

Report prepared by Alejandro Dayan-Fernandez

Opening Remarks

Introduced by Clara Keating with the participation of the ACTION CHAIRS: Bernadette O'Rourke and Joan Pujolar as well as Miguel (Didn't catch the surname) and José Pedro Paiva.

All participants referred to the conference as a platform to facilitate dialogue about multilingualism and language diversity between researchers, practitioners, and stakeholders.

Bernadette O'Rourke remarks multilingualism and language as a way to access education, labour market, as a sign of identity, and even part of the EU identity building process, etc. Issues around these subjects reveal inequalities founded on the way people speak that are constraining their potential for social mobility.

This final conference was stakeholder orientated, as co-producers of knowledge, in order for them to interact with the research that has been taken place over the past 4 years.

It is also emphasised the importance of bringing this knowledge out of academia through artistic projects.

Joan Pujolar reminds the audience that we judge people by the way they speak, sometimes obliviously. Newspapers question the foundations of our societies, shaking the pillars of legitimacy. He emphasises that social issues cannot be measured as with other 'sciences', that this requires negotiations with all actors involved in the language world, hence the importance of stakeholders.

1. Keynote 1 (Collin Williams by Katherine Jones) – Popinjays, Pragmatism and Policy: A Newspeaker Triptych

Maite Puidevall introduces the speaker. As Collin Williams cannot be present so Katherine Jones does the presentation for him. The main points made by Colling and presented by Jones about the research done and where to go from here were:

- Research won't go far unless we are open to interact and dialogue with other actors involved in this: newspeakers / policy makers / researchers. The categories overlap at times. He points out to the importance of going forward with this type of projects in a programmatic way, filtering through mainstream discourse, seen as part of the response to grow linguistic diversity.
- Policy needs to be analysed with the intend of influencing policy makers. To be politically savvy in what we do.
- Having a clear focus on how it's done: Asking questions that create narratives; Research must be honest, edifying and relevant, not propagandistic; Newspapers as souls and not just numbers; Newspapers: represent added value, diversity and also challenges (e.g.: it's an unknown commodity, unknown resources needed, and the consequent costs...); Be aware that newspeakers are capable of political manipulation; Researcher cannot be neither naïve not simplistic in their interpretation and policy recommendations.

- Methodologically: theories are not well developed; they must be well-proven following ethnographic, educational and policy management traditions; ask ourselves how to find key concepts and enquiries; establish evaluative measures to determine the effectiveness of our approaches and interventions.
- Relevance, scale and intimacy: ask ourselves whether this research is more useful for minority rather than hegemonic language contexts; or whether we are over-exaggerating the relevance of newspeakers to the vitality of minoritized groups as they are vulnerable (potentially education systems should bear more weight on the revitalisation process); who are newspeakers in reality? (e.g.: example of the Prince of Wales who spent a term learning Welsh but most people would not consider him as a newspeaker). Bernadette O'Rourke asks whether he would consider himself as a newspeaker. John Walsh talks about the importance of the actual context of the speaker.
- Language is not an end: language is necessary but not sufficient for interaction; new opportunities for newspeakers to be explored; newspeakers as passive participants; a place where you place energy and resources; provision of public sector resources has been looked at but not so much on the role of the private and the voluntary sectors, particularly in terms of outcomes.
- Sources of evidence: there is limited reference to newspeakers in language policy; it's mostly indirect; we need to engage with people who think of newspeakers differently; the purpose being affecting the interpretation of discourse.
- Integrative threads: what do we need to emphasise?; is there a universal need to newspeaker as a single category?; or disaggregate the phenomenon into particular needs? If so, how?
- Relevance of newspeakers to most situations: does the concept travel equally across cultures and polities?; is the minority context biased for newspeakers within the COST network?, what lessons can be learned from hegemonic contexts?; is the hegemonic/subordinate axis still functional?
- Scales and hierarchy: in terms of LPP, we need to look at other scales, local level – localised bilingual education, community development; Private sector; newspeakism to navigate into mainstream economy.
- Educational implications: understand how minority language is accessed through the hegemonic languages and that newspeakers do not necessarily have the linguistic skills to cope with both languages and also understand hegemonic teaching in relation to the above.
- Safe spaces, opportunities, usage: "so what" questions for newspeakers – apply language skills in a meaningful way; Canolfan Gymraeg example; physical representation of 'mudes' as an opportunity to socialise, integrate, develop confidence, etc.; impacted on policy; community bottom-up initiatives can be diluted by govern.
- Migrants: Costs and benefits: public costs – defending the need for it; social-psychological costs for migrants and the implication of not adjusting to the language context, some courses are symbolic rather than integrative.
- Inhabitants, residents, citizens: 'successful' newspeakers? Quality of life, factors, etc.; how does ownership of language shape up and to what extent newspeakers are allowed in?
- Right expectations and resources: climate of reduced funding, ICT applications both edifying and politically useful as governmental authorities; double bind to this, suffer lack of proficiency of ICT.
- Experience and evaluations: people lived experiences; different trajectories; ethnographic methods to be emphasised; trigger factors to motivate, demotivate: curriculum, resources,

teaching, etc.; policy implications for how to address these issues in a non-linguistic and largely societal sense. The primacy of outcomes not just outputs.

- Impact of the regulatory State: Increased regulation, more robust language testing regimes, what does it tell us about the future prospects of new speakers?; role of the law, the legal regime?; do we have examples of prohibitions on new speakers and what's the ideology behind?
- Engagement and impact on Policy: is it robust enough to be adopted in policy formulation?; should our recommendations be based on new speakers or just an aspect of wider recommendations?; within a continuum of policy, what are the needs and remedial actions?; salience of multilevel policy implementation: institutional, health-care, etc.
- Policy Conviction: notional assent or real assent? (Newman 1852) – in relation to the best interest of new speakers; mere signification of conviction for policy-making?; how can we create a legitimisation of positive feelings toward new speakers as well as evidence of their needs? The hegemonic majority is key to the overall process and their views should be factored into policy-formulation, if not all determining. Emphasising that whatever area we are researching is to make changes/impact to the current policies.
- Fallibilism – what do we not know!: weaknesses; learning process, it has to be fought for
- Future work: clearly state where we are going; stakeholders and agencies that would benefit from this.
- Glimpsed and the possible: what will happen to the network, how do we take this further?; how do we engage new speakers themselves to take some ownership of the policy-influencing process.
- Do New Speakers require New Speech?: A new way of thinking about this?

Essential to take into account: Evidence / Policy / Outcome

2. Local panel 13 | *Language diversity in Portugal: policies and practices* | PTG / Coordinator: Olga Solovova & Ana Raquel Matias

Participants:

- Olga Solovova, Centre for Social Studies, University of Coimbra
- Ana Raquel Matias, Centre for Social Studies, University of Coimbra; Centre for Research and Studies in Sociology (CIES-IUL, ISCTE-IUL)
- Margarita Maria Correia Ferreira, Faculdade de Letras da Universidade de Lisboa, CELGA-ILTEC (UC)
- Julia Prikhodko, Russian/English language teacher, Associação Centro Intercultural “Espaço Vivo”
- Fernanda Asseiceira, President of Alcanena City Council, Minde
- José Pedro Ferreira, CELGA/ILTEC, UC
- Tiago Machete, Teacher of Portuguese and Portuguese Non-Native Language (PLNM) at public schools, member of 1st external evaluation commission on PLNM in Basic and Secondary Education

This panel is the first time new speakers are spoken about in Portugal. Portugal as a multilingual society is a recent notion. It's getting more critical approaches. Mutual learning to avoid losing the language richness in Portugal.

Questions:

- How research can impact the experiences of speakers of languages in minoritized positions?
- How a perspective of knowledge and multilingual repertoires focused in the NS reassess its competences and structures to adapt to new linguistic spaces, complex and overlapping.
- How to integrate a multicultural perspective to not lose the experiences of those speakers.

2 aspects for the panels:

- Language policies
- Recognition/acknowledgement dynamics and identity spaces

Margarita Maria Correia Ferreira: Portuguese and its variations at national level. Portuguese as a polycentric language, spoken in different states and that has different norms. CPLP (Community of Portuguese Language Countries) – an organisation whose foundations are based on the Portuguese language and went beyond that after. Two norms recognised: Portuguese and Brazilian. 8 countries that are part of CPLP. In each of those countries Portuguese cohabites with many other languages, both on the street and in the educational systems. In the last decade, there is a change on how we see the Portuguese language, who are the owners of the Portuguese language are, etc.

Personal account: she started teaching at primary education, there was no notion of the CPLP and other norms, even the Brazilian one. Had students who came from different countries that were ex-colonies and were meant to speak Portuguese, however they were educated in other languages and the education system didn't provide support for that reality.

Today people are aware of these questions. However, "who is the owner of the language?" is still relevant as it is not quite clear. There is a cleavage between the government view and the people on the Portuguese language. For the government, the management of the Portuguese language must be shared. Some projects in this sense are for example: The orthographic norm agreement is part of this view. The lexicon from those Portuguese speaking countries was created by themselves, for some of them it was the first time they did that.; there have been joined projects on the varieties of the Portuguese language; also joint language teaching methodologies.

It is necessary that society acknowledges that there are other types of Portuguese and this must also be acknowledged at institutional level.

Students from other Portuguese speaking countries are sometimes downgraded because they write in other varieties other than the continental Portuguese one. Even at thesis level.

Tiago Machete: he had a negative experience in 2005 with a Chinese student where he felt frustrated of realising he not trained to teach Portuguese to speakers of other languages, namely those from further linguistic realities. He then did a Masters to specialise in Portuguese as a foreign language.

He is also a newspeaker, he is a newspeaker in the context in which he works. He talked about the importance of the *lingua não-materna* (non-native language). This concept includes also Portuguese speakers from other varieties who have Portuguese as a second language. Although the Portuguese people had long been more known for emigration rather than immigration. After the infamous 25 April 1974, things changed a lot. Immigration started to come in significant numbers.

Only in 2001 a reference was made in the legislation to the *lingua não-materna* teaching and then in 2006 legislation started to be more explicit. This is the result of a new reality that the Portuguese society was confronted with. Those who came from other Portuguese speaking countries were understood to 'speak Portuguese' but not to the extend it was expected in Portugal.

Those students are now legally protected. However, there is a gap between the legality and what happens in practice. The issue is that staff are not properly trained to cope with this type of students.

He outlined some methodologies to carry out so this type of teaching is undertaken appropriately.

Obstacles:

Implementation of the *lingua não-materna* exam on language assessment. The type of exam does not include all 4 skills. The exam is unidimensional.

The law establishes that the teachers must do an assessment on whether the students are progressing. 96% of teaching staff with these students are not trained to carry out this type of teaching. As they are not trained, they are not capable of assessing them accordingly.

There is also a lack of programme for this type of teaching. The current one seems to be sloppy. "Secondary" programme used for other levels irresponsibly, which is a serious problem.

The most important problem for him is the lack of training of the teaching staff. Teachers must pay for their own training; the government has not provided cover for the costs of the training. He made some suggestions for improvement and areas to address:

1. If teaching staff is not prepped or/and are not enough in numbers, then modify the type of learning platforms.
2. Schools are not being able to recruit people with this training. "Bureaucratic" obstacles are constraining the recruitment of people who are potentially trained to teach this. This needs to be more flexible and a whole new approach to be implemented.
3. The criteria applied to classify students in this respect are not accurate, as some use "nationality" as a category which at times may be irrelevant.
4. Students of other countries seem to fail in bigger numbers than those who are from Portugal.

Fernanda Asseiceira: talks about the Minderico language. Native to the area of Riba Teijo (Conselho de Alcanena (civil parish of Minde) – industrial component quite important. Textile industry). The lowest unemployment rates of the country.

They have a language centre that studies this language.

How did the language come about? It was created out of the necessity of the traders to negotiate among themselves, to negotiate in their own particular way. The famous "Mantas de Minde" is one of the many businesses that happened around this linguistic context.

The council supports the language and implement educational programmes to foster it among the youngest generations. Traditionally, it's was only old speakers who would speak it.

The head of the council left a message which is summarised as follows: mid of last century the language was thrown out but out of the policies that have been taken, the council has managed to revitalise the language. New technologies and new platforms to learn the language have been created and have rendered the language more attractive. New generations of the area are now able to communicate among themselves in the language. The revitalisation process has hugely relied on the council's attempts to preserve the identity and idiosyncrasies of the language. The educational system has also helped greatly to keep it alive and the council is determined to provide the support necessary for the future. The value of having a cultural particularity adds up to the value of the language itself.

José Pedro Ferreira – the “mirandes”: comes from the Leonese varieties. The language was kept in the diaspora mainly and also in contexts of diglossia with Portuguese.

19th Century – written form is shaped after centuries of invisibility, being relegated to family contexts, and forbidden in the public sphere.

Normalization initiatives (operated by academics and local representatives) were eventually recognised by the Portuguese state within a law that gave a certain status of officiality. This had a significant impact for the Mirandes speakers.

It was at that time that Portugal acknowledged itself as a “multilingual” country as opposed to the “monolingual” approach it had traditional held.

The teaching of Mirandes is one hour per week, it's optional and depends on a very difficult bureaucratic process for the school to be able to recruit a Mirandes teacher. Usually, there are delays, Mirandes teachers live out a precarious situation as a result.

Portugal affirms itself as a multilingual state but it acts as a monolingual one. The Mirandes still is pretty much invisible.

Portugal has not signed and/or ratified the Charter of Regional and Minority Languages.

The speaker talks about some of the initiatives to revitalise the language that have taken place and its, sometimes, conflictual results and some of the challenges ahead:

- Translation initiatives of Mirandes speakers who moved to Lisboa, increasing its presence in the media.
- Standardisation: norm wars. Virtual communication has allowed for a group of speakers to produce a “norm”.
- This language then was considered as the “language of the doctors” – somehow illegitimate or strange for those who spoke it in the native communities.
- Issues of legitimacy and self-esteem.
- There is not network set up for an effective teaching of the Mirandes.
- The new government seems to be more prone to tackle the issues that Mirandes speakers have suffered so far.

Solutions: spaces of dialogue between the stakeholders who take part in the fostering of the language that would allow to set up a system that effectively works.

Julia Prikhodko – Russian. New Speaker of Portuguese. Worked in Timor Leste teaching EFL. She now works in Coimbra. She is a member of the Associação Centro Intercultural – Espaço vivo. This presentation has to do with the association.

Since 2007 functioning in Coimbra as a hub for intercultural dialogue.

Some projects: Foreign literature in Russian language (2013), “Family day” mixing Portuguese families and Slavic families, traditional festivities of Russia (they gather around 200/300 people), the objective is to establish a Russian School in Coimbra (it has now 25 students according to their language skills and age).

The role of the Russian School is to develop the students’ bilingualism, valorising languages and its varieties. Also, the possibility for students to opt for their mother tongues or others. Family is considered to have a primordial role educationally in this context. The collaboration between family and school is not always fruitful. Language barriers can limit communication. This school provides a bridge between the Slavic diasporic communities and the Portuguese institutional network.

The schools depend mainly on the civil society and volunteering basis. They are trying to get official protocols and more institutional support.

Olga Solovova – the idea of norm is a utopian one. Nobody speaks the norm. It is within the institutional context that the norm is passed on. The norm is a political project that benefits certain elites. It is usually a centralised project. There is a big gap between the government’s policies and the communities that speak the languages. The policies are thought out from the centre instead of made by the communities themselves. Questioning these dynamics has to do social justice. Technologies are a great tool to bring the language of the “old” to the “new” ones. Language and speaking forms are commodified. Important to recreate these spaces for the “minority” languages.

Dr Veiga – reiterates the conflictual tensions between the traditional speakers and the new ones, within the traditional communities this kind of tensions are palpable.

Someone from the public asks why the Portuguese government has not signed/ratified the European Charter for Regional and Minority Languages. The conclusion is that the previous government “could not care less” but the new government has expressed their intention to do so ASAP.

Someone from the public brings up other ways of understanding the teaching of Portuguese in Brazil as an “additional” language as opposed to the non-native language discussed earlier and questions the potentialities of the concepts that are being used.

Stakeholders’ interests as reflected in the Evaluation Forms relate to the rethinking of Portuguese as non-native language and how the concept is used and the policy implications. They found interesting opening up a debate about language diversity in Portugal, something that was long due. One of the stakeholders thought that the panel made him reconsider its own conception of “language norm” and that the conclusions of the panel and the conference should be disseminated to a wider audience. Most stakeholders mentioned the importance of having a platform where the experiences of different language contexts are shared and all actors involved can benefit from getting to know each other’s perspective.

3. Local panel 14 | *Linguistic diversity in Portugal: Speakers, Knowledge and Dynamics* | PTG Coordinators: Clara Keating & Vera Ferreira | Discussant: Cristina Martins, CELGA/ILTEC, UC

- Clara Keating, Centre for Social Studies, University of Coimbra
- Vera Ferreira, CIDLeS - Interdisciplinary Centre for Social and Language Documentation
- Maria Victoria Navas, Universidad Complutense de Madrid
- Ana Josefa Cardoso, CLUNL- Centro de Linguística da Universidade Nova de Lisboa | Bilingual teacher of Cape Verdean Creole (CVC) and Portuguese; CVC teacher, teacher training Portuguese as a Foreign Language
- Hugo Cardoso, CLUL - Centro de Linguística da Universidade de Lisboa
- Graça Santos, Département d'Études Lusophones, Université de Paris Ouest-Nanterre

Multilingual perspective in all senses. How those perspectives allow to identify those profiles / quotidian life and its spaces.

Ana Josefa Cardoso - New speakers in a multilingual Europe: Speakers, knowledge and dynamics

Cape Verdean born. Teaches PT. Life experience well different between Cape and being a migrant in Portugal. 40 years in Portugal. She went to school just for a year, her mother tongue was different to PT. Going to school is remembered as a hostile environment but has barely any memories of that year in Cape. Children are exposed to a test of resistance to tolerate that situation.

When she came to Portugal, she couldn't speak PT well.

Her first teacher had notions of interculturality that were not spoken about at that time. Her teacher came from Alentejo that although it's part of Portugal, she felt as an outsider as well.

At home, parents spoke "Criolo" and learn PT outside. At 14, she became really interested in her mother tongue when her father brought her a book written in Cape Verdean language and she then, at school, she recited a poem in Cape Verdean and it was the first manifestation of her later advocacy.

She studied a "licenciatura" in PT. She then realised the difficulty and the prejudices that existed in PT about people of Cape Verdean origin. She had to go the extra mile to be accredited fully as a teacher.

Cape Verdean was at that point the biggest migrant community in Portugal and therefore the language mostly spoken apart from PT was Cape Verdean.

Cape Verdean was introduced sporadically in some schools, one hour per week.

Some Cape Verdean projects took 3 years.

Maria Vitoria Novas – Barranquenho language – Barrancos.

First case of a language that is come out of a hybrid language situation. Mixed language called.

It's only an oral language. Children found out that what they spoke a different variety.

Movimento do povo barranquenho – organisation that supports the fostering of the language.

2008 – World heritage of council level interest.

There were talks on how to standardise the language but never went ahead.

It is in a difficult situation.

There was a conference on all the aspects that have to do with the development of the language.

There are two surveys 1990 & 2014 about perception of the language against ES and PT. The attitude is negative on either case. Women have even a more negative attitude towards the language than men.

The community seems to only want the language to be reduced to the oral format.

Graça Santos – Multilingualism (contraband language)

Skype intervention – very difficult to follow. Some content will be missed.;

Migrants of Magrebian origin are not visible and are not opinionated. Generation of youngsters that were not easily assimilated. Generations even born in France who are not considered as fully FR citizens.

This theatre company was the first to establish a linguistic rapport FR-PT to vindicate a respectful vision about these communities.

They use gestural techniques to represent the tensions that tell about the experiences of these communities. These representations show conflictual attitudes of these migrants' communities in their use of FR with different hierarchal contexts, etc.

(Parfums de Lisbonne – website). Poems of Mario Sacarnero? (the transition from one language to the other).

Hugo Cardoso – PT of Sri Lanka: transformation, decline and preservation

Project of Endangered Languages Programme (to be looked up).

Collecting opinions of people about their own language. In Sri PT is considered a creole. S. XVI – expansion of PT over the area.

Text analysed show many occurrences of mentioning the “corruption” of the language (typical of the narrative on Indo-Portuguese Creole).

The colonial history of the area had few influences: PT, DT, GB and then independent in 1948.

There is a relatively strong written and literary tradition.

Multilingualism and “convergence”

Convergence linked to an extensive and intensive bi or multilingualism in the context of language maintenance...The speaker presents grammatical and lexical evidence of this convergence.

Convergence does also happen in the context of other languages of the area. Structurally the languages are in an advanced level of convergence.

The decline and preservation of PT: Communities of language L1 – there used to be 2 (burghers – Euro-Asian) and kaffirs (afro-descent), but only the burghers are the ones remaining the prestige spectrum, linked to a more urban profile.

Conflictual experiences of the PT speakers, not being able to use the language in certain domains and also the constraints in the labour market, etc.

4. Panel 7 | *New speakers and the future of the Galician Media*

Coordinator: Anik Nandi

- Bernadette O'Rourke, Heriot-Watt University

- Anik Nandi, Heriot-Watt University
- Xurxo Salgado, Director of Galicia Confidencial, a crowd funded online Galician newspaper and lecturer of Cyber-journalism at the Univ. of Santiago de Compostela
- Ubaldo Cerqueiro, Director of Que Pasa na Costa, another online Galician newspaper and Vice President of Asociación de Medios en Galego (AMEGA)
- Valentín García, General Secretary of LPP of the Galician Government

The panel starts with a sociolinguistic overview of Galicia/Galician. Spanish being the language of prestige in terms of symbolic capital. LPP stated to have remained mostly “anodyne”.

Newspeakers profile as outcomes of the language revitalisation strategies: Brought up speaking Spanish but at some stage switch to Galician.

Newspeakers as counter-elites: Grassroots level actors and members of civil society. Educated Galician demographics – discourses of resistance to hegemonic ideologies. Crowdfunded Galician newspapers as a case study for these processes. Some questions as follows: Does the Galician government promote newspeakerness? What are the challenges faced by Galician media and what is the role of Galician in the media?

Bernadette O'Rourke – Newspeakers in Contemporary GA

The term used in the Galician context is *neofalante*. The network came about on the notion of newspeaker borrowed from the Basque and the GA context and has then been adapted to a new level.

Bernie came in contact with Galician when she was a “lectora” at the University of Coruña. She came in as a Spanish speaker and then gradually became more in contact with Galician (namely through music networks), and found similarities with Irish.

Neofalante as a different kind of speaker: some acquired Galician outside of the home / became Galician speakers / were Galician “converts” – this was essentially the neofalante profile.

Case study of Alexandra whose parents spoke Galician among themselves but spoke to her in ES and as a teenager she switched to Galician, the so-called process of *muda*. The speaker realised it was not “normal” the situation Galician was found in.

These perceptions and attitudes reveal issues around ownership/legitimacy, unintended consequences politically.

40 years of legal status / co-official / inclusion in the main institutional network.

Educational system has produced “new learners”: increased ability, sociolinguistic awareness, ideological change.

Consequences of language policy:

IDEOLOGIES	PRACTICES
Resistance	Receptive bilingualism
Acceptance	Active bilingualism
Commitment	New-speaker

When does the muda happen? Adolescence, university, job, family.

How do they speak?: Standard Galician but aspire to speak as Galician speakers, general perception of “speaking badly”, they call this “castrapo”.

Where do they speak? GA speakers can speak anywhere / have bilingual conversations / Galician speaking spaces: social centres (centros sociais), etc. as ‘safe spaces’.

Urban speakers tend to go to these “safe spaces”.

Unsafe spaces would be, for instance, the labour market – Galician people having to ask themselves the question on whether to write their CV in GA or ES?

What could policy do to provide support for schools, universities? What new spaces/grassroot initiatives can be supported?

Ubaldo Cerqueira: His journey from being a Spanish speaker to directing a Galician newspaper in Galician. For him, there are still 2 Galicias: the rural and the urban.

He was born in A Coruña in a highly Spanish speaking context. The use of the term “O castrapo”, he thinks, is just a manifestation of an embedded sense of self-hatred in Galician society. His grandmother spoke to him in Spanish (tried to). (Mentions the prejudices about “castrapo”, perhaps to be questioned, part of this self-hating context in Galicia).

The education system was in Spanish as well until High School where a Galician teacher showed them a different perspective, getting to know new places.

At 20, he turned neofalante. A group of mates decided to all switch to Galician. They tried to use the standard variety. Speaking Galician in the urban areas is associated to “nationalism”.

He was an Erasmus in Poland. He then returned to Corcubión and created the newspaper. He found more cultural referents in Poland than with his friends in Corcubión.

Evolution of Galician in his area – shown stats on the Costa da Morte where clearly Galician only survives in the rural area. Also bilingualism is high but there might be a diglossia bias, he said. He stated that diglossia is still well alive in Galicia.

Register & Closeness – he modified his way of speaking for the purpose of engaging with other speakers. There are some registers that have a certain function and get closer to people.

QPC, his journal – started in 2007 (there was a media gap in the area – bringing the local media up to live. Really important the local component). It was evident for him that it needed to be published in Galician. They have 25,000 users. Regional vision/hyperlocal information/citizen information.

Galician media is mostly in Spanish and the government finances them (to be explained further) with a barely symbolic use of Galician on very few occasions.

Goals of AMEGA (association for Galician Media in Galician) – social awareness of Galician media, equality of conditions, etc.

Valentin Garcia Gomez: will speak about the media and its role in society and more particularly around newspeakers.

The rural/urban cleavage continues to be relevant. He points out the population moves from rural to urban areas. Statistics provided: 51% (speaker always in GA + more GA than ES) / 47.9% (always in ES + more ES than GA). He points out to the importance of language literacy in GA and the ability to read in GA as an improvement attained during the last decades of language policy.

He talks about how plural the media is... "La Voz de Galicia" as the main newspaper.

201.342 euros in aids (through a tender) to GA media (31.000 to Sermos Galiza).

Positive: newspeakers have increased / transmitting the language to the new generations / good promoters.

Negative: They are faced with prejudices / quality of the language / motivation low.

Need to be supported by the public administrations.

Youth as the future of the language so important that we think of ways to make youngsters appealed by the language.

He was born in a rural area that was fully in Galician. According to him language habits have not changed and still is a place where Galician predominates.

He lists some initiatives that the current government has put in place:

- Government of Galicia-approved initiative at the request of PP
- Promotion Plan of Galician language among young people
- E.g. sports, prestigious people, etc.

Case of "Espello Deportivo" – Chano Rodriguez. Tried to link sport prestige with Galician. Chano being from Andalucia became a newspeaker (passing on this idea that Galician has no link to social status and any type of potentiality).

These cases are shown to youngsters to bring about positive cases of new GA speakers.

He thinks that a monolingual society is no longer possible in the world we live in.

Xurxo Salgado: Director of a Galician media (Galicia Confidencial). He teaches at the University of Compostela. He says that 80% of the students are ES speakers. When he was young the percentage was 30%.

Mass Media – Use of GA.

- 30 years ago, 60% of GA speakers, now only 45%.
- No big newspaper in GA.
- Only 2% reads in Galician.
- Most Galician newspapers ideologically attached to the elites of the main cities in Galicia. All published in Spanish.
- He thinks that Galicia is still a regionalist country with little sense of unity for the big picture of things ("minifundismo"- metaphor that refers to the smallholding practices that traditional in rural Galicia and that can be extrapolated to the political and ideological arena).
- All Media shown (except two) publish in Spanish.

Galician Media and newspeakers:

- 2014 poll at his online newspaper: 11.3% newspeakers / 43% stated the importance of Galician TVG media / bad quality of written Galician.
- The situation today is very similar the situation of the 80s.
- TVG / RG: public media, all in Galician as they are bound to by the law.
- Galician language – still managed to create some relatively big digital newspeakers.

- Most read newspaper is “La Voz de Galicia”.

Big media crisis: 2007-2013. When the crisis broke out some of the Galician media were erased (some belonged to big Spanish orientated media as inferior branches of them – Galician media was disposed of first).

2013 – rebirth of Galician media.

TV

Around 20 channels in Spanish except for TVE1 that broadcasts 15 min in Galician. Only 2 Galician autonomic channels.

TVG (Galician TV) gets a rather engaging audience that still manages to compete with the other 20 channels.

Fraga was a Francoist Minister that then turned “autonomist”. Xurxo says that Fraga’s government did more for Galician than the current government. He points to the case of “Xabarin Club” ~ (TV platform with cartoons and entertainment programmes for children all in Galician) as an amazing platform to bring about more Galician speakers and more newscasters.

Although Galicia does not have big mainstream media in Galician, the language holds 37th place on language use on the Internet. Relatively high on Twitter, even ahead of Catalan at times which is huge for a language with the number of speakers of Galician.

New statistics: 280.000 speakers have been lost.

Social responsibility: there is no true interest from the institutional network for supporting the Galician language. The director of La Voz de Galicia says that they do not launch a newspaper in Galician because the people prefer to read in Spanish.

Institutional responsibilities

1.6 million of Euros (last year) were given to media platforms in Galicia that publish mostly in Spanish but write a few articles in Galician (they only need to publish 8% in Galician). Valentin forgot to mention this when he talked about the funding that Galician speaking media receive...

Presence of the Galician language in the media

Derisory percentage of media fully written in Galician (barely 6% which includes linguistically mixed articles).

Articles written in Galician are always related to: the sea, agriculture, local news, opinion, culture.

However, those in Spanish are primarily linked to the economy, sports, etc. the important subjects, says Xurxo. This year the Galician government will give 17 million to the media that writes in Spanish.

Net analysis – minoritized languages are in disadvantage.

There are interesting crowdfunding projects to collect money to support the Galician media in Galician.

Conclusions: interdialogue between bottom-up / top-down resources.

New speaker language diversity is a positive public good but newspeakers require additional resources.

Dependant on strong political leadership (to overcome opposition to the projects).

Integration language policy initiatives at all levels.

Language awareness training for public servants and teachers – specific and domain dependant.

Joan Pujolar – mentions an MA thesis on GA use and identity on the “Celta” (football team) forums online.

Newspeakers from the audience – asks whether we have knowledge on newspeakers of Spanish in the Galician context (people who were educated in Galician and switched to Spanish at some point), he thinks there are many of those profiles and growing.

La Voz de Galicia – only one article in GA.

Language competence brought about to the discussion (is the low prestige of the language influencing the loss of readers in GA?), also the newspeaker in the audience remarks that his decision to become one was a solitary one as opposed to Ubaldo, one of the speakers, whose friends along with himself decided to switch to Galician collectively.

Valentin went online to show us that the big Galician media have an option to “automatically” translate the articles from Spanish to Galician as a “sign” that they “care” about the language.

Stakeholders seem to agree that this was a great panel for allowing the political level and the grassroots one to have a conversation and exchange that are rarely exposed to each other. Very positive encounter bringing together language policy at governmental level with the counter-elites represented by some Galician media.

5. Documentary: New Speakers in the City | FERNÁNDEZ & RAMOM PICHEL | *Porta para o exterior*

This documentary shows the ‘reintegrationist’ movement in Galicia advocating for the ‘reintegration’ of the Galician language into the Portuguese speaking world attending to linguistic, cultural and historical reasons. This current understands GA as a variety of Portuguese whose orality should be respected as-is but that should merge orthographically with the other lusophone varieties of the common linguistic system, called: “Galician-Portuguese”.

Interesting statistics provided at the beginning: in Galicia, at the beginning of the XX century, 90% of teenagers younger than 14 years old spoke Galician, nowadays it’s only the 13%.

The current language policies are not working, it’s only leading to loss of speakers.

Importance of the value that the Portuguese variety can give to Galician.

The artificial barrier created between Galician and Portuguese. Inexistence of cultural and linguistic contact between the Galician and Portuguese speaking communities hence deepening the difficulty to readily understand each other. The documentary shows that it’s a matter of habit.

The documentary seeks to trigger the questioning of the ideologies behind the “isolationist” movement that controls language policies in Galicia. Whose interests are behind?

Feelings of falling into an artificial construct by those who adopt this vision for the language initially but progressively realise the similarities and a whole new dimension of the Galician language that had been hidden through the institutional network.

6. Keynote 2. (Re)thinking Newspeakerism from a sub-Saharan African Perspective
Cécile B. Vigouroux, Simon Fraser University, BC, Canada

Problematising Eurocentric positionality.

Language and migration – necessary to look at other disciplines: anthropology, sociology, etc.

Migration as most politicised topics, it is a threat to national economies and employment. “Welfare parasites”. Economics orientated talk. Labour economies – why being interested in migration studies?

They have focused on whether migrants take advantage of the welfare systems, most of them have worked on societies with this dimension.

Politics of hosting and guesting

Both host and guest must be articulated at the same time.

What does the figure of the migrant play in sociolinguistics?

Migrant as a classed object indexing a geographical location. Shaped our understanding on the category of thought by the state.

ZA pushes us to rethink those terms and concepts as the categories from the North do not apply to this context.

Shift the lenses of analysis.

80% of African migrants move around the continent. This questions the narrative of the North.

Imbalance in the production of knowledge in global migration. Overrepresentation of South to North migration. Lack of interest in more thorough research. Agencies shaping our understanding of migration conceptions.

Rethinking the colonial/postcolonial relation between sending and receiving countries.

Racial approach to account for social tension.

Revisiting the construction of migrants as challenging nation-states ideologies of monolingualism and sociocultural cohesion, like in the EU.

“Provincializing Europe” – indispensability of European political thought for representation of non-EU political modernity, and yet struggles with the problems of representation that this indispensability invariably creates.

Only patterns are more prevalent in Africa but do not differ too much from other migration settings.

Ethnographic data regarding:

1. Structural adjustment imposed on the economies of migrant countries: collapse of the education system / destabilisation of the labour market / disengagement of the state in providing welfare.

2. Tightening of European migration policies

Challenging analytical categories

- Refugees or not refugees
- Ethnic categories relevant for explaining dynamics of language contacts?
- Migrants patterns of interactions are independent of their administrative status
- Need for linguists to assess the institutional categories empirically rather than being posited priori.

The patterns of interaction of migrants does not differ from those considered refugees (in the ZA context).

Cecile criticises the common idea that refugees' status gives greater opportunities in the host country, but the key aspect to have access to employment and/or other benefits is related to the social capital that the individuals have rather than the legal status that they hold.

Migrants' language acquisition

Multilingual African speakers who learn languages naturalistically and are used to operate in highly multilingual environments tend not to frame the lack of proficiency in the language of their new host environment as a potential barrier to their social or economic adjustment or as a prerequisite for operating in their new sociocultural ecology.

Linguistic ideologies and linguistic habitus – 2 important factors – distinction:

1. The learning a language as you go principle
2. Guided learning (educated migrants – internalised the idea that the language in which they are schooled is an asset for socioeconomic mobility).

Ben – case study. Was told to learn EN to find a job. He challenged that notion as he did find a job without learning EN. This idea is embedded within the migrant community.

The serendipity of language acquisition

Need to reconsider the overwhelming literacy-based perspective to migrants' language in our scholarship.

Serendipity involves speakers proactivity and creativity in transforming any social event or interactional activity into a language learning process.

Methodological implications:

- Documenting migrants' language acquisition through their mobility across social spaces.

Literacy to assess language learning acquisition – measure that may constraint access to certain areas (case of FR).

The FR DELF test was elaborated at request of the ministry of employment. Failure to perform the test may mean termination of a certain migrant status.

In ZA, migrants cannot rely on the institutionalised language capital.

Assumed straightforward correlation between migrants' language competence and their social and economical insertion.

Lack of relevant reliable data in certain parts of the world.

Economics conclusions have been largely embraced by policy makers of the North and by supra-national agencies.

Scientific stamp (considered as unbiased and apolitical) use in language testing in order to regulate populations mobility across nations.

Problem of treating language as human capital

Ideologically – language as an autonomous system whose economic consequences for an individual are to be derived from its intrinsic nature.

Social agents as rational language users/learners – the language they speak as non-indexical, and the labour market in which they operate as gendered, racialised, etc. – “providing they have the ‘right skills’

Questions: correlation between language competence and economic integration, this needs to be reflected on?

Work trajectories: no career plan. Contrast between educated migrants who rationalise their misfortunes as opposed to the migrants with no institutionalised cultural capital / the correlation between language competence and competitiveness on the job market should be analysed as part of language ideologies that have been internalised through the school system / migrants’ perceptions of EN as economic capital go in line with their exposure to the local labour market and the duration of their stay in the host country (from 1 day to 15 years).

Case of FR speakers in ZA whose European language has not value in the labour market, case also for other EU languages.

Important to examine why they decide to not learn other languages from ZA.

Important dimension – ignored:

Acquiring a new lingua franca from one’s homeland in the host country

Congolese migrations in ZA:

1. 1986-1991: Congolese economic elite: highly educated migrants (medical doctors, engineers employed by the former homelands by the apartheid regime).
2. 1991-1993: educated but are marginalised in Cape Town. Their occupational experience and knowledge acquired at home were not transferable to the host formal economy.
3. Since 1994: less affluent and less educated than the earlier migrants. Have developed social and economic skills immediately transferable to ZA.

We don’t share the same definition of what a job is. How do you get on?

Lingala language has got language capital as a result of entrepreneurship of the Congolese migrants with that variety. Acquisition of the language occurs at home. House sharing. Or also acquired at the work place.

This reflects the change of indexicality. Low prestige home, it does index potential socio-economic emancipation in the local jobs market.

Toward an integrative approach

Language in use – continuum of practices along migratory trajectories and not disconnected from previous language practices.

- Emphasizes responses are not constructed independently.
- Possibility of historicising migrants' language practices

Implication: context of migration should be reassessed / rethink the dichotomy home/host.

Refrain from governments constructing a narrative on migration.

Criminalisation of migrants and justifications of the harsh migration policies taken by governments. Tend to create these narratives.

Restructuring the common repertoire of members of the host population in contact with migrants.

The young from Quin. – highly visible. Highly priced dating material. Selling a life style. Women have as a result taken up the learning of Lingala.

Gender and sexuality – role – needs to be paid attention to.

Conclusion:

- Migrants embody complex dimensions of the geopolitical, historical, economical relations between countries.
- No dissociate the migrants too hastily from their agency and depict them as passive experience.
- Our Language practices understating is still partial.
- The case here does not allow for any pan-African generalisations.
- The heterogeneity emerging from the analysis of micro language practices and linguistic Ideologies reminds us to resist hasty and simplistic explanations that claim to be unified accounts of dynamic behaviours that are other.
- Micro scale studies should not let us lose sight of broader time-space scales of language dynamics.

Questions:

The hierarchy of local languages is difficult to establish as there are many variables to take into account.

Transferability of Cecile's work.

Discourse from the North implications for South to South migration and reverse, etc.

Case of Catalan language learning discourse. Rationalising the language learning. (Cecile's reply: in the ZA context, languages are not connected to identity. Some people say that their language tongue X but they don't speak it...There is not emotional attachment to it).

7. Panel 8 | *New speaker subjectivities*

Coordinator: Stuart Dunmore

- Stuart Dunmore, University of Edinburgh
- Nicola Carty, CLAG/University of Glasgow
- Kathleen Reddy, Colaiste na Gàidhlig/Gaelic College, Cape Breton, Nova Scotia
- Facundo Muniain , Kiel University

- Iñigo M. Riobo - New Galician Speaker, University of Santiago de Compostela/ Online Galician Newspaper
- Karolina Rosiak, Adam Mickiewicz University in Poznan
- Anna Rolewska, New Welsh Speaker, Aberystwyth University/Office of Welsh Language Commissioner
- Malgorzata Machowska-Kosciak, Trinity College Dublin/Marino Institute of Education

Some of the interventions on this panel were very difficult to follow as they were on Skype, some content will be then unfortunately missing.

New Gaelic-Speaker identities in Scotland and Nova Scotia, Canada

Nicola Carty, Kathleen Reddy & Stuart Dunmore

Various panel interventions.

How speakers experience their language is the idea of the panel.

Key questions:

- How NS express their identities through their language practices, what identities matter to them?
- How do they perceive the larger language communities they belong to, and does their proficiency influence their self-perception as NS of members of the community?
- In what ways can newspeakers in diasporic contexts contribute to the revitalisation efforts, both within Europe and the Americas?
- How can teachers and practitioners encourage newspeakers identity development in an inclusive manner, that will both support policies to revitalise endangered languages, and promote cultural cohesion?

Stuart Dunmore – Newspeakers of Gaelic, language policy

0.1% growth among under 20 years old. Rise in the Gaelic education. 2016: around 3%

SG aim is to create a secure future for Gaelic in Scotland – through GA medium education – through effects this can have on language in home, community and work. This will boost numbers of newspeakers.

Rationale and previous work – language policy to create newspeakers of Gaelic.

Findings:

Limited use of Gaelic

EN dominating in key domains

In spite of positive attitudes, language ideologies – rationalise limited use.

Nova Scotia – Areas of Gaelic Settlement (2011 Census – 300 mother tongue speakers of GA languages).

Provincial government – office – support language and cultural identity – building community through social and economic contributions.

Identity as GAELS

Reinforce a sense of belonging.

NScotia – Contemporary Revitalisation

Top-down institutional support – Total Immersion Plus model (2004) / Root and Branch Master-apprentice model / 4,000 engage with Gaelic elements / May 2017 (Nova Scotia Gaelic Month)

Newspeakers in Scotland – 2014

Not merely symbolic value but communicative function.

Gaelic community Ethnonym / newspeakers not perceived as homogeneous group / Different linguistic behaviours reported, native speakers as model.

Newspeakers of Gaelic in Scot

Linguistic production variable (divergent from native speakers) / loss of traditional rhotic phonemic distinctions / varying perception of the meaning of GA comm. / accent aims – some speakers' rejection of nat. speakers acc.

Skype intervention – Nicola Carty (very difficult to follow)

Different views on who is the Gaelic community / many newspeakers did not have L1 community as target variety / mixed feelings about interacting with L1 speakers:

Anxiety-provoking / the basic problem with native speakers is that they switch to EN / secret society / native speakers don't know half the words (sense of superiority) (Gaelic seen as inferior at times) / others see natives as supportive, understanding, helpful

CLAG (Carty et al)

Gaelic proficiency Postdoc project – large-scale study of L2 Gaelic profiles / corpus spoken production from 80 adult NS and 15 native / formal linguistic features are observable at different level of communicative ability / develop a framework

Lang. Decline & Gaelic communication: Some optimism in the language living on.

Decline as a self-fulfilling prophecy? Gaels the “vicious circle” and newspeakers role

STUART - Gaelic identity in Nova Scotia

Some had no awareness of being Gaelic until they were adults. (progressively, this is us, this is me) – “my identity is established”.

Distinctions and commonalities? Scot and Nova offer differing visions of the Gaelic culture that appeal to different audiences. Gaelic is a nation-building element in Scotland.

Conclusions: immersion in education (relatively weak use) impact of Gaelic employment on language practices / adult newspeakers motivations. Varying identities.

Kathleen – (not able to follow) (feels welcome amongst natives?? In Nova? – diff. feeling in Scotland?)

Facundo – GA speakers in AR

Extended family language policies of newspeakers parents: the role of minority language-medium schools in autochthonous and diaspora contexts

- Analyse the role of newspeakers parents to Galician-medium heritage schools in diaspora contexts
- Language ideology in management of these parents regarding Galician medium schools as extend of family policy

Family language policy

Explicit and overt decisions parents make about language use and language learning...

FLP can be informal and unplanned, spontaneous..

Allows parents to maintain a connection with their past, bond with their children, and adaption the integrity of the family

Studying how languages are managed, learned and negotiated within families...

Analysis of narratives as a sociolinguistic qualitative tool – Narrative analysis – interviews – with Galician newspeakers

Galician community – multicultural superdiversity

Argentina as monocultural/monolingual mode but rise of different identities are making way for an alternative reformulation of the Republic.

Institutional support for teaching of heritage language – revitalising identity among youngsters

In the case of mixed families, ethic boundaries are diluted

Case of a newspeakers who sent his offspring to the Galician language heritage school – (after the passing of his parents) – emotional choice for its activation and recovery.

Cases of people whose parents didn't speak Galician to them but Galician between them.

2 important elements: Childhood and late stage in life where an identity revitalisation happens (linked to the reformulation of the Argentinian identity as more multicultural). Emotional realisation.

The motivations of parents to leave heritage language to assimilate to the receiving society are clear: for the sake of their children and their future.

Case of a girl who is learning GA in the complementary course offered by the Santiago Apostol School / this experience provides the context in order to activate the link with the heritage language.

The diaspora context shapes a critical perspective about the emotional value of the GA language with which in the autochthonous context is somewhat ignored.

Children who learnt heritage languages at school re-introduce the language into the whole family. Strong positive emotional reactions of the elder members of the community when they see their children-grandchildren are engaged with their cultural identity.

Diaspora context – shape critical perspective about the emotional value of Galician language.

Schools seems to foster the socialization of the children

Bottom-up (Galician medium school)

NS of GA – intervention

Iñigo M. Riobo: Diaspora members have a wider identity gap between Argentinian and Galician identity. Different in the Galician context.

Comes from A Coruna – 2nd biggest city (most people speak ES)

People who move into Coruna switch from Galician to Spanish. (family NS of ES in the Coruna context).

Primary School – socialisation takes place in ES / only place of socialisation / there was only 1 boy who spoke GA / rejection of GA language / First contact: two subjects were taught in ES.

TV as the main element of GA language teaching (Xabarín Clube).

ES speaking influenced by GA lexicon as a results of TV in GA.

Secondary school: Friends and teenage – ES speakers / discovering rural GA / rural VS urban / nationalist identity without speaking a word of GA

University: Diglossia with ES on the top / modules in GA and exams in ES / Starting using GA with those who spoke to him in GA / Rejection of newscasters who are politically motivated “cultural motivated” / Lack of GA-speaking people.

Switched from a nationalist identity to a more cultural identity related to the language.

Post-uni range: disastrous trilingualism / partners – no GA / Thesis – ended up done in ES.

Use of GA language at work / GA lang. with friends / public responsibilities

People who took up GA triggered a context that helped him keep being a GA speaker.

Difficulties / a continuous change / personal identity choice...

Identity, language and motivation among Poles in Ireland and Wales

After joining the EU, some of the Easter countries experienced a considerable increase in out-migration to the UK and Ireland.

Poles in Ireland

Families and children and school contexts – followed for 2 years (holistic vision).

Poles learning Irish in Ireland.

Language as symbol of social group identity

Conflicts between keeping POL and Irish identity. Children as being “imposed” the learning of the Irish language. Economic value of Irish as later on – if they want to go into teaching they would need to know Irish.

Language as investment

(investment in a learner’s own social identity).

Data: Audio recordings and observations conducted in schools and students’ homes.

Strong pressure from the family and school to learn the “majority” language.

Case of a participant who explains how important it was for her to be seen as a native speaker. She told the researcher to not speak in POL to her in the school environment where the research was taken place. She avoided engaging with the Pol community in the area.

Accent as an identity investment

Case of a migrant from Poland who tried really hard to “sound native”...The other people perceived her differently as in her accent was not recognised or acknowledged as Irish, reports of mixtures of different Englishes...

Poles in Wales

Pilot study – 11 participants, semi-structured interviews in POL

Different estimates on the number of Poles in the UK.

18,000 Poles in Wales according to the Migration Observatory 2014.

Migrants communities settled after the war (some people came from areas that before were not part of Poland at the time and then became so).

3 of them had high competence in EN (went to Uni in the UK) and the others had various levels of EN.

Some decided to learn Welsh as well. (Areas where 80% of the population uses POL daily).

Learning Welsh as an identity investment

- Finding a better job
- Rationalising that it made sense because of the amount of time in the country
- Course enrolment
- Also to learn about the culture
- Partners Welsh speakers in some cases triggers motivation
- Expanding social networks
- Difficulty to use Welsh outside of the classroom
- Feelings of inferiority in linguistic terms (potentially not being understood)
- Local accent as a barrier and triggering to switch to EN
- One case, once she became more fluent she moved away from the learner status (learner being categorised as diff. to native speakers, they feel like outsiders?).

Conclusion: English first, Welsh second (recovery By Welsh govern.) / Welsh Adult courses dropping: costs / previous experience of formal learning / methodology / Learners discourse

Case of a NS of Welsh

Barriers in getting fluency / what being a learner means? / frustration communicating (apologising all the time as you start using Welsh – comprehension issues, etc.).

Only felt part of the community once people didn't really realise she was a foreigner (disbelief feeling from natives about outsiders fully mastering the language).

Motivation: sense of having to learn the language of the place (sense of duty).

Considered as an asset. People are very receptive, people like it. People open more.

Work place is in Welsh as well.

Emotional and economic investment and they go hand in hand.

Case of a DT migrant who invested in learning EN and Welsh and within the Brexit context.

John Walsh – worried about the situation of Irish learning; (conflicting views around the investment in Irish language learning among the Poles in Ireland); (~not passing on Irish to the children has huge economic implications as they need it for the labour market).