemy’. To do so, we draw on data from two linguistic ethnographic projects (2006-2009 and 2012-2015) including in-depth interviews, classroom recordings of Turkish lessons and ethnographic fieldnotes. Using the term ‘troubled-heritage’ language we argue that this type of classes does not fit easily into mainstream theories of foreign language learning and intercultural communication, but can instead relate to processes observed in contexts where the target language is associated with discourses of existential threat that are deeply rooted in history and society (e.g. learning Arabic in Israel or Farsi in Copenhagen – see Uhlmann 2011; Karrebaek & Ghandchi 2015). More specifically, our discussion highlights the ways in which concepts such as motivation, time, space, culture and travel become very different from current theoretical discussions of language learning as politics, ideologies and security become deeply interwoven with the language learning process.
Student trajectories in the high and low immersion bilingual classroom

Elisa A. Hidalgo McCabe (Universidad Autónoma de Madrid)

The rise in Spanish/English Bilingual Programs across Spain responds to efforts to promote academic achievement in English, the language of the globalized economy. In recent years, the Community of Madrid region has emphasized the value of English as a commodity or “marketable skill” that prepares young learners for better employability and mobility opportunities in the neoliberal job market (Relaño Pastor 2014; Pérez-Milans 2014). As a result, an increasing number of schools (primary and secondary) are implementing the Bilingual Program as a means for students to become “New Speakers” of English. In this scenario, the transition to the first year of Compulsory Secondary Education (E.S.O.) becomes a critical moment in the academic trajectory of students, who are required to pass an English language test in order to attend the high immersion track of the Bilingual Program at the secondary level.

My paper attempts to identify inequalities regarding the distribution of language resources in two first-year of E.S.O. Natural Science classrooms that correspond to the high (Sección) and low (Programa) immersion tracks in a bilingual secondary school. For this purpose, I will present my research data on classroom language interaction in an attempt to pinpoint “asymmetries” (Heritage 1997) and the ways in which these are negotiated and resisted by the participants in different interactional sequences, following L. Martín Rojo’s (2010) adaptation of the interactional model of analysis developed by P. Seedhouse (2004). This analysis will help explain the ways in which students in the high and low immersion tracks are provided with different kinds of capitals (Bourdieu) that contribute to the hierarchisation among Bilingual Programs (Sección and Programa) and students. The study also addresses social differences within the school, which includes a high representation of migrant and minority students.

The ‘whats’ and ‘hows’ of language socialization practices among bilingual teachers in La Mancha schools

Ana María Relaño Pastor and Alicia Fernandez Barrera (University of Castilla-La Mancha)

This presentation discusses the language socialization practices of bilingual teachers in La Mancha schools (Spain) by addressing their language trajectories as English language learners, CLIL (Content and Language Integrated Learning) teachers, and situated language socialization agents in the classroom. Research on second language socialization has developed prolifically in the last two decades (Duff & Hornberger 2008; Duranti et al. 2012), addressing “the manifold complexities of children or adults with already developed repertoires of linguistic, discursive and cultural practices as they encounter new ones” (Duff & Talmy 2011:97). In the case of CLIL teachers participating in the Spanish-English bilingual programs in La Mancha schools, the rapid implementation of different types of bilingual programs in public and semi-private schools (e.g. ‘MEC/British’, ‘Linguistic Programs’ regulated by the regional ‘Plan of Plurilingualism’), has transformed ‘what’ types of linguistic practices, as expert members of an “imagined” community of English speakers these teachers socialize their students ‘to’ in daily classroom interactions, and ‘how’, as social actors, they have to “recreate, resist, and transform” (Baquedano-López 2011:199) the social order of bilingualism currently reconfiguring schools in this Spanish region. In addition, as socializing agents of bi-multilingual practices in the classroom, they must come to terms with bilingualism as “ideology and practice” (Heller 2007) to be part of the global community of “new speakers” (O’Rourke and Pujolar 2015). Data comes from the ongoing team linguistic ethnography conducted at three public and semi-private schools in La Mancha City (pseudonym) and includes long-term participant observation, audiotaping of classroom interactions in the CLIL subjects, semi-structured interviews, and institutional documents of the language-in-education policies implemented in this region of Spain. The analysis will shed light on bilingual teachers’ experiences of ‘newspeakersness’ as a long-term, ongoing and situated process of language socialization.

References


Official language strategies: New challenges for policy makers
Colin H. Williams (Cardiff University)

Advocates of greater attention being paid to the needs and contribution of both migrants and new speakers tend, understandably, to focus on the home-community-school nexus as a locus of action. A great deal of empirical detailed work needs to be undertaken to measure both the various types of experiences such socialisation processes produce and to gauge the reaction of official authorities in managing such complex and dynamic challenges and patterns.

In this paper I examine the degree to which selected Official Language Strategies acknowledge such needs as public goods and evaluate how the more prescient and far-sighted strategies plan for and implement specific programmes of action designed to enhance the possibility of migrants and new speakers availing themselves of structured opportunities to participate in mainstream social interaction.

Key questions raised by the paper are: How are these issues handled by Official Language Strategies in various jurisdictions? What trends and policy instruments arise in relation to these categories? How, if at all, are spaces of language socialisation identified and represented? What new perspectives does consideration of these categories throw up for policy makers? How are fine precepts to be actioned as policy? Do these considerations translate into outcome-based language planning and language policy?

It is my contention that high level strategic documents are revealing both for the discourses and ideologies which may be discerned and reproduced and for the range of targets and trajectories which are set out as government policy and which are actionable in terms of targeted programmes and resource expenditure. The Official Language Strategies examined will be drawn from a variety of European and Canadian contexts and several such strategies are in the process of being revised. Consequently the data set includes not only the official rhetoric of OLS, but also material derived from interviews conducted recently with a range of key actors and decision influencers.
speaker profiles require language policy and citizenship regimes to be reconceptualised and localized. This paper will draw on three separate sociolinguistic studies with different profiles of new speakers of Welsh: immigrant pupils in Welsh medium primary and secondary statutory education, immigrant learners of Welsh in adult education and adult learners in social learning settings. Each contribution will exchange commonalities drawn from qualitative, ethnographically informed data and consider how new speakers in all three contexts act as stakeholders in interpreting more local forms of citizenship and (dis)citizenship by their claim (or not) to ownership and participation through language. Moreover, the paper will consider how current language policies, educational resources and teaching methods are inapt for many new speakers who may in several cases not be native speakers of English. Thus it will further suggest that traditional social spaces of use do not necessarily correspond to the range of new speaker needs from diverse backgrounds. Thus, we will argue that despite the need for a holistic view on language policy and planning, policies need to be multi-sited, allowing room for creativity, inclusivity and the adoption of transversal spaces of use (Rutter 2015).

References

Extended family language policies of new speaker parents: Role of immersion schools in autochthonous and diasporic contexts
Facundo Reyna Muníaín (Universität Bremen), Ibon Manterola (Euskal Herriko Uniberrualea) and Anik Nandi (Heriot Watt University)

The aim of this paper is to explore the role assigned by new speaker parents to immersion schools as an extension of family language policy (FLP) that may enhance the socialisation of children of minority languages in urban domains. Given that minority language-based education is often considered as a significant factor for minority language revitalisation at the grassroots (see Hornberger 2008; Manterola et al. 2013; Reyna Muníaín 2013; Nandi 2015), we will study how the new speaker parents integrate “the immersion school factor” in their FLP strategies in both autochthonous and diasporic contexts. We will contrast the roles assigned by parents from different sociolinguistic contexts to three cases of immersion educational models: Semente school in Santiago de Compostela (Galicia), a Basque-medium immersion school in Pamplona (Navarre-the Basque Country) (Kasares 2014), and the Santiago Apóstol Galician school, a Heritage School in Diaspora context of Buenos Aires (Argentina). The first two cases refer to autochthonous contexts where a minority language is being revitalised through immersion schools, whereas the case of Galician in Argentina refers to language maintenance in a diaspora context. By adopting the Ethnography of Language policy as a research method (Cassels-Johnson 2009, 2013, McCarty 2015; Hornberger 2015), our three-fold comparison will show that in all autochthonous and diaspora cases, new speaker parents show a clear awareness of their sociolinguistic contexts and consequently assume that minority language-medium schools are fundamental tools in order to foster the socialisation of their children in these languages. This conscious choice of immersion schools could be a specific feature of these new speaker parents understood as active minorities engaged in the revitalization process of the languages (O’Rourke & Ramallo 2015).

New and old speakers in Estonia: Joint stakeholders’ policy efforts to create societal space for the German language
Heiko F. Marten (Rezekne Academy of Technology)

This paper discusses language policy activities working for the benefit of the German language in contemporary Estonia. Once one of the “three local languages”, German has today a remarkable presence in Estonia in a variety of domains as an additional language to the major languages of Estonian society, i.e., Estonian, Russian and English. This presence is based on policy activities by German-speaking stakeholders with different backgrounds:
- activists of the traditional ethnic German minority who try to maintain and to provide opportunities for re-acquiring the language of their ancestors;
- new speakers of German who have acquired the language in formal education (from kindergartens to universities), through living in a German-speaking country or from TV and other media and their organisations;
- members of a transnational German-speaking diaspora, often Germans who have migrated to Estonia relatively recently because of their work, as well as their spouses and children.
In addition, government and educational officials as well as cultural and economic players from both Estonia and the German-speaking countries provide financial and institutional support to these policy efforts. There is thus a remarkable conglomerate of policy actors who – overtly or covertly – cooperate in building up an infrastructure of German-speaking niches, including educational institutions, a German Lutheran congregation, business and private activities. In total, these activities manage to keep German on the agenda of language policy in Estonia and give it an important place in the eyes of large parts of the Estonian population. The case of German in Estonia is thereby an example of how the interplay of different groups of stakeholders of new and old speakers enables a minority language to gain societal space.

The new speaker 2.0 in a sociolinguistics of mobility perspective
Massimiliano Spotti (Babylon Centre - Tilburg University) and Sjaak Kroon (Department of Culture Studies - Tilburg University)

Rooted in the emergent field of the sociolinguistics of superdiversity (Blommaert et al. 2016) our contribution focuses on concrete examples of globalization driven newspaper sets on their ground that are in opposition with language policies from above. On the other hand, following Spolsky (2004), we understand language policies as texts, attitudes and practices. On the other hand, the field points out that there appears to be no necessary
Both these cases contribute to further the understanding of newspeaker migrants realms as well as of their language and literacy products and attitudes through the emergent approach of a sociolinguistics of mobility and complexity as opposed to the Labovian and Fishmanian approach of a sociolinguistics of distribution and spread.
Multilingualism, higher education mobility and language appeal: An analysis of language priorities of mobility students and possible factors determining their choices

Vasi Mocanu and Enric Llurda (Universitat de Lleida)

Multilingual language competence is increasingly becoming less an exception than a norm. Consequently, in recent years, many university students have participated in mobility programs with the goal of adding a new language to their own repertoire. Our globalized world offers almost limitless options to those students who decide to enroll in such programs, and there might be some factors that determine their choice, which are suspected to be language-related in many cases. This paper reports on the attitudes and beliefs of international students towards English, Spanish, and Catalan at a university in the Catalan region of Spain which has Catalan as the main medium of instruction.

For this aim, a survey has been conducted among 90 international students who enrolled in a mobility programme at the Catalan Universitat de Lleida in the academic year 2015-2016. The survey consisted of a set of Likert-scale questions, specifically related to the views, attitudes and beliefs of the students with regard to English, Catalan and Spanish. The results of the questionnaire will be complemented by data obtained by means of an interview with 47 of the respondents in order to obtain a deeper insight into their views regarding those three languages. The results will inform our understanding of how international students face the potential challenge of becoming new speakers of the three languages mentioned above.

Old listeners but new speakers: stay abroad as an opportunity to practice English

Xavier Martin-Rubió (Universitat de Lleida (Cercle de Lingüística Aplicada))

A growing number of university students are choosing countries like Denmark for their Erasmus stays. In some cases, these are universities that have adopted an internationalization strategy that consists of attracting a great number of international students (about 50% of the total in the campus discussed in this presentation) and of adopting English as the sole medium of instruction. For students like those coming from Universitat de Lleida, this means finally being able to use English for meaningful communication: students are asked to participate in class sessions, they have to work in groups with students from different countries with whom English is the only lingua franca available. These students have been learning English for several years in Catalonia, but one could argue that at least many of them have been listeners rather than speakers. The findings emerge from the discourse analysis of two focus group discussions with some of these students from Universitat de Lleida carried out before and after their Erasmus stay in Denmark, and from an interview with teaching and administrative staff from the Danish university.

The dynamics of power and prestige: A comparison of two groups of migrant minority language new speakers

Nicola Bermingham (Heriot Watt University) and Cassie Smith-Christmas (University of the Highlands and Islands)

This paper will examine the language ideologies of two groups of migrant speakers of minority languages: migrants to the Gaelic-speaking community of the Western Isles in Scotland and Cape Verdean immigrants to the Galician community of Las Rocas. In particular, the paper will look at how ideologies differ in terms of migrants’ perceptions of the linguistic capital of each language and how this affects the extent to which parents encourage and support the children in learning the minority language in school. In the Western Isles, migrant parents are often more willing to send their children to Gaelic Medium Education than non-migrant parents (Stockdale, MacGregor, and Munro 2003). In Smith-Christmas’ (2014) study of migrants to the Western Isles, interviews with migrant parents revealed that the perceived prestige and power of bilingualism was a major impetus in parents’ decisions to send their monolingual English-speaking children to Gaelic immersion school. Similar sentiments regarding the value of bilingualism and indeed multilingualism were found in a study with Cape Verdean high school students in Galicia. However, in contrast to the immigrants in the Scottish context, the Cape Verdean students in Galicia, already speakers of a minority language (Kriolu), showed less favourable attitudes to learning the minority language of their new community (Galician), and expressed greater interest in learning Spanish and English, both positioned as international language francae and perceived as languages with greater potential for social mobility.

Taking a comparative approach, this paper will draw on interview data from two ethnographic studies, with the Scottish study focusing primarily on the views of parents, and the Galician study examining the opinions of students. Questions will be posed regarding the value immigrants place on minority languages and how this can impact their language practices, educational trajectories and access to social capital.

References


In recent years there has been growing attention to new speakers of minority languages. This clarifies a long-blurred distinction between two different aims in language policy and planning: to protect existing speakers, and to recruit new ones. But what if there are no existing native speakers, and the language movement focuses solely on creating a new language community? Step forward the Cornish language revival. We review how Cornish, having slowly died over the 16th-19th centuries, was manually reconstructed from its scant written remains. With extensive extrapolation of grammatical and lexical content, from the ashes of a very limited corpus rose the phoenix of a new-but-old language. This effort began in the late 17th century when there were still living speakers of Cornish, but was mostly focused on the written record. Over the following centuries a nascent community of Cornish speakers has grown, very gradually, with some recently managing to raise their children speaking Cornish.

We complement this historical account with our own research into the contemporary language movement, including ethnographic research among activists and families aiming for intergenerational transmission. The data have been collected through structured and semi-structured interviews 2005-2015 and have been analysed through thematic analysis. Firstly we relate the languageisation of Cornish – its orthographical development and standardisation – and secondly we discuss the position of new speakers in the language movement. What are their goals? How important are issues of ancestry and ethnicity in the legitimisation of this language movement? How is the language used as a cultural resource to negotiate Cornish belonging and identity, and how do speakers compare themselves to speakers of other minority languages? These topics and others are informed by original ethnographic insights.

**New speaker access to the linguistic heartland: A value-oriented approach to language and community**

Csandó Bodó (Eötvös Loránd University) and Bernadette O’Rourke (Heriot Watt University)

Although ‘community’ has been an underdeveloped concept in sociolinguistic theory, there are now well-established approaches to help grasp the link between language and speaker groups. These include the idea of the Labovian speech community, communities of practice or more recently, the metalinguistic community (Avineri 2014). Nevertheless, the meaning of the term ‘community’ had for a long time been taken for granted in much scholarly work and in cultural activism associated with linguistic revitalisation. In an era of late modernity where language is perennially dissociated from those contexts with which it was essentially linked before (the family, the locality or the nation), with the advent of a post-national sociolinguistic order (Pujolar 2007, Heller 2011), it could be argued that a more individually oriented approach such as that of new speakerness is required in order to understand the role of community and language in contemporary societies. When considering multiple divisions within the minority language group which differentiate between new and traditional speakers with different trajectories, social profiles, and metalinguistic or practice-oriented connections to the language, we take a perspective on communities not as pre-defined social groups but as discursively constructed frameworks that are aligned with sociolinguistic values. Using a community-as-value approach (Coulmas 2010) and interview data of emblematic sociolinguistic contexts of language revitalisation, we will look comparatively at how new speakers of Irish and Hungarian as a minority language negotiate access to language-based group categorisation as a legitimate source of minority group membership.

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**Intergenerational transmission at all costs? Breton as a linguistic resource**

Michael Hornsby (Adam Mickiewicz University, Poznani)

Much of the literature on minority languages concerns the ever-decreasing demographics of their respective communities and the lack of intergenerational transmission which has become a hallmark of language endangerment in the twenty-first century. In the case of Breton, this break in transmission is well documented (see, for example, Broduc 2009; Ō hifearnain 2011). Bilingual and immersion education programmes set up (among other reasons) to rectify this linguistic deficit are sometimes complemented by the efforts of so-called ‘new’ speakers of Breton (néo-bretonnants, brezhonegerien nevez) who undertake to transmit the language to their own children, thus restoring intergenerational transmission, at least on an ideological level. Such micro level language planning represents a considerable investment on the part of the parents who undertake such a venture and which can be experienced by their children, so-called ‘neo-native’ speakers (Ō Giollagáin 2004), in ways which go beyond the purely linguistic. This paper will outline initial ethnographic investigations into one such family’s experience in Brittany, looking in particular at the attitudes and motivations of the participants, and the resources they draw on in order to make sense of their additive bilingual skills, in a situation Altman et al. (2013) have termed micro-language planning which is ‘strongly pro-minority language’. Such speakers may be among the last generations for whom the language has been intergenerationally transmitted, albeit in a non-traditional way, and who may hold the key for the future effective revitalization of Breton. It also throws into relief a grassroots approach which treats language as inheritance and thus a resource or skill which it is possible to transmit, albeit in new and creative ways.

**References**

Deficit and new values in the linguistic market for small languages
Julia Sallabank (SOAS, University of London) and Jonathan Kasstan (Queen Mary University, London)

Damned if they do, and damned if they don’t, new speakers of small, highly endangered languages find themselves in a double-bind in the linguistic market. Older/native speakers express a desire for younger people to learn such languages, and there is increasing desire among younger people for language revitalisation. Yet evidence from Francoprovençal and Guernesiais suggests that new speakers are marginalised by self-appointed gatekeepers to traditional linguistic markets. As the prototypical authenticators, native speakers are noted to be ‘especially recalcitrant’ (Kasstan forthcoming) with regard to new speaker practices that do not align clearly with local or iconic norms as perceived by these gatekeepers. The emergence in particular of a pan-regional revitalisation movement and proposed orthographical norm for new speakers of Francoprovençal has engendered sentiments of sociolinguistic ‘incompatibility’ (O’Rourke & Ramallo 2011) between these new speakers and native speakers. Adopters of these pan-lectal practices find themselves not only marginalised from traditional linguistic markets, both because of non-acceptance, but also because native-speaker interlocutors are increasingly hard to find. New speakers of Francoprovençal also find themselves competing in increasingly fragmented new speaker communities of practice. While some new speakers align themselves with local norms, others see the benefit of a wider linguistic identity, as well as the means to communicate across varieties via a standard written form.

In Guernsey we also find recalcitrance towards sharing Guernesiais, since (like in Francoprovençal) new speakers’ practices might undermine traditional speakers’ language ‘ownership’ and introduce language change, which ‘traditionalists’ view as unwelcome (Sallabank and Marquis forthcoming). Criticism of new speaker practices has a stifling effect on language revitalisation: it discourages new speakers from expressing themselves in language-related activities or social media. Lack of agreement on orthography also hinders the development of effective learning materials and promotion of Guernesiais in the linguistic landscape. New speakers’ access to linguistic markets is therefore inhibited on a number of levels, which in all likelihood is having an impact on new speaker trajectories in these disparate communities. In contexts where fluent native speakers are mainly aged over 70, this affects not only personal trajectories but that of the language: if there are no new speakers, there will soon be no speakers at all. In some cases, traditional speakers view this as the preferred outcome.

A potential solution might be the development of new kinds of market values, ‘currencies’ or linguistic capital for ‘new speaker communities’, based on redefinitions of concepts such as legitimacy and ownership. For example, one criterion might be commitment to use a language: people who self-identify as ‘native speakers’ or ‘traditionalists’ do not necessarily speak it as regularly, or even as fluently, as some new speakers. Alternative market values are also emerging for small languages, such as symbolic value (in branding and marketing), postvernacularity, and performativity. New sources of authority are also emerging, such as expertise gained through linguistic studies and language documentation, the orthographic standard proposed by linguists for new speakers of Francoprovençal, and a government Language Commission in Guernsey.

Some people don’t speak English properly because they’re so Welsh: A discussion of how students’ at an English-medium school understand and orientate to language commodification and social mobility both inside and outside of Wales.
Charlotte Selleck (University of Worcester)

This study addresses the concept of the ‘new’ or ‘learner’ speaker from the standpoint of a situated, ethnographic analysis, drawing on research that was carried out in two contrasting secondary schools in south-west Wales: an English-medium (EM) school and a designated Welsh-medium (WM) school. 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 these two schools.

The following research questions will be addressed:

- What linguistic varieties are capitalized by students at the EM school?
- How are new speakers positioned in relation to mobility and the new globalised economy?

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. It will be argued that students at the English school struggle to position themselves in terms of the national category of being Welsh and that they perceive that a language hierarchy exists, with students at the Welsh school being considered ‘proper’ or ‘fully’ Welsh.

Arguments will be put forward around the ‘duality of anglicisation’ (Williams 1990: 45). It is on the one hand ‘a competitive set of instruments through which English hegemony was established over vast parts of Wales’ (ibid: 45) and therefore perceived as inferior to Welsh by these students when addressing their local needs. That said, it will also be demonstrated that students at the EM school perceive that going to a ‘Welsh’ school doesn’t equip you with the necessary skills to function outside of the immediate locality and that English is a liberating force that permits entry into a wider social order. For students at the EM school not having the necessary or sufficient skills in English is what limits opportunities, rather than not having sufficient competency in Welsh. It emerges that they view English as a form of linguistic capital, a means of escape from parochialism and a demonstration of having embraced the ‘modern’ way of life.

Thus, although there is agreement about the ‘advantages’ of individual bilingualism, primarily for increased employment prospects locally, there are questions about the different ‘advantages’ or ‘disadvantages’ stemming from the different routes to bilingualism. In sum,
a tension emerges between language being commodified as a form of capital linked to social mobility and language as an expression of national identity, with the students here questioning ‘what counts as competency, who gets to define what counts as competence, who is interested in acquiring that competence, and what is considered the best way to acquire it’ (Heller 2002: 47).

Nevertheless, it seems that code-switching is interpreted differently according to the perceived language background of the speaker. The informants did not receive any information about the sociolinguistic backgrounds of the speakers’ of the two speech samples. They made, however, several assumptions based on different linguistic features of the speech samples. For example, the speakers’ speech rhythm, the variety that they used (the standard Batua or vernacular dialect) and the amount and type of the speakers’ code-switching affected the rationalizations of the speakers’ linguistic behaviour. One of the speakers, for example, was perceived as a new Basque speaker more often than the other, which led to differences in the type of metalinguistic commentary on their code-switching practices.

The informants did not agree with each other on all accounts. They voiced contradicting opinions, such as the interpretation of all code-switching as a sign of newness versus considering code-switching as a characteristic of old Basque speakers’ speech. In general, however, the new Basque speakers were seen as having purist tendencies due to the setting of language acquisition (classroom). Many informants considered code-switching in old Basque speakers’ speech as a sign of bilingual competence, yet new Basque speakers were often considered as lacking competence in Basque if they used code-switching.


Language surveillance and language training: cornerstones in understanding governmentality
Luisa Martin Rojo (Universidad Autonoma de Madrid)

Through the analysis of semi-structured interviews, and life stories obtained from young migrants who accompanied their parents through diaspora at an early age, and later successfully entered higher education at universities in Madrid and New York, this paper explores how Foucault’s concept of governmentality can contribute to understanding the experiences they refer and their linguistic trajectories.

A common element new speakers report in interviews is the permanent and exhaustive surveillance of their language practices. The analysis of these testimonies shows the extent to which this mechanism of control is still shaped by the native speaker’s model. This paper will focus on the effects of this model, in particular, on how it links individual language practices to a whole which immediately becomes a field for comparison; how it differentiates individuals from one another; how it is used to measure in quantitative terms and hierarchize linguistic competence and performance; how it introduces, through this „value-assigning measurement“, the constraints of a conformity that must be achieved. Thus, surveillance demands training, and has a general effect on language practices (see Foucault 1984 for the role of training in disciplinary power). Currently, the disciplinary effects of the native speaker’s model seem to be amplified within a neoliberal frame, in which individuals have to make profit for themselves and/or their organization. Every piece of knowledge (where linguistic knowledge is an important element) they acquire in this process can be interpreted as a skill, an aspect of the self that is potentially productive for prospective employers (Urciuoli 2010: 162). When training targets „self-capitalisation“ (Rizvi and Lingard 2010), in order to „pass for a native“ or to „sound native“, its impact on speakers’ linguistic conduct, and their self-perception also increases (Martin Rojo 2016).

Finally, by analysing these speakers’ trajectories and their reported significant linguistic practices, in this paper we seek to capture the segmentation of behaviour that follows when certain discourses are internalised by individuals, and its effects. Examples of self-examination and shame (and pride) will be examined as part of non-native subjectivities.

"Get off my back!“
New speakers and linguistic adjudication
Bernadette O'Rourke (Heriot Watt University)

As previous research has shown, the spread of minority languages outside of what were their traditional strongholds, complicates the traditional ideology of sociolinguistic authenticity and ownership. Questions are raised about who are the “legitimate” speakers, who is awarded most authority and tensions that these changes lead to. In this paper I will focus on these issues in the case of Galician, where questions of linguistic authority and legitimacy have emerged in a post-revitalization context where socio-political changes have altered existing language markets and changed the conditions under which linguistic resources can be accessed and appropriated.

While new speakers of Galician demand recognition as a sociolinguistic group, the ideology of authenticity often influences how they position themselves as speakers leading them to renounce their claims of authority in their idealisation of an older generation of traditional native speakers. However, by aligning themselves with traditional speakers, a younger generation of native-speakers see themselves as staking a stronger claim to the language and often use this as a means of contesting new speaker access to linguistic space and access to certain linguistic markets. At the same time, in predominantly urban contexts where Galician speakers are largely new speaker in profile, there are also attempts amongst new speakers themselves to control the linguistic quality of their new speaker peers, giving more legitimacy to some than to others. We are thus experiencing a move away from a simple native-non-native or new speaker versus traditional speaker dichotomy to a more complex spectrum of speaker types with a new set of tensions.

Drawing on in-depth interviews with Galician new speakers, in this paper I will take a closer look at the conditions under which they position themselves (or not) as authoritative speakers, (de-) authorize others and the linguistic ideologies they mobilize to construct their place in different kinds of sociolinguistic hierarchies within the contemporary Galician language market.

Multilingualism as lifestyle: speaker models in a context of scattered expertises
Joan Pujolar Cos (Universitat Oberta de Catalunya)

In this presentation, I explore how different people construct ideas about speakers, and specifically about the kinds of speakers that they themselves aim at becoming. I focus specifically on how social actors draw on different expert discourses (mainly discourses
originated from linguistics) in their reflexive life projects connected with their linguistic repertoires (Giddens 1991). In the process, social actors actively participate in linguistic governmentalities in which they draw from their participation in school instruction and its hegemonic form of linguistic expertise; but also on alternative models of language use found in the media or in social movements. The concept of “governmentalities” in plural points to Foucault’s (1993) idea that, in advanced liberalism, the state willingly withdraws from direct control of forms of expertise and relocates them within a market governed by competition. This means that social actors can engage with different forms of linguistic expertise that vie for legitimacy and allow for the emergence of competing governmentalities of language in which linguistic investments can follow the logics of investment in lifestyles connected to specific forms of body care, nutrition, consumption patterns and/or political patterns. My idea is to explore these issues through the life trajectories of a sample of “new speakers” of Catalan. My database includes 34 people who were interviewed and asked to recount and reflect on their experiences of having learned languages other than their native language and succeeded in using them in ordinary everyday life. Thus, the process of getting “inscribed” in the Catalan-speaking community will be pivotal in the argument; but it will often be put in the context of the inscription in other linguistic communities, as most interviewees will be multilingual. Through the accounts analyzed I will map out how social actors develop ideas about the types of speakers they should become, may (not) become, have (not) become or can (not) become, and what meanings they assign to the different forms and models of speakerness at their disposal. I intend to direct my gaze towards the process through which new speakers inscribe the development of their repertoire within wider investments in lifestyles and meanings about their own social positions. Through this analysis, I hope to also make visible how access to symbolic and socioeconomic capital is bound up with these processes, albeit masked within a neoliberal frame that constructs key aspects in terms of “choice”. As I seek to disentangle processes that can be framed in terms of either agency or power (or as actual entanglements between the two), I also intend to point at the delicate reflexivity of the research process itself, given that the very discourse used by the interview participants derives from the linguistics tradition broadly understood, and is inscribed in the participation of linguistics in the governmental management of language in the public space and in the economy.


Healthcare, language and the making of responsible patients
Beatriz Lorente (University of Basel; University of Fribourg) and Sebastian Muth (University of Fribourg)

This paper examines how within the perspective of rising healthcare costs, the liberalization of healthcare markets and commodification of health, healthcare and health literacy are emerging as sites for producing, socializing and integrating migrant patients. Such a relationship between health, language and integration is, for example, emphasized in the Migration and Public Health program of the Federal Office for Public Health (FOPH) of Switzerland. In general, good health and health literacy are portrayed as essential elements for integration into Swiss society, and language skills in the local languages are considered to be crucial not just for adjusting to the health care system but especially, for developing “health competence” or “self-competence in health issues”. The FOPH envisions self-responsible and independent migrants who not only have the sufficient language skills to navigate the Swiss health care system on their own but who also have the appropriate health literacy to lead healthy lifestyles. This image of an effectively healthy and self-reliant patient who speaks a local language connects to the anticipation of further liberalization of the Swiss healthcare system, making it fit to face the challenges ahead while keeping costs affordable.

Over the past twenty years, the discursive space in linguistic anthropology has been saturated with a weak version of the notion of ideology. While ideologies can be many things, they tend to stand for sets of ideas which, somehow, make people do things in the world. As a result, a focus on ideologies of language tends to divert attention from the very substance of power as pervading social action as pointed out by Foucault in his History of Sexuality (1978). On the contrary, a focus on regularization, or governmentality, entails a close attention to the ethnographic event, the locus where the conduct of conduct, to paraphrase Foucault, is to be observed. Our paper thus proposes to understand how a focus on regularization can help us trace the series of apparently minute actions which contribute to shaping the fields in which language—and its (non)mobilisation by new speakers—comes to be meaningful (see Champagne 2013, for an extended version of Bourdieu’s seminar on the notion of field). Far from postulating pre-existing fields, however, we argue that these fields are the products of everyday actions, rather than their presiding generator. More specifically, in this paper we wish to understand how language is constituted as a resource (or not) and (un)invested with value—and how this value circulates— in two closely related national contexts, Ireland and Scotland, at very contrasting moments. In the first part of our presentation we will seek to understand the ways in which the everyday (re)making of official linguistic boundaries in the Republic of Ireland articulates with the possibilities for converting Irish as a linguistic resource into economic capital in areas located outside these boundaries. Since the 1920s, the Irish state has defined certain geographically delimited regions as Irish speaking and thus subject to a policy of linguistic maintenance rather than revitalisation. Largely as a result of this strategy, these areas, known as Gaeltacht, have traditionally been construed as the repository of Ireland’s linguistic and cultural heritage and as the home of the ‘authentic’ native speakers of Irish (Ó Ríogáin 1997). Focusing on attempts to promote the Irish language as a financially advantageous resource for the private sector beyond these areas, this presentation will focus on how language activists and business owners in two urban areas negotiate the commercial value of Irish in relation to the Gaeltacht boundaries. This situation appears in stark contrast to the choice of learned Shetlanders after World War 2 to not give the local vernacular a similar form of value, and to sacrifice the language-making potential of the said vernacular in favour of what was thought of then as economic development. This section will propose an understanding of how value was diverted from the local indexical potential of the vernacular to universalistic ideas, through an analysis of key issues in the New Shetlander, a political and economic quarterly launched in
1947—with a focus on the 1940s and 1950s. This historical ethnographic endeavour will also draw on other types of archival material consulted at the Shetland Archives in Lerwick.

**Activating new speakers**

*Alfonso Del Percio (University of Oslo) and Sarah Van Hoof (Ghent University)*

Foreign laborers and especially the so-called unskilled or low-skilled segment of this population are affected strongly by the sharp increase in unemployment caused by the current crisis of capitalism, and in many countries more so than native residents. Migrants’ vulnerability on the labor market is often claimed to be due to their insufficient knowledge of the national or local language, as well as to their difficulties to adapt to a work habitus that is presumably shared in their host societies. These new speakers are therefore a prime target of the politics of activation that has been central to labor market policies in many western states. Such techniques of government, deployed by local employment agencies and other state actors supporting these individuals’ professional (re)integration, often take the shape of trainings and course programs, designed to equip migrants with a set of communicative skills and norms of professional conducts that, once internalized and automatized, are supposed to help them raise their employability in a changing labor market. This, however, is predicated on and reproduces the illusion that social mobility and professional integration are a choice and dependent on individual motivation, perseverance, self-regulation and self-investment.

This paper draws on ethnographic research into activation practices conducted in two major urban centers in Italy and Belgium, two countries that are going through a intense phase of economic restructuration and have witnessed a rise in unemployment and impoverishment of the “unskilled” labor population. We documented the challenges encountered by both the employment agencies organizing the activation schemes and the unemployed migrants that are being activated, in order to shed light on the role of language in the professional (re)integration process. This paper will focus, first, on the contours of the ideal linguistic and communicative self that participants in activation programs are trained to internalize. Second, we will analyze whether and how these programs leave room for maneuvering for participants, who may internalize these forms of conduct but may also develop strategies to resist and challenge the disciplining of their bodies, and discuss the cost that this resistance comes with for the migrants. Third, by asking under which conditions laborers are able to convert the acquired knowledge into employment or other forms of capital and recognition, we will try to uncover the mechanisms that determine whether or not one can capitalize on the acquired modes of self-government.

**Discussion**

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