



THE NEW SPEAKERS NETWORK

**FINAL WHOLE  
ACTION CONFERENCE**

COIMBRA — 2017

## PROGRAMME AND ABSTRACTS

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SEPTEMBER 14-16, 2017

COST Action IS1306 “New Speakers in a Multilingual Europe”

[ces.uc.pt/coimbranewspeakers](http://ces.uc.pt/coimbranewspeakers)

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## Welcome Words

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As Chairs of COST Action on New Speakers in a Multilingual Europe, we wish to welcome participants to our Final Whole Action Conference here in Coimbra, Portugal. Since the Action began in 2013, we have strived to bring into dialogue the work of many colleagues so as to contribute to position sociolinguistic research in contemporary social debates and in policy agendas Europe-wide. This we have done mainly by focusing on issues of multilingual competence and practice across the lifespan and bearing specifically in mind how multilingualism affects people's living conditions. Some of our many exciting results will be presented at our conference this week. Overall, our research results demonstrate clearly that multilingualism is a resource that can and should be utilized much more by individuals and society than is the case today. In this nearly four-year period since the launch of our Action, and as we approach the end of our status and funding, we have brought together researchers from various disciplines to collaborate on issues around new speakerness and what it means to become a speaker in a multilingual Europe. We have grown to be a vibrant research network which includes internationally established scholars, early-career researchers and a wide range of stakeholders including policy makers and practitioners. As Chairs, we have had the privilege to interact and work with many colleagues across the 28 countries involved in our network.

Over the four years we have created an exciting and promising platform for our further research ventures. Language as we know is a key component in accessing education, employment, social services and for community participation. It has also been seen historically in Europe as defining individual and collective identities. The processes whereby people learn new languages and become legitimate speakers of these languages are complex. Through this Action our aim has been to better understand the potential social tensions that emerge from unequal access to participation of new speakers in Europe's multilingual project. These inequalities pose a potential challenge to European integration, social cohesion and economic collaboration, as well as to the full participation of territorial and immigrant minorities. A shared understanding of these complexities across the different multilingual scenarios (including education, healthcare, youth culture, the workplace and NGOs) in which the participants of this network are working, has helped sharpen a knowledge of how to tackle the challenges that new speakers of different linguistic varieties face in the context of a multilingual Europe.

This is particularly important in a world in where diversity and inclusion is being challenged and to contribute to how society can deal with the challenges of multilingualism through increased knowledge, promoting agency for individuals in society, and a better quality of life, no matter what linguistic and social background. Our COST Action has provided inspiration for us to continue generating research on a highly relevant topic and one which is critical to our understanding of the contemporary globalized society in which we live.

Bernadette O'Rourke and Joan Pujolar

Action Chairs

## Welcome to Coimbra

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Coimbra University has had a central historical role in the standardization of a national and imperial language since medieval and colonial times. Its role in the education of Portuguese speaking elites since 1290 left lasting traces in the university's immaterial heritage and in the symbolic imagination of a Portuguese speaking world until today. This Portuguese speaking imagined centrality was constructed many times at the expenses of multilingual speakers. We welcome the Final Whole Action Conference of the New Speakers network in Coimbra as one more way of redeeming such historical silence, as it gives the university the opportunity to learn how to recognize the value of multilingualism and linguistic diversity in minority contexts, also Portuguese speaking, in Portugal and throughout the world.

Hosted by the Centre for Social Studies (CES) and the School of Arts and Humanities (FLUC), we set up the conference in a way that promotes dialogue between researchers, policy makers and practitioners in the university and in the city. Inspired by the creative non-conformist exercise of what Boaventura de Sousa Santos has named "the work of translation", we draw on CES's strong tradition of transdisciplinary collaboration and horizontal dialogue across researchers, practitioners and civic activists for the promotion of social justice. Translation between distinct spaces of knowledge production (here, multilingual speakers and language repertoires) implies, in his words, "the recognition of reciprocal incompleteness and weakness as a *condition-sine-qua-non* of a cross-cultural dialogue" (Santos, 2004: 123). This means creating spaces of effective co-habitation of knowledge and ignorance as a basis for mutual learning, in any part of the living world, north and south, east and west.

Sociolinguistics researchers at the CES have been contributing to this dialogue by studying the role of language, language policies, literacy and discourse in multilingual spaces traversed by complex historical processes, where Portuguese plays or has played a role. By pushing our research agenda towards the recognition of multilingual ecologies, our aim has been to develop knowledge that improves living conditions and the right for language for multilingual speakers. Hosting the final Conference of the New Speakers Network in Coimbra is thus a truly special opportunity to bring language inequality and citizenship to the fore: it brings attention to the complex multilingual spaces where Portuguese is used as language of structure, agency and diaspora; it also provides a space for network members to share policies and practices, exercise exciting ideas, and imagine future avenues in the light of this distinct geopolitical postcolonial territory in southern Europe.

We could not have done this without the hard work of the local organisation team: Ana Raquel Matias, Anabela Fernandes, Diana Silver, Joana Cortez-Smyth, Olga Solovova and Vera Ferreira have contributed essentially to organising the whole event, in their own particular ways. André Queda, for a brilliant design; Nuno Neves for cultural events; Alexandra Pereira and Inês Costa for impeccable organisational support; the School of Arts and Humanities for spaces and services, the group of Arts and Humanities voluntary students backing up for the period of the event. We truly hope they will learn from the conference as much as we all will. Thank you all! On behalf of the local organizing committee, I wish you an exciting conference and a pleasant stay in Portugal.

Clara Keating | Departamento de Línguas, Literaturas e Culturas, FLUC | Centro de Estudos Sociais, Universidade de Coimbra

## The hosts

### The University of Coimbra

Founded in 1290, the University of Coimbra was the first – and, until the early 20th century, the sole – Portuguese language-university that led to its being classified as a world heritage site by UNESCO in 2013. Crucial in the consolidation and standardization of the national and imperial language since medieval and colonial times, the region of Coimbra and its university have been responsible for the education and training of generations of politicians, writers and other intellectually prominent figures of the Portuguese-speaking countries worldwide. This history left lasting traces in the university and mostly in its immaterial heritage and symbolic imagination. It hosts one of the largest international student communities in Portugal.



### The CES and the Humanities, Migration and Peace Studies Research Group (NHUMEP)

[http://www.ces.uc.pt/nucleos/nhumep/index.php?id\\_lingua=2](http://www.ces.uc.pt/nucleos/nhumep/index.php?id_lingua=2)



Headed since 1978 by Professor Boaventura de Sousa Santos, **the Centre for Social Studies (CES)** of the University of Coimbra is an Associate Laboratory of the Ministry of Education and Science (MEC) since 2002, devoted to research and advanced training in the area of the social sciences and humanities. At the core of CES scientific strategy is the goal of democratizing knowledge and contributing to making science

a public good. CES researchers work across disciplines at all levels of analysis – local, national, regional, international and global, studying the intertwining dynamics between these different levels. With the aim of promoting critical dialogue between the humanities and the social sciences, **CES' Humanities, Migration and Peace Studies Research Group (NHUMEP)** brings together researchers from – anthropology, gender studies, history, international relations, law, linguistics, literary and cultural studies, peace studies, postcolonial studies, sociology – with a strong history of transdisciplinary collaboration.

### CIDLeS | Interdisciplinary Centre for Social and Language Documentation

[www.cidles.eu](http://www.cidles.eu)

Headed since its foundation (January 2016) by Vera Ferreira, the Interdisciplinary Centre for Social and Language Documentation (CIDLeS) is an independent non-profit research centre which aims at improving and deepening research in two linguistic areas: language documentation and language typology. Besides the documentation, study, and dissemination of European endangered and minority languages, CIDLeS is also engaged in the development of language technologies for scientific and didactic work on lesser-used languages. CIDLeS has three distinct research groups (CIDLeS Media Lab, Language Documentation and Typology and Language Revitalization) whose projects are interrelated with the aim of fostering interdisciplinary research. Apart from the organisation of conferences and workshops on endangered languages and linguistic research, CIDLeS gives training in language documentation, data processing and management, archiving, coding, and language revitalization.



## The Conference Venue

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The conference will take place in the old university, on top of the city hill. The **conference venue** is located at the Faculty of Arts and Humanities building. We will use the **ground** floor (Pavimento 4 ) for working sessions and the **basement** floor (Pavimento 3 - Átrio do Teatro Paulo Quintela) for coffee breaks and registration. **Cultural sessions** (*The New Speakers Space*) will be held in Anfiteatro III (Pavimento 4 or Ground floor) and in the *New Speakers Space* (Átrio Paulo Quintela, Pavimento 3). Other *New Speakers in the City* events will be held **outside the university on selected spots**, all on a walking distance. A map of the conference venue is available on the conference website.

[http://www.ces.uc.pt/coimbranewspeakers/index.php?id=14836&id\\_lingua=2&pag=16205](http://www.ces.uc.pt/coimbranewspeakers/index.php?id=14836&id_lingua=2&pag=16205)

See a location map of our events here <https://goo.gl/maps/ei3AD2PWmct>

All **panel sessions** will take place in the same corridor of **Pavimento 4 (Ground Floor)**. All rooms are equipped with PC computers with access to internet and video facilities. Skype connection will thus be available for all. You can use your PC portable, but bring your Apple VGA adaptor if you are using Apple. The safest solution is to bring your material in a memory stick and we'll upload it on the computer. There will be a student assistant for every room at all times, in case of need. Wireless is available at all premises. You can either use *eduroam* or use the conference UC account: ID: coimbranewspeakers@uc; Password: neWspeakers17

There is **lunch for NSPK participants** at the university restaurant Cantina B (Sala B) a short walk from the Conference venue. There are also plenty of other places to eat in the premises. For this and other lunch spots see

[https://www.google.com/maps/d/u/0/edit?mid=1b14F\\_YVVILo3Anlkqiz\\_mQd4kl8&hl=en\\_US&ll=40.21008493412944%2C-8.423934765173271&z=17](https://www.google.com/maps/d/u/0/edit?mid=1b14F_YVVILo3Anlkqiz_mQd4kl8&hl=en_US&ll=40.21008493412944%2C-8.423934765173271&z=17)

The **conference dinner** is on Thursday, September, 14 downhill in the Coimbra historic centre at the restaurant 'Solar do Bacalhau' (Rua da Sota, 12). It will also be the opportunity to listen to a Coimbra fado performance from *Fado ao Centro*.

In 2013, the University of Coimbra has been nominated UNESCO World Heritage. A lot of the UC equipment is in the process of requalification and there is an exciting touristic air about it. Exploring Coimbra means downhill and uphill mobility, so be ready for a bit of walking exercise. We have moved some of the events outside the academic environment and into other spaces and the Conference Dinner further down the city hill. As with the dialogue between policies and practices, we hope that you will enjoy our attempt of making this university event talk with the city. Visit the university at <http://visit.uc.pt/en/>

## Programme

(General programme available at the conference website)

Thursday, September 14		
08:00-09:00	FLUC - Átrio Paulo Quintela	Registration
09:00-09:30	FLUC - Anfiteatro II	Opening Remarks
09:30-11:00	FLUC - Anfiteatro II	<b>Keynote 1</b> <i>Popinjays, Pragmatism and Policy: A New Speaker Triptych</i> Colin Williams, Cambridge University, Cardiff University (w/ Kathryn Jones)
11:00-11:30	FLUC - Átrio Paulo Quintela	Coffee-break   <b>New Speakers Space</b>   FERREIRA   CIDLeS
11:30-13:30	FLUC - TP2	<b>Panel 4   <i>Shaping a Language Support Infrastructure for New Speakers</i></b> Coordinator: Deirdre Ní Loingsigh <ul style="list-style-type: none"> <li>▪ Deirdre Ní Loingsigh, Director, Aonad na Gaeilge, University of Limerick</li> <li>▪ Helena Ní Ghearáin, Tutor, Aonad na Gaeilge, University of Limerick</li> <li>▪ Séamus Barra Ó Súilleabháin, teacher of Irish language classes for adults, slam poet &amp; rap artist</li> <li>▪ Ainle Ó Cairealláin, Director, ACLAÍ (is the Irish word for fit) personal training facility in Cork</li> </ul>
	FLUC - TP1	<b>Local panel 13   <i>Language diversity in Portugal: policies and practices</i>   PTG</b> Coordinator: Olga Solovova & Ana Raquel Matias <ul style="list-style-type: none"> <li>▪ Olga Solovova, Centre for Social Studies, University of Coimbra</li> <li>▪ Ana Raquel Matias, Centre for Social Studies, University of Coimbra; Centre for Research and Studies in Sociology (CIES-IUL, ISCTE-IUL)</li> <li>▪ Margarita Maria Correia Ferreira, Faculdade de Letras da Universidade de Lisboa, CELGA-ILTEC (UC)</li> <li>▪ Julia Prikhodko, Russian/English language teacher, Associação Centro Intercultural “Espaço Vivo”</li> <li>▪ Fernanda Asseiceira, President of Alcanena City Council, Minde</li> <li>▪ José Pedro Ferreira, CELGA/ILTEC, UC</li> <li>▪ 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</li> </ul>
13:30-14:30	Cantina B	Lunch break

14:30-16:30	FLUC - TP2	<p><b>Panel 2   <i>An investigation of the variables affecting heritage language development, competence and maintenance</i></b>          Coordinator: Francesca Lamorgia</p> <ul style="list-style-type: none"> <li>▪ Francesca La Morgia, TCD Dublin</li> <li>▪ Xiao-Lan Curdt-Christiansen, University of Reading, UK</li> <li>▪ Agnieszka Otwinowska-Kasztelanic, University of Warsaw</li> <li>▪ Karolina Mieszkowska, University of Warsaw</li> <li>▪ Sviatlana Karpava, University of Central Lancashire, Cyprus</li> <li>▪ Natalia Ringblom, University of Stockholm</li> <li>▪ Anastassia Zabrodskaja, University of Tallinn</li> <li>▪ Cassie Smith-Christmas, University of Limerick</li> <li>▪ Blathnaid ni Ghreachain, CEO of Gaelscoileanna</li> </ul>
	FLUC - TP1	<p><b>Local panel 14   <i>Linguistic diversity in Portugal: Speakers, Knowledge and Dynamics</i>   PTG</b>          Coordinators: Clara Keating &amp; Vera Ferreira   <b>Discussant:</b> Cristina Martins, CELGA/ILTEC, UC</p> <ul style="list-style-type: none"> <li>▪ Clara Keating, Centre for Social Studies, University of Coimbra</li> <li>▪ Vera Ferreira, CIDLeS - Interdisciplinary Centre for Social and Language Documentation</li> <li>▪ Maria Victoria Navas, Universidad Complutense de Madrid</li> <li>▪ Ana Josefa Cardoso, CLUNL- Centro de Linguística da Universidade Nova de Lisboa   Bilingual teacher of Capeverdean Creole (CVC) and Portuguese; CVC teacher, teacher training Portuguese as a Foreign Language</li> <li>▪ Hugo Cardoso, CLUL - Centro de Linguística da Universidade de Lisboa</li> <li>▪ Graça Santos, Département d'Études Lusophones, Université de Paris Ouest-Nanterre</li> </ul>
16:30-17:00		Coffee-break
17:00-18:00	FLUC - Anfiteatro III	<b>New Speakers Space   MACKENNA   <i>The New Speakers Studio</i></b>
17:00-19:00	FLUC - TP2	<p><b>Panel 7   <i>New speakers and the future of the Galician Media</i></b>          Coordinator: Anik Nandi</p> <ul style="list-style-type: none"> <li>▪ Bernadette O'Rourke, Heriot-Watt University</li> <li>▪ Anik Nandi, Heriot-Watt University</li> <li>▪ Xurxo Salgado, Director of Galicia Confidencial, a crowd funded online Galician newspaper and lecturer of Cyber-journalism at the Univ. of Santiago de Compostela</li> <li>▪ Ubaldo Cerqueiro, Director of Que Pasa na Costa, another online Galician newspaper and Vice President of Asociación de Medios en Galego (AMEGA)</li> <li>▪ Valentín García, General Secretary of LPP of the Galician Government</li> </ul>
18:30-19:30	Casa das Caldeiras	<b>New Speakers in the City   FERNÁNDEZ &amp; RAMOM PICHEL   <i>Porta para o exterior</i></b>
20:00	DINNER: Solar do Bacalhau with Fado ao Centro	

Friday, September 15		
09:30-11:00	FLUC - Anfiteatro II	<b>Keynote 2</b> <i>(Re)thinking Newspeakism from a sub-Saharan African Perspective</i> Cécile B. Vigouroux, Simon Fraser University, BC, Canada
11:00-11:30	FLUC - Átrio Paulo Quintela	Coffee-break
11:30-13:30	FLUC - Anfiteatro II	<b>Panel 5   <i>New Speakers and the European Charter of Regional and Minority Languages</i></b> Coordinator: Pia Lane <ul style="list-style-type: none"> <li>▪ Pia Lane, Professor, MultiLing, University of Oslo</li> <li>▪ Sixto Molina, Head of Secretariat, the European Charter of National and Regional Minority Languages</li> <li>▪ Aleksandra Oszmiańska-Pagett - Member of the Committee of Experts for the European Charter of National and Regional Minority Languages</li> <li>▪ Anna-Kaisa Räisänen, Kven Institute/Kainun Institutti, Norway</li> <li>▪ Michael Hornsby, Adam Mickiewicz University in Poznan, Poland</li> <li>▪ Talwyn Baudu, University of Aberystwyth, Wales</li> </ul>
	FLUC - TP1	<b>Panel 1   <i>Ideologies, self-perception and practices in New Speakers' competence and varieties</i></b> Coordinator: Ane Ortega <ul style="list-style-type: none"> <li>▪ Ane Ortega, "Begoñako Andra Mari" Irakasle Unibertsitate Eskola</li> <li>▪ Noel O'Murchadha, University College, Dublin</li> <li>▪ Colin Flynn, Dublin City University</li> <li>▪ John Walsh, National University of Ireland, Galway</li> <li>▪ Stefan Moal, Université de Rennes 2</li> <li>▪ Blathnaid ni Ghreachain, CEO of Gaelscoileanna</li> <li>▪ Arrate Illaro, Basque language promotion, Euskaltzaleen Topagune</li> <li>▪ Donalda McComb, Head Teacher, Gaelic School, Glasgow</li> </ul>
13h30-14h30	Cantina B	Lunch break
14:30-15:30	FLUC - Átrio Paulo Quintela	<b>New Speakers Space   Panel 10   KAUR &amp; SMITH   <i>Valorising Displaced Voices</i> (Photo Exhibition)</b> <ul style="list-style-type: none"> <li>▪ Kirandeep Kaur, Tilburg University</li> </ul>
15:30-17:30	FLUC - Anfiteatro II	<b>Panel 11   <i>Valorising Displaced Voices</i></b> Coordinator: Kirandeep Kaur <ul style="list-style-type: none"> <li>▪ Kirandeep Kaur, Tilburg University</li> <li>▪ Elsa Lechner, Centre for Social Studies University of Coimbra</li> <li>▪ Fanny Prigent, URBAN REFUGEES</li> </ul>

		<ul style="list-style-type: none"> <li>Asad Ghani, Photovoice, Netherlands</li> <li>Kate Watson, Photovoice NGO, London</li> <li>Francisco Font Bell, Refugee Welcome, Lisbon</li> <li>Alfonso del Percio, University College London</li> <li>Gaia Giuliani, Centre for Social Studies University of Coimbra</li> <li>Zanij Noruzi, Middlesex University and Refugee Studies Centre, Oxford</li> </ul>
	FLUC - TP1	<p><b>Panel 6   <i>Language policy, learning, and citizenship</i></b>          Coordinator: Steven Morris &amp; Gwennan Higham</p> <ul style="list-style-type: none"> <li>Steven Morris, Swansea University</li> <li>Gwennan Higham, Swansea University</li> <li>Anna Augustyniak, Southampton University</li> <li>Kathryn Jones, IAITHI: The Welsh Centre for Language Planning</li> <li>Heiko Marten, University of Latvia + Rezekne Academy of Technologies</li> <li>Nora Schleicher, BKF University of Applied Sciences</li> <li>Minna. Suni, University of Jyväskylä</li> <li>Anik Nandi, Heriot-Watt University</li> <li>Bernadette O'Rourke, Heriot-Watt University</li> <li>Heini Gruffudd, Welsh language author and chairman of 'Dyfodol i'r laith', Welsh language pressure group</li> <li>Petra Elser, Director of Banaiz Bagara, Basque language centre for migrants             <ul style="list-style-type: none"> <li>Sanita Lazdiņa, Rezekne Academy of Technologies and Ministry of Education of the Republic of Latvia</li> </ul> </li> </ul>
	FLUC - TP2	<p><b>Panel 12   <i>New speakers, new spaces, new value?</i></b>          Coordinator: Sara Brennan</p> <ul style="list-style-type: none"> <li>Sara Brennan, Heriot-Watt University</li> <li>Mike Danson, Heriot-Watt University</li> <li>Eoghan MacCormaic, Business and Enterprise Language Development Officer, Glór na nGael</li> <li>Neil Ross, Head of Community Growth Highlands and Islands Enterprise</li> <li>Gethin Edwards, Senior Officer Promotion and Facilitation, Office of the Welsh Language Commissioner</li> <li>Dylan Rowlands, Gwin DylandWad Wine, Gwynedd, Wales</li> <li>James Costa, Université Sorbonne Nouvelle - Paris 3</li> </ul>
17:30-18:00		Coffee-break (FLUC)
18:00-19:00	Teatro de Bolso   AAC	<b>New Speakers in the City   THUNDER   Airc Hive   TEUC-AAC</b>
		<i>Dinner</i>
21:30	Casa das Caldeiras	<b>New Speakers in the City   LANE &amp; McALLINDEN   <i>The Secret Language</i></b>

## Saturday, September 16

09:00-11:00	FLUC - TP1	<p><b>Panel 9   <i>New Speakers and language revitalization policies</i></b>          Coordinator: Vicent Climent and Estibaliz Amorrutu</p> <ul style="list-style-type: none"> <li>▪ Vicent Climent-Ferrando, Network for the Promotion of Linguistic Diversity, Content Manager</li> <li>▪ Estibaliz Alkorta, Head of Research. Language Policy Department, Basque Government</li> <li>▪ Sabrina Rasom, Responsible for the Language Policy Department on Ladin. Govern of Fassa, Province of Trento</li> <li>▪ Alba Conesa, Consorci Per a la Normalització Lingüística, Catalonia, Government of Catalonia</li> <li>▪ Estibaliz Amorrutu, Researcher, University of Deusto</li> </ul>
	FLUC - TP2	<p><b>Panel 3   <i>Beyond medium education: the role of new speakers for supporting regional languages acquisition</i></b>          Coordinator: Maria Garraffa</p> <ul style="list-style-type: none"> <li>▪ Maria Garraffa, Psychology Department, Heriot-Watt University</li> <li>▪ Timea Kutasi, Heriot-Watt University and University of Edinburgh</li> <li>▪ Bernadette O'Rourke, Heriot-Watt University</li> <li>▪ Mona Wilson, Chair of Education at Bòrd na Gàidhlig</li> <li>▪ Donalda McComb –Head Teacher Gaelic School Glasgow</li> </ul>
	FLUC - Anfiteatro II	<p><b>Panel 8   <i>New speaker subjectivities</i></b>          Coordinator: Stuart Dunmore</p> <ul style="list-style-type: none"> <li>▪ Stuart Dunmore, University of Edinburgh</li> <li>▪ Nicola Carty, CLAG/University of Glasgow</li> <li>▪ Kathleen Reddy, Colaiste na Gàidhlig/Gaelic College, Cape Breton, Nova Scotia</li> <li>▪ Facundo Muniain , Kiel University</li> <li>▪ Iñigo M. Riobo - New Galician Speaker, University of Santiago de Compostela/ Online Galician Newspaper</li> <li>▪ Karolina Rosiak, Adam Mickiewicz University in Poznan</li> <li>▪ Anna Rolewska, New Welsh Speaker, Aberystwyth University/Office of Welsh Language Commissioner</li> <li>▪ Malgorzata Machowska-Kosciak, Trinity College Dublin/Marino Institute of Education</li> <li>▪ Maite Puigdevall-Serralvo, Open University of Catalonia</li> </ul>
11:00-11:30	FLUC - Átrio Paulo Quintela	Coffee-break
11:30-13:30	FLUC - Anfiteatro II	Wrapping Up and Closing Session

## Keynote Speakers

THURSDAY, SEP 14 09:00-10:00 FLUC - ANFITEATRO II	Colin H Williams, Cambridge University, Cardiff University <i>Popinjays, Pragmatism and Policy: A New Speaker Triptych</i>
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Understandably perhaps, an emergent concept such as ‘New Speakers’ will take time to gain acceptance and generate a common core set of values and paradigmatic implications. I will be arguing that the time for excessive talk about what New Speakers could add to the repertoire should give way to two tendencies; first far greater collaborative and cross-contextual analysis of real-world experiences so as to feed into the second tendency, namely a pragmatic and politically-savvy push to embed programmes which assist New Speakers within official policies, whether or not they have the ‘New Speaker’ tag. The key issue is to create outcomes which effect real change for the myriad ‘types’ who fall under the broad New Speaker category. This presentation will address several of the issues which continue to vex and perplex us as we come to terms with using a new frame/lens/set of insights. I welcome the genuine collaborative intellectual, working culture which has been engendered within this COST Network as it should surely lead to far-reaching changes which will be realised only if we maintain the momentum-and the real challenge remains for us to engage and influence policy-makers in a consistent not epiphenomenal manner. But to be heard we need sound evidence and arresting recommendations which add value to an already crowded public arena!

FRIDAY, SEP 15 09:30-10:00 FLUC - ANFITEATRO II	Cécile B. Vigouroux, Simon Fraser University <i>(Re)thinking Newspeakism from a Sub-Saharan African Perspective</i>
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Like most linguistic notions in currency in the literature, that of ‘new speaker’ was born out of language dynamics in the European context. The notion is intended to get rid of the ideological burden of ‘nativespeakism’, which usually indexes ownership, legitimacy, authority, and authenticity over one’s heritage language. In fact, it has begged the question of whether fluent nonnative varieties are less, or not, legitimate. The idealized notion of ‘native speaker’ also points to the intrinsic indexical nature of language as a national or group identity marker.

Through an examination of some contexts in Sub-Saharan Africa, I wish to extend our understanding of speakers’ acquisition of non-heritage languages. I call into question the literacy-based lens through which language acquisition has typically been approached both in the literature on newspeakism and, more generally, in the scholarship on migration and language. This tradition has overly represented migration as South-to-North mobility. It has framed language acquisition and performance from the perspective of language normativity. However, in the sub-Saharan African context, where the acquisition of African indigenous languages (be they heritage or not) is normally naturalistic (unlike that of former colonial languages), linguistic norms are approached quite differently, raising the issue of who qualifies as a legitimate speaker of a language.

In addition, one can claim membership in an ethnic group without speaking the language associated with it or speak the language of an ethnic group without claiming membership in it. In other words, speaking a language does not necessarily index ethnic membership. Thus, I argue that the sense of language ownership presupposed by the newspeakerism literature remains an experience foreign to most African speakers. Finally, I want to draw attention to an under-researched facet of how newspeakers acquire other languages in the context of migration. The scholarship on migration and language has overwhelmingly focused on migrants' acquisition of the language(s) of their host country. Not much work has been done on the migrants learning in the host environment one of the languages spoken in their country of origin. The dynamics of such language choices call for a close examination of the socioeconomic conditions that drive language acquisition in the migration context and the shift in language indexicalities that the latter entails. Finally, I want to show how these dynamics prompt us to revisit the traditional correlation between the migrant's ability to speak the host country's language(s) and their likelihood to be integrated in the host society.

## Panels (Working Groups)

FRIDAY, SEP 15 11:30-13:30 FLUC - TP1	<b>Panel 1   <i>Ideologies, self-perception and practices in new Speakers' competence and varieties</i></b> Coordinator: Ane Ortega
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Competence, or rather, the “type” of competence new speakers acquire, has been found to be a major factor with important consequences on language use, self-perception of new speakers as legitimate speakers of the language, and even on the opportunities they have in the job market where the new language is required. The type of competence and linguistic variety new speakers acquire are closely linked to their learning experience, which in turn is mediated by the ideologies in the linguistic community on what constitutes competence and on the variety that should be taught to new speakers. In this panel we present data from three contexts: the Irish (Noel O’Murchadha, Collin Flynn, and John Walsh), the Breton (Stefan Moal) and the Basque (Ane Ortega), who will talk about how competence is understood in each; the presentation of the cases will be followed by a round table with Education professionals and language promoters from the Irish, Scottish and Basque contexts.

### PARTICIPANTS

- Ane Ortega (“Begoñako Andra Mari” Irakasle Unibertsitate Eskola)
- Noel O’Murchadha (University College, Dublin)
- Colin Flynn (Dublin City University)
- John Walsh (National University of Ireland, Galway)
- Stefan Moal (Université de Rennes 2)
- Blaithnaid ni Ghreachain (CEO of Gaelscoileanna)
- Arrate Illaro (Basque language promotion, Euskaltzaleen Topagune)
- Donalda McComb (Head Teacher Gaelic School Glasgow)

### ***New speaker competence and varieties: the Basque context***

Ane Ortega (“Begoñako Andra Mari” Irakasle Unibertsitate Eskola)

#### Abstract

In the Basque context, the level that certifies proficiency in Basque at institutional level is the C1 in the standard variety, Batua; this is the level required to be a teacher in the Basque education system or and to enter the job market in public administration, for instance. However, for new speakers of Basque, competence has been found to be understood in a more complex way, as the “way” they speak Basque. At the same time, competence is not seen just as a B2 or C1 generally speaking, but very much “situated” competence, which is evaluated in relation to the true pragmatic needs of the new speaker and the ideologies that function in Basque society regarding what a competent speaker of Basque is. For new Basque speakers the traits of true competence are: excellent proficiency in oral communication, use of the informal register, and the ability to speak a vernacular variety of Basque. These traits point to ideologies of what a true and legitimate speaker of Basque should sound like, whilst failing to show them has been found to explain lack of confidence to use the language and negative self-perception as true speakers of Basque. Our findings open the door to interesting

discussions with other linguistic communities with similar or different experiences, and with stakeholders involved in the education of new speakers, language promotion in non-educational activities and, ultimately, language policy makers.

***New speaker competence and varieties: the Irish context***

Noel O'Murchadha (University College, Dublin) & Colin Flynn (Dublin City University)

Abstract

Questions surrounding target varieties for Irish language learning and use have been contentious since the foundation of the State. Similar issues continue to spark debate among linguists, educators and policy makers in many other minority and majority language contexts. Although native-speaker practices have traditionally been the hallmark of language education – policy and pedagogy have tended to orient towards achieving native-like production – recent debates have centred on the nature and utility of alternative norms. While many language learning stakeholders are committed to this traditional model, it is also contested. Current discussions of alternative norms as practised by new speakers and proficient language learners in various language contexts have drawn due attention to the role of these new varieties in language education and language revitalisation. Our talk addresses the target variety issue in the particular context of Irish language education. In our presentation, we will discuss results from a recently completed study of student teachers' attitudes towards, and engagement with, Irish language variation and the impact that this has on their classroom practices. The data from this study reveal that although the participants do not themselves align fully with traditional varieties of Irish (i.e. Gaeltacht Irish), and that, in their view, such models may not be appropriate for beginners, they nonetheless believe that represent the beau ideal for speakers. We discuss the implications of these findings for language teacher education, pedagogical practice and language revitalisation in Ireland.

***Competence and self-perception of new speakers of Irish***

John Walsh (National University of Ireland, Galway)

Abstract

This paper presents research on a general sample of new speakers of Irish broader than the sub-sample of trainee language teachers discussed by Flynn & Ó Murchadha (Walsh et al, 2015; O'Rourke & Walsh, 2015). Although the speakers in this sample were judged to be at level C1 or higher, most expressed negative opinions about aspects of their linguistic competence and compared themselves unfavourably to Gaeltacht speakers. They most commonly identified accent as the principal marker of difference between themselves and native speakers. Not having a traditional accent was seen by some speakers as an obstacle to communication in the Gaeltacht and several recounted instances of where they were responded to in English while in the Gaeltacht. However, some rejected attempts in the education system to push them towards one of the traditional dialects and called for recognition of speakers like themselves who used less traditional accents but were active Irish speakers. Such a demand did not amount to a linguistic free-for-all because most of these speakers placed a high value on other aspects of competence (grammatical accuracy, fluency, extensive vocabulary and the absence of Anglicisms) but not on imitating a Gaeltacht accent which was seen as inauthentic. Unexpectedly, new speakers who had acquired Gaeltacht accents valorised them highly but similar to the first group, they prioritised accuracy and fluency over accent as general hallmarks of competence. Several

recognised the need for competence in written standard Irish in their jobs as teachers, journalists or in language promotion agencies and some pointed out that their level was appropriate for their professional or social circles which were not linked to the Gaeltacht (e.g. immersion teachers). A third group of speakers had less accurate linguistic production and acknowledged that fact, but argued that communicative ability was more important in promotional terms than linguistic competence. The research suggests that ‘sounding native’ has a low priority for new speakers of Irish but that other aspects of competence such as fluency and accuracy remain salient for many.

### ***New speaker competence and varieties: the Breton context***

Stefan Moal (Université de Rennes 2)

#### Abstract

In Brittany, the Breton language does not enjoy a level of institutional recognition in any way comparable to those of Basque in the Basque Autonomous Community or Irish in the Republic of Ireland. Rather, the Breton context resembles those of Basque in South Navarre or Irish in Northern Ireland. The value or legitimacy of using Breton – or as a matter of fact, any other «*regional*» language – is still not institutionalized in French society. There is not really an official evaluation of language proficiency when one wishes to work in the Breton education system or the media, and the use of Breton is not allowed in public administration. Due to a two to three generation gap, as a consequence of the near complete collapse of family transmission from the 1950s, this value and this legitimacy have been contended even within the Breton community. Virtually all stakeholders are new speakers, and the varieties they speak are often labelled as groundless and illegitimate by ageing traditional – be they passive – speakers, regardless whether these varieties may range from native-like Breton moulded on a local vernacular at one end of the scale, to a phonologically French rendering of the written standard at the other end. I will discuss results from two recent studies: one on primary school teachers’ attitudes towards Breton («*why Breton-medium education, for me, for my students?*»); and another on young Breton speaking parents’ engagement with the language in the home («*should I, will I, do I speak Breton with my children, why, why not?*»). The data raises important issues and implications of self-perception and confidence for language education and revitalisation stakeholders.

THURSDAY, SEP 14  
14:30-16:30  
FLUC - TP2

**Panel 2 | *An investigation of the variables affecting heritage language development, competence and maintenance***

Coordinator: Francesca Lamorgia

This panel focuses on two themes:

**1. Family language policy**

The first part of the panel will look into the ways in which parents transmit their mother tongue to their children, focusing on different groups of speakers across different countries, and how their attitudes, cultural identities and migrant trajectory affect family language policy. Within this theme, we explore the ways in which the transforming identities of new speakers of a majority language affect their perception of the value of their own mother tongue, and the ways in which these attitudes impact language choice in the home environment. This part of the panel will focus particularly on:

- a. parental expectations and strategies to construct safe spaces of language transmission,
- b. challenges and support through institutions like kindergartens and schools,
- c. agents of normalization (Purkarthofer and Muni Toke, 2016; Busch, 2012; 2016);
- d. language and social spaces, as well as manifold linguistic repertoires of heteroglossic acquisition for multilingual competence and practices (Tuan, 1977; Lefebvre, 1991; Giroux, 1992; Massey, 2005; Canagarajah, 2013).

**2. The nature of the heritage language**

The heritage language develops differently from the L1 in monolingual children, but also differently from an L2 in second language learners. Heritage language speakers are new speakers because their variety is different from the groups described above, and still very little is known about how the heritage language develops as a result of variable exposure to the input. In addition, the input heritage language children are exposed to is not only quantitatively reduced, but it is also qualitatively different from that of "monolingual native speakers", as the language of their parents often undergoes attrition.

This part of the panel will focus on:

- a. Heritage language development in preschool children
- b. Heritage language competence in school children

**PARTICIPANTS**

Francesca La Morgia (TCD Dublin)  
Xiao-Lan Curdt-Christiansen (University of Reading, UK)  
Agnieszka Otwinowska-Kasztelanic (University of Warsaw)  
Karolina Mieszkowska (University of Warsaw)  
Sviatlana Karpava (University of Central Lancashire, Cyprus)  
Natalia Ringblom (University of Stockholm)  
Anastassia Zabrodska (University of Tallinn)  
Ekaterina Protassova (University of Helsinki, Finland)  
Cassie Smith-Christmas (University of Limerick)

Blaithnaid ni Ghreachain (CEO of Gaelscoileanna)

***A tale of two countries: FLPs in the UK and Singapore***

Xiao-Lan Curdt-Christiansen (University of Reading, UK)

Abstract

This paper presents a comparative study of bi/ multilingual Chinese families in the UK and in Singapore. Using Family Language Policy (FLP) as a theoretical lens, the study explores:

- What types of FLP currently exist in private domains in UK and Singapore
- How the educational and political systems in these two different sociocultural contexts influence the linguistic configurations and language practice patterns in these bi/multilingual families

Seventy-three families are involved in this study, 33 from the UK and 40 from Singapore. A questionnaire is used to gain information about three components of FLP: language practice, language management, and language ideology (Spolsky 2004). With regard to language practice, the study takes a holistic stance by using multiple factors to locate language practices in private domains, including parental language use, educational level, and socio-economic status; children's language input from parents and other family members; and children's language use with siblings. Language management includes bilingual resources available in the families, such as books, educational games and other specific language learning strategies/efforts used by parents. Language ideology consists of statements about parental beliefs and attitudes, including factors that influence FLP decisions, such as national language policies, educational conditions, public discourse, socio-economic values and practical functions within home and communities.

While there are different cultural, linguistic and political forces that influence FLPs in Singapore and England, there is an overall English-dominant ideology prevailing in the parental language management efforts. Through comparative analysis, the study reveals similarities and differences that, when considered together, contribute to our understanding of multilingual children's language development, language maintenance and language loss. The study also shows the impact of English as a dominant/official language on the language practice patterns of the families.

Summary:

This paper presents a comparative study of FLPs of bi/multilingual Chinese families in the UK and Singapore. Involving 73 families, the study shows that an overall English-dominant ideology prevails in the parental language management efforts despite the different sociolinguistic environments and educational systems in which the families are located.

***The home language of migrant bilingual children will not take care of itself!***

Agnieszka Otwinowska-Kasztelanica (University of Warsaw) & Karolina Mieszkowska (University of Warsaw)

Abstract

A massive economic immigration of young Polish families to the UK over the last decade created a natural setting for bilingual development of Polish children. Here, we overview the results of a project aimed to create a linguistic profile of phonological, morpho-syntactic and discourse features of Polish-English migrant bilingual children raised in the UK. The research was part of a large-scale Polish project "Cognitive and language development of Polish bilingual children at the school entrance age - risks and opportunities" supported by

the Polish Ministry of Science and Higher Education and National Science Centre (809/N-COST/2010/0) initiated within COST Action IS0804. It was supported by the Polish Ministry of Science grant " Phonological and Morpho-syntactic Features of Language and Discourse of Polish Children Raised Bilingually in Migrant Communities in Great Britain" (0094/NPRH3/H12/82/2014) and carried out within COST Action IS1306.

In the project, we examined speech samples from over 150 children (bilinguals, tested in Polish and English, and Polish monolinguals) in two areas of language development: (1) phonological skills including the analysis of developmental errors and language transfer in bilinguals (based on *Non-word Repetition Task*, *Sentence Repetition Task*), (2) morpho-syntactic skills and discourse abilities (*Sentence Repetition Task*, *Multilingual Assessment Instrument for Narratives*, Gagarina et al., 2012). We will focus on bilinguals' abilities in the home language, as compared to those of their Polish monolinguals peers.

The phonological profile created shows that bilingual speech in the home language is influenced by transfer from English, especially in the area of consonantal production. Also, when assessed by teachers, bilinguals' speech in Polish seems heavily laden with foreign accent, less clear and less acceptable, as compared to monolingual children's production. The profile in the areas of morpho-syntax and discourse shows lower productive grammatical skills in Polish (compared to monolinguals), and more morpho-syntactic errors, pointing to transfer from the majority language, English. However, bilinguals and monolinguals show similar skills in terms of structuring their narratives in Polish.

Overall, the results show that bilinguals' speech in Polish tends to be influenced by the majority language, English, and point to the crucial role of exposure to home language in the development of that language. Starting from the findings, we will suggest some potential recommendations for parents, teachers and practitioners on how to support migrant children's home language. The recommendations may be extended to other home languages, however their efficacy might be still require more research in the future.

### ***Russian Language Transmission in Sweden, Finland, Cyprus and Estonia***

Natalia Ringblom (University of Stockholm), Ekaterina Protassova (University of Helsinki, Finland), Sviatlana Karpava (University of Central Lancashire, Cyprus), Anastassia Zabrodskaja (University of Tallinn)

#### **Abstract**

This study investigates language transmission in Russian-speaking families in multilingual settings in Finland, Cyprus, Estonia and Sweden. Ethnolinguistic vitality theory (Spolsky, 1998) is used as a theoretical framework in order to investigate the complex contexts of the informant' language choices.

Written questionnaires and interviews were used for data collection among Russian-speaking informants, of which 90 currently reside in Sweden, 15 – in Estonia, 90 in Finland and 50 in Cyprus. In Finland, 10 group interviews with 150 parents were conducted as well. Our main research question is whether Russian as L1 is transmitted to the second generation. This presentation focuses especially on the role of school, preschool and extra-curriculum activities chosen by the parents.

In Sweden, Russian is spoken by a small minority group – immigrants or members of mixed-marriage families. In Finland and Cyprus, Russian is considered to be the largest immigrant language. In Estonia, Russian is a minority language, the former socio-linguistically dominant one, and is still used as L1 among almost one-third of the country's population.

Estonia offers Russian language instruction up to basic school level; secondary education is provided in at least 60% Estonian language. In Finland, there are several bilingual Finnish-Russian schools and many pre-primary educational institutions, as well as non-compulsory organisations offering courses in Russian for children. In Cyprus, there are several private Russian-speaking schools, mainly in the Limassol area, where all the subjects

are taught in Russian. Russian is a second/foreign language in all public schools and tutor centres. Cyprus is a highly touristic destination and even the Cypriots are eager to learn Russian as it is an essential tool for communication with tourists and to find a good job in international companies located in Cyprus. The choice of school and opportunities for Russian education depends on socio-economic status, as private schools and tutor centres are quite expensive and not everybody can afford them, and on the type of the immigrant family, mixed-marriage or monolingual, and the desire and willingness of the participants to transmit Russian to their children.

Both Finland and Sweden provide students with a legal right to mother tongue instruction (Ganuza and Hedman, 2015; Viimaranta et al. 2017). However, even despite of this fact, the parents mentioned several implementation problems, regarding the quality and quantity of the instruction, the quality of the books and the children's knowledge of the literature and Russian grammar. The shortages of the educational system mentioned by several parents are further explored in this study and some methodological recommendations based on our findings are suggested.

### ***'New Speakers' of Russian in Europe: Perspective on Immigrant and Minority Families***

Anastassia Zabrodskaia (University of Tallinn), Sviatlana Karpava (University of Central Lancashire, Cyprus), Natalia Ringblom (University of Stockholm)

#### Abstract

Our study focuses on maintenance and transmission of Russian as a minority language in Estonia, Cyprus and Sweden, i.e. three settings where Russian has different statuses. We see becoming a 'new speaker' as a dynamic process and aim to explore the complexity of this process based on the results from these three communities and show how FLP can support, reinforce and integrate minority language in a wider context – societal and educational.

We investigate multilingual, transcultural families with a particular focus on (a) parental expectations and strategies to construct safe spaces of language transmission, (b) challenges and support through such institutions as kindergartens and schools, (c) agents of normalization (Purkarthofer and Muni Toke, 2016; Busch, 2012; 2016), (d) language and social spaces, as well as manifold linguistic repertoires of heteroglossic acquisition for multilingual competence and practices (Tuan, 1977; Lefebvre, 1991; Giroux, 1992; Massey, 2005; Canagarajah, 2013).

Using parental written questionnaires with the focus on general background, socio-economic status and language proficiency (Otwinowska-Kasztelanic & Karpava, 2015), as well as oral semi-structured interviews (Ringblom, Zabrodskaia, Karpava 2015), our study attempts to describe how family language policy is managed through literacy activities in multilingual families in three different cultural and linguistic environments. We look into the home languages of the members of these communities, and whether their L1 is maintained and transferred to the second generation. We aim to investigate the whole complexity of transmitting a minority language to the second generation and why in some cases the language is not transmitted at all.

Our results show both differences and similarities. On the one hand, multilingualism and the maintenance of the Russian language and culture are usually encouraged and parents often choose the OPOL approach at home. On the other hand, not all of the efforts result in successful heritage language and culture transmission.

SATURDAY, SEP 16  
 09:00-11:00  
 FLUC – TP2

**Panel 3 | *Beyond medium education: the role of new speakers for supporting regional languages acquisition***

Coordinator: Maria Garraffa

Preserving languages, such as Gaelic in Scotland, has been a priority for many governments. One of the key policy mechanisms for preserving Gaelic is Gaelic-medium education (GME). Over the last 30 years, many schools have developed GME programs, in which curricular contents are taught through the medium of Gaelic to both native speakers (heritage language speakers) and new speakers (students with no home background). This second category represents an important source for increasing numbers of Gaelic speakers.

How the Gaelic language is perceived by secondary school pupils, and its effects on the linguistic development, has been put to the test within a project aiming to prompt a debate on the use of Gaelic for more than just cultural value. The project involved working with pupils from Glasgow's 'Gaelic School,' the largest provider of Gaelic medium education in Scotland, to investigate how policy makers are currently promoting the language through immersion program in Scottish schools, and how this provision has been received by students at the end of their school cycle. We have worked with students who will soon be leaving school for employment exploring their attitudes and opinions on Gaelic and on their bilingual competence.

In this panel, we will focus on how to better disseminate the main findings of the research for the best impact on local educational policy and practice. Evidence from this report could be used for advertising campaigns to encourage parents to choose GME for their children, or to encourage students to take the Gaelic-medium provision at the secondary school stage.

**PARTICIPANTS**

- Maria Garraffa (Psychology Department, Heriot-Watt University)
- Timea Kutasi (Heriot-Watt University and University of Edinburgh)
- Bernadette O'Rourke (Heriot-Watt University)
- Mona Wilson (Chair of Education at Bòrd na Gàidhlig)
- Donalda McComb (Head Teacher Gaelic School Glasgow)

THURSDAY, SEP 14  
 11:30-13:30  
 FLUC – TP2

**Panel 4 | *Shaping a Language Support Infrastructure for New Speakers: Experimentations and Positions in an Irish Language “Incubation Space”***

Coordinator: Deirdre Ní Loingsigh

Our panel will discuss a new Irish language support and development initiative in Limerick, Ireland. The project, led by *Aonad na Gaeilge*, the Irish Language Centre at the University of Limerick (UL), has been informed by research findings, practices and debates around some of the pertinent issues relating to the subjectivities, learning journeys, and socialisations of new adult speakers of Irish associated with the Language Centre. In particular, it draws on the findings and recommendations from an earlier research project where the language support requirements of new speakers of Irish in the workplace context were investigated and a language advising framework designed (Ní Loingsigh, 2015). The core values of the 2017 project are a Participatory Action Research (PAR) approach (Kemmis and McTaggart, 2005); the creation of a “communicative space” (Habermas, 1996) for participants; and strong interconnectivity between stakeholders in language support and planning for new speakerness. We welcome the opportunity to engage with the views of delegates at the final Whole Action Conference about our project design, scope and policy implications.

In the current phase of the project a strategic approach to language planning in tandem with health promotion is being explored. The emphasis is on resilience, flourishing and positive lifestyle in health and wellness terms, and supporting language learning and local networks. A public consultation and *Think Tank* event was organised by *Aonad na Gaeilge* in May 2017. Participants were representatives from Irish language promotion and education groups in Limerick; from sporting organisations and wellbeing and fitness initiatives; academics from the disciplines of neuroscience and sport psychology in UL, and new speakers of Irish. Our panel will draw on data gathered during this event and at planning meetings which have taken place in the first phase of the PAR project.

Following a brief introduction to the project and its rationale, Ní Loingsigh will draw on practices of adult education and promote PAR and strong liaisons with critical colleagues in the co-design of local language awareness and language planning initiatives and interventions. Borrowing the term “incubation space” from business, she will consider the types of supports necessary in the start-up phase of the language support project. Ní Ghearáin will then reflect on minority language for the public good (Williams, 2011) and the potential of bringing new themes such as resilience and wellbeing to the discussion on new speakerness. She will explore the potential to steer local language policy in new directions and focus on wellbeing as a promotional strategy to engage local interest in Irish. Both academic papers will draw on empirical data gathered during the *Think Tank* event with local stakeholders.

Ó Cairealláin and Ó Súilleabháin bring a creative energy and different experiences of involvement with the Irish language community to the panel. Ó Cairealláin was brought up in an Irish-speaking family in Belfast. He is the managing director of ACLÁI Health and Performance, a business which includes being “Gaelach” (Irish) as one of its core values. Ó Súilleabháin, a rap poet, has won various awards for his work and is a regular participant in literary festivals, and cultural and media events.

Their combined familiarity with the arts, health, sporting, business, education and community sectors; and their personal and professional interactions with vibrant networks of learners and speakers of Irish across many contexts is a valued resource to the project. They will share their personal stories in individual

presentations and engage in a dialogue around bringing the Irish language into community development, social activism and voluntary work, and new physical and cultural spaces.

We intend to nurture a strong audience participation in an open forum format following the individual presentations. Here, we anticipate comments, critiques and suggestions which might inform directions for the Limerick project and help clarify possible implications for policy arising from our experimental approach.

#### Key Questions

- How best to foster and benefit from stakeholder engagement in the shaping of a new language support infrastructure?
- What can the theme of wellbeing offer as an agenda for new speakerness in Irish and what are the salient challenges?
- What might meaningful community engagement for new speakerness look like in practice?

#### **PARTICIPANTS**

Deirdre Ní Loingsigh (Director, Aonad na Gaeilge, University of Limerick)

Helena Ní Ghearáin (Tutor, Aonad na Gaeilge, University of Limerick)

Séamus Barra Ó Súilleabháin (Teacher of Irish language classes for adults, slam poet & rap artist)

Ainle Ó Cairealláin (Director, ACLAÍ, personal training facility in Cork)

FRIDAY, SEP 15 11:30-13:30 FLUC – ANFITEATRO II	<b>Panel 5   <i>New Speakers and the European Charter of Regional and Minority Languages</i></b> Coordinator: Pia Lane
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The European Charter of National and Regional Minority Languages emphasises the importance of European national minority and regional languages, stating that these languages contribute to European cultural wealth and diversity. 25 European countries have ratified the Charter, and the Council of Europe frequently has recommended that nation states undertake standardisation efforts and encourage use of minority languages in educational. In some cases, the recognition of a regional or minority language has encouraged speakers who have been passive bilinguals to start to actively use the minority language through everyday interactions. Such new speakers may present a complex mixed model of revivalist and maintenance strategies. The goals of the panel are:

- Investigate the relationship between New Speakers and standardisation by discussing how standardisation processes might be both emancipatory and exclusionary.
- The majority of new speakers of minority languages begin to acquire the target language outside the home, usually within the education system or in a semi-formal learning situation (Walsh and Lane 2016). Therefore, the panel will discuss how the varieties acquired and used by New Speakers are perceived by New Speakers themselves and traditional speakers.
- The panel will also discuss what factors may make state parties reluctant to ratify the Charter, the implications treaties like the Charter may have on minority languages and New Speakers and what role researchers and policy makers may have in these processes.
- Outline recommendations for standardisation and education for the Committee of Experts for the European Charter of National and Regional Minority Languages.

## PARTICIPANTS

Pia Lane (Professor, MultiLing, University of Oslo)

Sixto Molina (Head of Secretariat, the European Charter of National and Regional Minority Languages)

Aleksandra Oszmiańska-Pagett (Member of the Committee of Experts for the European Charter of National and Regional Minority Languages)

Anna-Kaisa Räisänen (Kven Institute/Kainun Institutti, Norway)

Michael Hornsby (Centre for Celtic Studies, Faculty of English, Adam Mickiewicz University in Poznan, Poland)

Talwyn Baudu (University of Aberystwyth, Wales)

### ***‘Authentic’ modes of transmission – new speaker acquisition of minority languages***

Michael Hornsby (Adam Mickiewicz University, Poznań, Poland)

#### Abstract

Traditionally, minority languages have been transmitted in a home/communal setting, as has been described by Hindley (1990), Fishman (1991), Baker (2003), Krauss (1992, 2007), and ideologically this mode of transmission can be seen as the most important source of language reproduction. In the face of the breakdown of intergenerational transmission of many instances of minority languages, however, minority language communities are resorting to other modes of transmission, out of necessity, to complement traditional modes of transmission. One method used has been the instigation of educational initiatives in

certain countries, including Scotland, Wales, Ireland, the Basque Country and Francophone Canada, inter alies. For language planners, bilingual or immersion programmes may be seen as the easiest, most practical and quantifiable way to instil or reinforce the minority language among young people, given adequate resources in terms of e.g. teacher training and materials. This approach has been encouraged by the Council of Europe, which has recommended that nation states undertake standardisation efforts of minority languages for use in educational settings. This can lead to tensions between the use of a standardization version of the minority language in question by younger, new speakers and more dialectal, localized varieties used by older community members. Many case studies of new speakers of minority languages, then, detail how these new speakers can be delegitimized in a number of ways ('wrong' accent, place of birth, translanguaging forms, etc; see e.g. Hornsby, 2015; Costa, 2015). This paper examines the various ways in which new speakers have acquired their status as a speaker of Breton in Brittany, how this status is sometimes contested, and what strategies they employ to deal with this contestation.

***To what extent does the European Charter for Regional and Minority Languages influence language policy lobbying and civil society language activism in Brittany?***

Talwyn Baudu (University of Aberystwyth, Wales)

Abstract

Even though France signed the European Charter for Regional and Minority Languages (ECRML) in 1999, consecutive French Governments have failed to ratify it. The Constitutional Council's rigorous interpretation of Article 2 of the French Constitution, asserting French as the language of the Republic, has deemed the charter to be unconstitutional according to the republican values of the French state. Thus, the continuous failures and unwillingness of successive governments to adopt a clause in the constitution allowing for the potential ratification of the ECRML signifies that any legislation backed by the French Parliaments to ratify the charter consistently hits a brick wall. Moreover, restrictive clauses in the constitution accompanying the ratification might consequently make Breton revitalisation more difficult in the future and therefore it may not be "worth" gambling on the state's willingness to implement the principles of the charter. Indeed, one could speculate that the French state would not undertake to apply paragraphs in the ECRML which would lead to any revolutionary change in France's attitude towards its minority languages.

France's continuous deadlock, for approximately two decades, has resulted in a fundamental shift in the role of the Charter from a set of guidelines to ensure language maintenance and revitalisation, to a symbolic tool and pressure mechanism used by politicians, sub-state regional bodies and organisations engaged in grass-roots language activism. The ECRML's "soft" power in influencing Breton and French language politics is therefore fundamental for both civil society and politicians in order to bypass the state's constitutional obstacles by relating back to France's failure to ratify the ECRML as a source of legitimization for their cause. The prestigious international characteristic of the ECRML's purpose is both valuable for politicians as well as for the new generation of New Speaker language activists to negotiate and take ownership of their minoritized language in the public space.

However, by doing so there is also a tendency to glorify the Charter and its outcome, misinforming both language activists and ECRML sceptics. Consequently, the ratification of the Charter has been vaunted to such an extent that its ratification might to a certain degree contribute to less concrete outcomes than the symbolic role it holds in influencing Breton language revitalization. In this paper, I intend to discuss the effects and the unexpected outcomes of the non-ratification of the Charter, with particular reference to its use by language activists and social organisations such as Ai'ta and the Bonnets rouges movement in 2015, as well as how the ECRML has found its place in influencing public debate in Brittany and France.

I attended Diwan, the Breton language medium schools, throughout the entirety of my education, and have participated in language and social movements in Brittany and worked as a radio presenter and journalist in a Breton language radio station. Through these experiences with peers, language activists as well as with political and social authorities, I have become aware of the difficulty of establishing “safe spaces” for New Speakers. Indeed, New Speakers’ attitudes towards the language and their involvement in language activism determines new efforts to negotiate language within public spaces, especially as the peer language remains fundamentally French, while legislators concurrently push to achieve simply a greater numerical increase in bilingual education. Both these New Speaker activists and politicians have therefore perceived different approaches towards the role the ECRM plays in the language revitalisation processes in Brittany. This paper will attempt to reflect on the interplay which occurs in France between the Charter’s soft power role and its influence on the ground on the discourses produced by language activists and state and elected authorities.

FRIDAY, SEP 15  
 15:30-17:30  
 FLUC - TP1

**Panel 6 | *Language policy, learning, and citizenship***

Coordinator: Steven Morris & Gwennan Higham

Sociolinguistic research increasingly shows a need to rethink how we view the relationship between language, citizenship and the community as a result of globalization and changing migration patterns (Blommaert 2012, Heller 2007, Wright 2015). Redefining such concepts is particularly called for in the domain of language policy. This panel will address the complex and multi-sited nature of language policy and planning processes in various 'new speaker' settings across Europe.

While education policies, issues of citizenship and integration are dominated by nation state discourses, this panel will consider the polycentricity of integration and participation in local and community settings. With specific consideration of issues in Wales, the Basque Country and Latvia, this panel will open discussion on how policy matters are dealt with by speakers 'on the ground' as well as by language policy and planning officer and other agents in managerial positions. We will consider if WG9's current work on critical ethnography can inform policy on a local level and the extent to which this requires a rethinking of language policy and citizenship, allowing room from creativity, inclusivity and the adoption of transversal spaces of language use (Rutter 2015).

**PARTICIPANTS**

Steven Morris (Swansea University)

Gwennan Higham (Swansea University)

Anna Augustyniak (Southampton University)

Kathryn Jones (IAITH: The Welsh Centre for Language Planning)

Heiko Marten (University of Latvia + Rezekne Academy of Technologies)

Nora Schleicher (BKF University of Applied Sciences)

Minna. Suni (University of Jyväskylä)

Anik Nandi (Heriot-Watt University)

Bernadette O'Rourke (Heriot-Watt University)

Heini Gruffudd (Welsh language author and chairman of 'Dyfodol i'r Iaith', Welsh language pressure group)

Petra Elser (Director of Banaiz Bagara, Basque language centre for migrants)

Sanita Lazdiņa (National Centre for Education / Rēzekne Academy of Technologies)

***Language Policies and Practices in Latvia: Perspectives of 3 groups of New Speakers***

Sanita Lazdiņa (National Centre for Education / Rēzekne Academy of Technologies)

**Abstract**

The three Baltic states of Latvia, Estonia and Lithuania have been much discussed cases in language policy research throughout the past 25 years, due to the specific situation of a reversal of language shift in the post-Soviet era from dominant Russian to the previously minoritized national languages. Today, the three countries continue to be dominated by strong language policies and omnipresent societal discourses on languages in societies which are still shaped to some extent by the opposition between Russian and the national languages, but which have also seen a diversification of language issues and practices.

Against this historical background, our paper summarizes perspectives of New Speakers from Latvia with regard to three groups of language users and relates them to language policies at different levels and at different points of time:

1. L1-speakers of Russian as New Speakers of Latvian. Interviews show that many speakers acknowledge the necessity to acquire Latvian; yet, the legacy of Soviet language policies and myths about language learning and bilingualism impede better results (in particular for the generation who grew up during Soviet times);
2. L1-speakers of Latvian as New Speakers of Russian: In the changed language policy situation of contemporary Latvia, many young Latvians do not acquire Russian anymore in a systematic way. Yet Russian de facto continues to be an important language of society which is required, not least, for many jobs; interviews show the importance and practical applicability of Russian, also in relation to English and other languages;
3. New users of the regional language of Latgalian: Latgalian is used by about 9% of the inhabitants of Latvia; yet due to its long prohibition as a written language, many speakers of Latgalian have only recently started to use it in writing. At the same time, centralist attitudes and policies still inhibit its use, as most recently demonstrated in reactions by centralist forces to demands by the “Latgalian Congress” to provide better status for Latgalian, e.g. in local authorities in the region of Latgale.

In total, the paper shows how the concept of “New Speakers” can be re-conceptualized in the Latvian context and at the same time be meaningfully applied to language policy debates in the country.

THURSDAY, SEP 14  
 17:00-19:00  
 FLUC – TP2

**Panel 7 | *New speakers and the future of the Galician Media: Role of crowd-funded Galician newspapers in creation of bottom-up language policies***

Coordinator: Anik Nandi

Recent LPP research reveals how policy-makers endorse the interests of dominant social groups, marginalise minority languages and perpetuate systems of socio-lingual inequality (Nandi 2016). This paper examines the Castilian-dominated Galician linguistic landscape, perceiving the rise of grassroots level actors or agents. These include teachers, parents, language activists, new speakers of minority Galician and other members of civil society, who play a significant role in interpreting and implementing language policy on the ground. This study locates these individuals as ‘counter-elites’ (Beard and Phakphian 2012), generally comprised of the educated Galician demographic, who if disillusioned with policy decisions of ruling state elites, may develop alternative discourses of resistance to hegemonic ideologies (Nandi and Devasundaram 2017). This analysis centres on Galician new speakers as counter-elite intermediaries, who implement bottom-up language policy in diverse arenas and collective mobilisations, including several crowd-funded online Galician newspapers (e.g. Galicia Confidencial, Que Pasa na Costa, Praza Pública, Sermos Galiza), as the current right-wing government of Galicia of the Partido Popular (Popular Party) does not promote newspapers in the Galician language. Drawing from in-depth fieldwork in the Galician context, this panel demonstrates that in Galicia’s shrinking Galician speaker pool, new speaker counter-elites can play an important role in the language revitalisation process from the ground. The endeavour is to ascertain whether this “active minority” (O’Rourke and Ramallo 2015) can restore prestige of the minority language and if their microcosmic interrogation of the dominant Castilian discourse could lead to bottom-up language policies of resistance. The objective is also to address the main challenges faced by present Galician media.

Beard, V. and Phakphian, S. (2012) ‘Community-based planning in Thailand. Social capital, collective action and elite capture’, in Daniere, A. and Luong, H. (eds.) *The dynamics of social capital and civic engagement in Asia*, London: Routledge, pp145-162

Nandi, A. (2016) *Language policies on the ground: Parental language management in urban Galician homes*, unpublished doctoral thesis, Edinburgh, United Kingdom: Heriot-Watt University.

Nandi, A. and Devasundaram, A. I. (2017) ‘Contesting the Conventionalising of Castilian: The Role of Galician Parents as Counter-Elites’, in Lauchlan, F. and Parafita-Couto, M. C. eds. *Bilingualism and Minority Languages in Europe: Current trends and developments*, Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing, pp 12-33.

O’Rourke, B. and Ramallo, F. (2015) ‘Neofalantes as an active minority: understanding language practices and motivations for change amongst new speakers of Galician’, *International Journal for the Sociology of Language*, 231, 147-165.

**PARTICIPANTS**

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)

<p>SATURDAY, SEP 16          09:00-11:00          FLUC –          ANFITEATRO II</p>	<p><b>Panel 8   <i>New speaker subjectivities: Implications for language policy in Europe and the Americas</i></b>          Coordinator: Stuart Dunmore</p>
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This panel will address key perspectives on new speakers’ identities and their importance to revitalisation initiatives and cultural cohesion in five European contexts, as well as among minority European diasporas in Canada and Argentina. Contributions will be informed by researchers’ participation in the New Speakers network since 2013, as well as by invited key stakeholders’ perceptions and experiences of fostering new speaker identities. Policymakers in Scotland, Wales, Canada, Ireland, Galicia and Catalonia each make frequent reference to the role that new speakers may play in future minority language maintenance and multicultural cohesion more widely. Consequently, second language acquisition has been prioritised as a mechanism in these countries, both as a strategy for revitalising minority languages, and for ensuring intercultural integration in late modernity.

Language advocates and teachers in each of the contexts featuring in our panel focus attention on new speakers’ development of a sense of identity in their new language, whether that is terms of Fishmanian conceptions of the language-identity nexus, or through more multicultural perspectives on language use and community maintenance. The construction and negotiation of identity and interpersonal subjectivity is therefore a crucial consideration for researchers and stakeholders who engage with the new speakers paradigm. Drawing on stakeholders’ prolonged engagements with new speaker identity over many years, as well as researchers’ fine-grained analyses of ethnographic data, our proposed panel will explore the issue of new speaker subjectivities in detail.

Colleagues from working group 8 will present key findings for stakeholders and make suggestions for policymakers based on their participation in the COST New Speakers network, inviting relevant stakeholders to speak about their viewpoints and to participate in a closing roundtable discussion. In addition to working group members’ presentations, therefore, language teachers, new speakers and other stakeholders from Scotland, Nova Scotia, Wales, Ireland, Galicia and Catalonia will participate in our panel, taking part in a closing round table discussion and Q&A.

**PARTICIPANTS**

- Stuart Dunmore (University of Edinburgh)
- Nicola Carty (University of Glasgow)
- Kathleen Reddy (University of Glasgow/Gaelic College, Nova Scotia)
- Facundo Muniain (Kiel University)
- Inigo M. Riobo (New Galician Speaker, University of Santiago de Compostela/ Online Galician Newspaper)
- Karolina Rosiak (Adam Mickiewicz University in Poznań)
- Anna Rolewska (New Welsh Speaker, Aberystwyth University/Office of Welsh Language Commissioner)
- Małgorzata Machowska-Kościak (Marino Institute of Education, Trinity College Dublin)
- Maite Puigdevall-Serralvo (Open University of Catalonia)

### ***New Gaelic-Speaker Identities in Scotland and Nova Scotia, Canada***

Nicola Carty (University of Glasgow), Kathleen Reddy (University of Glasgow/Gaelic College, Nova Scotia), Stuart Dunmore (University of Edinburgh)

#### Abstract

This paper will present data from two ongoing investigations of new speakers and their importance to Gaelic revitalisation initiatives in Scotland and Canada, and informed both by members' participation in the New Speakers network, and stakeholder perspectives. Two research projects currently being undertaken at the Universities of Glasgow and Edinburgh will assess the language practices, learning trajectories and social subjectivities that distinguish new speakers of Gaelic from the majority of adults who received Gaelic-medium education (GME) in Scotland, whose Gaelic use has previously been shown to be generally limited. Policy-makers in Scotland and Canada make frequent reference to the role that new speakers may play in the future(s) of the Gaelic language, and second language teaching has been prioritised as a mechanism for revitalising Gaelic.

In addition to Scotland's 57,602 speakers the 2011 Canadian census recorded 1,275 Gaelic speakers in Nova Scotia. As in Scotland, new speakers have recently emerged here as a significant element in the Gaelic language community, though Gaelic educational opportunities in Nova Scotia are limited by comparison with Scotland (where over 4000 children are currently enrolled in Gaelic-medium education. In spite of the small overall numbers of reported Gaelic speakers in Nova Scotia, the provincial Office of Gaelic Affairs has reported that a third of Nova Scotians claim descent from families who spoke Gaelic historically. Language advocates and teachers in Nova Scotia appear to focus a great deal on learners' development of a sense of identity as 'Gaels' (i.e. members of the traditionally defined ethnolinguistic speaker community). This emphasis is stronger than in Scotland, where a more multicultural perspective on Gaelic can often be detected, and where new speakers' identification as Gaels is generally weak. Drawing on preliminary analyses from the 'CLAG' and British Academy 'New Gaelic Speakers' projects, this paper will explore the issue in detail.

### ***Identity, language and motivation among poles in Ireland and Wales***

Małgorzata Machowska-Kościak (Marino Institute of Education, Trinity College Dublin), Karolina Rosiak (Adam Mickiewicz University in Poznań)

#### Abstract

Along with the way people dress and behave, the way they speak matters a lot in indicating their social identity. Such identities are constructed and negotiated through interaction with others throughout one's lifespan (Thomas et al., 2004, p.158). 'The process of construction can be long and complicated as people do not necessarily agree on what to construct or how to construct it, and even if they do, it can take time to find the way there' (Heller, 2007, p.14). This process is also complicated by the fact that relations of power in the social world affect the social interactions between new language learners and native speakers of a language. Following on Norton's conception of the language learner as having a complex social identity, we are arguing that 'new speakerness' must be understood with reference to larger, and frequently inequitable, social structures which are reproduced in day-to-day social interactions. We emphasize that 'power does not operate only on the macro level of powerful institutions such as the legal system, the education system and the social welfare system, but also at the micro level of everyday social encounters between people with different access to symbolic and material resources—encounters that are inevitably produced within

language’ (Norton, 2000, p.7). That is why individuals often ‘invest’ in a given language learning whether it is a majority or minority language in order to empower themselves in certain social spheres. It is then perceived as ‘investment’ to learn a new language as an investment in a learner’s own social identity (Norton, *ibid.*). The parallel view is shared by McKay & Wong (1996), who emphasize the importance of ‘agency enhancement’ and ‘identity enhancement’ by focusing on the importance of social identities and how these relate to multiply discourses.

This paper discusses identity construction and re-constructions among Polish new speakers of English in Ireland and Polish new speakers of Welsh in Wales. It explores the ways by which these new speakers negotiate their identity in their respective new social and linguistic situations through language. Through features such as, language choice, accents, allegiances to certain groups of speakers, language often embodies investment to empower oneself within a certain social group. We set out the theoretical background, methodology, and final results from the two studies involving Poles living in Wales and Ireland. The theoretical and analytical approach combines Ethnography of Communication approaches and Content Analysis. We illustrate aspects of agency such as variable participation, allegiances with certain language speakers’ groups, affective and epistemic stances taken by new speakers of both Polish and Welsh.

Heller, M. & Duchene, A. 2007. *Discourses of Endangerment Ideology and Interest in the Defence of Languages*. Cambridge University Press.

McKay, S. L. & Wong, S. C. 1996. Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, Vol. 66, No.3, 577-608.

Norton, B. 1997. “Language, Identity, and the Ownership of English”. *TESOL Quarterly*, Volume 31, Number 3, pp. 409-429(21)

Norton, B. 1995. “Social Identity, Investment, and Language Learning”. *TESOL Quarterly*. Vol. 29, No. 1, pp. 9-31. Stable URL: <http://www.jstor.org/stable/3587803>

Norton, B. 2000. *Identity and Language Learning*. Pearson, New York.

Thomas, L. et al., 2004. *Language, Society and Power*. London: Routledge

SATURDAY, SEP 16  
09:00-11:00  
FLUC - TP1

**Panel 9 | *New Speakers and language revitalization policies***

Coordinator: Vicent Climent

Over the last few decades, major structural changes linked to the impact of migration and transnationalism are questioning more and more the traditional monolingual state. To the historically present regional or minority languages, present in the vast majority of European states, we now find a fairly more recent layer of diversity derived from new migration and mobility patterns. These layers have been traditionally ranked according to a hierarchical logic that has distinguished between dominant majorities, old (autochthonous) minorities and “new” (immigrant) minorities.

This panel seeks to set a dialogue between different government officials and stakeholders across Europe on the current language policies being implemented in different territories which combine the three “layers” of languages, with a special emphasis on the lines of action and mechanisms put in place to attract new speakers into the autochthonous languages. Rather than a traditional conference-like panel, the three speakers will engage in a dialogue on the challenges they currently face.

**PARTICIPANTS**

Vicent Climent-Ferrando (Network for the Promotion of Linguistic Diversity, Content Manager)

Estibaliz Alkorta (Head of Research. Language Policy Department, Basque Government)

Sabrina Rasom (Responsible for the Language Policy Department on Ladin. Govern of Fassa, Province of Trento)

Alba Conesa (Consorti Per a la Normalització Lingüística, Catalonia, Government of Catalonia)

Estibaliz Amorrotu (Researcher, University of Deusto)

FRIDAY, SEP 15 14:30-15:30 FLUC – ÁTRIO PAULO QUINTELA	<b>Panel 10   <i>Valorising Displaced Voices Photo Exhibition (New Speakers Space)</i></b> Coordinator: Kirandeep Kaur
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(see also Working Document on the conference website)

The Photovoice Exhibition will be the culmination of a photo collection drive by refugees. The aim of this project has been for refugees and asylum seekers living in Amsterdam to choose how to be seen. Over the period of four months the group has photographed, edited and put together a visual representation of their lives. We often talk of legality from the perspective of laws; we talk of legality, illegality a-legality, however we often don't see what it means to experience those legal conditions, to understand what that lived sense of legality is. Often refugees or asylum seekers or simply displaced persons are depicted as being passive. When we do so we do not take account of racial, gendered or socio-cultural identities, histories or simply their lived realities. In this sense, we see refugees as subjects who are voiceless and invisible in law. What we see is others in more powerful positions; such as officials, lawyers, politicians, journalists, even researchers speaking not only about them but for them. In this process, they also lose control of the way they are seen, if they are seen at all. Through these photos we will explore how law shapes experiences, interactions and daily practices of refused asylum seekers by creating a voice and visibility for themselves.

FRIDAY, SEP 15  
15:30-17:30  
FLUC – TP2

## Panel 11 | *Valorising Displaced Voices*

Coordinator: Kirandeep Kaur

(Working Document on the conference website)

The apparent European ‘refugee crisis’ has created unprecedented public, political and scholarly interest. This has also created a challenge for academia in how researchers think about and respond to a changing and globalising world. What is the relevance of our research for the real world outside of academia? Refugees and displaced actors are unheard, with only a muted voice, or simply voiceless. But what does it mean for those on the margins of society to have their voices heard? This panel will seek to highlight the ways in which researchers and practitioners can affect social change through recognising and highlighting the voices of displaced actors in their efforts to empower their own communities.

The Valorising Voices panel is to have the space for this dialogue between practitioners and academics. There will be soundbites, statements and some experiences from the refugee groups to form a basis for questions to the panellists. The aim is to have participants from the photovoice to also form questions or highlight issues they want to bring to the discussion. The aim is to highlight your experiences and work through the questions rather than presentations. The reason I have chosen this method is to be able to include more voices.

### **PARTICIPANTS**

Kirandeep Kaur (Tilburg University)

Elsa Lechner (Centre for Social Studies University of Coimbra)

Fanny Prigent (URBAN REFUGEES)

Asad Ghani (Photovoice, Netherlands)

Kate Watson (Photovoice NGO, London)

Francisco Font Bell (Refugee Welcome, Lisbon)

Alfonso del Percio (University College London)

Elsa Lechner (Centre for Social Studies University of Coimbra)

Gaia Giuliani (Centre for Social Studies University of Coimbra)

Zanij Noruzi (Middlesex University and Refugee Studies Centre, Oxford)

FRIDAY, SEP 15  
15:30-17:30  
FLUC – TP2

**Panel 12 | *New speakers, new spaces, new value? New speakers and the promotion of minority languages as economic resources***

Coordinator: Sara Brennan

Whereas language has traditionally been conceived of and (de)valorised in relation to culture, identity, and nation, these notions now co-exist, intertwine, and at times clash with discourses and practices framing the value of language in economic terms that have grown increasingly prominent under the politico-economic conditions of globalised late capitalism. As a part of this shift, minority language and economic development policymakers alike across Europe have increasingly drawn on these emerging discourses to promote the use of minority languages in a space in which they have often been marginalised: the commercial sphere.

**PARTICIPANTS**

Sara Brennan (Heriot-Watt University)

Mike Danson (Heriot-Watt University)

Eoghan MacCormaic (Business and Enterprise Language Development Officer, Glór na nGael)

Neil Ross (Head of Community Growth Highlands and Islands Enterprise)

Gethin Edwards (Senior Officer Promotion and Facilitation, Office of the Welsh Language Commissioner)

Dylan Rowlands (Gwin DylandWad Wine, Gwynedd, Wales)

James Costa (Université Sorbonne Nouvelle - Paris 3)

## Local Panels

(Working Document on the conference site)

<p>THURSDAY, SEP 14          11:30-13:30          FLUC - TP1</p>	<p><b>Panel 13   <i>Language diversity in Portugal: policies and practices</i>   PT</b>          Coordinator: Olga Solovova &amp; Ana Raquel Matias</p>
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Having officially declared itself as a multilingual state in late 1990s, Portugal has failed to acknowledge a substantial part of its actual language diversity, with origins in both regional languages and in the languages associated with migration flows, which have changed the country's social and demographic fabric. This partial recognition is evident in institutional and popular discourses that persist in investing in the centrality of the Portuguese language within a national space still viewed as monolingual.

The recent changes in citizenship laws, as well as in migration and education policies have reinforced the role of Portuguese language as one of the key access criteria to long-term residence, citizenship and civic participation, jobs in civil services and health system, as well as a determinant factor for educational success. The effective promotion of language diversity in Portugal is reduced to cultural celebration (concerts, fairs, exhibitions etc.) that brings no political change for the so-called "minority" languages and their speakers. For example, bilingual education initiatives often take form of schools where most curricular subjects are taught in English, German or French alongside Portuguese.

Since late 1980s, numerous local initiatives have been organised across Portugal to counter the lack of concrete political measures that would acknowledge the actual language diversity. We would like to use those initiatives as inspiration for this panel by focusing on the specific needs of multilingual speakers and opening a space of discussion and dialogue between different social actors. We would like to invite our participants to reflect on the following questions:

- What kind of language education is being offered across Portugal (e.g. Portuguese as Non-Native Language, bilingual education, informal schooling)?
- Which ways of promoting regional languages are put in practice?
- Which spaces of linguistic citizenship have been developed, where local initiatives are linked with digital spaces (online journals and magazines, radio and Internet channels in different languages)?
- What are the ways of enacting a multicultural perspective that would result in public policies to address the real interests of multilingual speakers?

### 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 e CELGA-ILTEC (UC))

Fernanda Asseiceira (President of Alcanena City Council, Minde)

Julia Prikhodko (Russian/English language teacher, Association Centro Intercultural "Espaço Vivo")

José Pedro Ferreira (CELGA/ILTEC, Universidade de Coimbra)

Tiago Machete (Teacher of Portuguese and Portuguese Non-Native Language at lower secondary schools, member of 1st external evaluation commission on Portuguese as Non-Native Language in Basic and Secondary Education)

### ***O português e as suas variedades nacionais – das políticas às práticas***

Margarita Correia (CELGA-ILTEC e FLUL)

#### Resumo

O português é uma língua pluricêntrica cujas variedades nacionais convivem forçosamente, em todos os espaços onde é falada, não apenas entre si, mas também com outras línguas, autóctones ou não desses espaços.

A visão generalizada de Portugal e dos demais países da CPLP como países basicamente monolíngues, acredita-se, faz hoje parte do passado, existindo um maior (re)conhecimento da realidade linguística dos diferentes países de língua oficial portuguesa. Por outro lado, a visão de Portugal como centro difusor – e impositor – de uma norma do português a ser seguida de forma mais ou menos ortodoxa pelos demais países encontra-se ultrapassada em termos da política linguística explícita e essa percepção estará também atenuada na sociedade portuguesa.

Sobretudo na última década, assistiu-se a uma mudança na visão e nas políticas linguísticas em relação às diferentes variedades nacionais do português, configuradas estas políticas numa gestão partilhada de decisões entre os Estados-Membros da CPLP, através da ação do Instituto Internacional da Língua Portuguesa (IILP). Esta nova visão pluricentrista da língua portuguesa implica, a nosso ver, uma maior aceitação da diversidade entre variedades nacionais – a maioria delas ainda não codificadas –, caminho que, no entanto, na prática, ainda está longe de ter sido percorrido na sociedade portuguesa.

Neste trabalho, pretende-se dar conta da mudança de perspetiva a que se assistiu relativamente ao pluricentrismo do português nos últimos anos, em termos de enunciados políticos e de ações concretas, mas também mencionar alguns dos obstáculos que ainda precisam de ser ultrapassados para se atingir maior aceitação e respeito pela diversidade.

### ***Línguas minoritárias e revitalização linguística (Experiência local)***

Fernanda Asseiceira (President of Alcanena City Council, Minde)

#### Resumo

O desaparecimento contínuo de línguas minoritárias justifica-se, na maioria dos casos, devido à desintegração socioeconómica, cultural e identitária das comunidades que as falam e as reproduzem através das diferentes gerações.

No caso específico do Minderico, língua falada entre os comerciantes das célebres “Mantas de Minde”, freguesia do concelho de Alcanena, foi a partir de meados do século passado, que a língua foi quase votada ao esquecimento, sendo falada apenas entre os mais velhos, que fizeram uso dela ao longo da sua vida profissional, por todo o território nacional.

Com o surgimento do Centro Interdisciplinar de Documentação Linguística e Social CIDLeS, cujo trabalho desenvolvido, é de excelência e sobejamente reconhecido a nível nacional e internacional, foi possível

contrariar a tendência natural e, proceder a um estudo e inventariação exaustivos desta língua minoritária, que tanto caracteriza a Freguesia de Minde, em particular, e o Concelho de Alcanena, em geral.

De todo o trabalho desenvolvido, há a destacar a adaptação desta língua a novas metodologias e novos suportes, nomeadamente, pela criação de suportes digitais que auxiliam a aprendizagem da língua, tornando-a apelativa e moderna.

O trabalho junto da comunidade, nomeadamente, através do ensino da língua em aulas lecionadas a várias faixas etárias e a diferentes níveis de ensino, permitiu o renascimento da comunidade falante desta língua, despertando o interesse junto dos mais novos, por algo que os distingue dos outros, que afirma a sua identidade comunitária, e os cativa para a sua preservação.

Para além destes aspetos, há a referenciar também a divulgação da língua e a promoção de todo o trabalho desenvolvido a diversos níveis, e que tem servido de suporte a outros grupos de trabalho existentes um pouco por todo o mundo.

Para o Município de Alcanena, é muito importante que se mantenha o trabalho junto da comunidade local, nomeadamente, pela manutenção do ensino regular da língua, considerando que a via natural de transmissão da mesma, tende a desaparecer, devido aos novos hábitos da sociedade atual.

Só assim será possível uma comunidade que mantenha esta língua ativa, falada e vivida, o que significará que, apesar da globalização e uniformização de hábitos e tradições, as populações se sentem confortáveis com o seu passado e com o desejo de manter um valor cultural que os diferencia de todos os outros, gerando valor acrescentado a todos os níveis.

### ***Escola Russa em Coimbra da Associação Intercultural “Espaço-Vivo”***

Julia Prikhodko (Professora de russo/inglês, Associação Centro Intercultural “Espaço Vivo”)

#### Resumo

A Associação Intercultural Centro "Espaço-Vivo" (AICEV) desenvolve as suas atividades em Coimbra desde 2007 (DR, 2ª série — Nº 123— 28.06.07). Os principais objetivos da AICEV consistem na cooperação intercultural entre a sociedade Portuguesa e a diáspora eslava, através da implementação de iniciativas educativas e de ocupação de tempos livres, assim como o desenvolvimento e a divulgação de projetos e atividades para a valorização de aspetos essenciais da cultura e tradições eslavas entre os/as jovens. Em funcionamento desde 2014, a Escola Russa de Sábado é aberta a crianças de famílias eslavas, portuguesas e mistas. Neste ano letivo a Escola tem 25 alunos de 3-13 anos distribuídos por 4 turmas de acordo com a idade e nível de competência linguística. A Escola Russa tem um papel importante na preparação e desenvolvimento de habilidades da pessoa individual, seja no intuito de desenvolver a sua identidade e repertórios bi/multilíngues, seja com o fim de manter o seu bilinguismo. Na verdade, o papel primordial da escola em relação às línguas deve ser o de criar nos aprendizes uma consciência linguística, ou seja, ensiná-los a pensar sobre a língua, a valorizar as línguas e as suas variedades, dando também ao aluno liberdade para que se possa expressar na língua X ou Y. Entendemos que a educação começa na família e se prolonga no caminho educativo escolar: a família é um fator imprescindível na educação das crianças, enquanto a escola é instituição privilegiada de transmissão e construção do conhecimento. No entanto, a colaboração entre família e escola nem sempre é fluida ou frutífera, como seria conveniente. A comunicação entre família e escola deve ser compreendida a partir da diversidade de situações, atitudes e expectativas mútuas que podem conduzir ou gerar choques entre elas: as barreiras linguísticas tornam a comunicação limitada e

separam os atores escolares das famílias dos estudantes. Assim, torna-se necessário melhorar os canais de comunicação, para que se desenvolva com sucesso a aprendizagem dos alunos/as, sobretudo num contexto de diversidade cultural. Neste sentido, é importante sublinhar o papel da Escola Russa na construção de plataformas de comunicação entre os estabelecimentos de ensino institucionais e as famílias representantes da diáspora eslava, através da implementação dos seus projetos. O corpo docente da Escola Russa é inteiramente constituído por profissionais titulares de formação pedagógica superior e elevado nível de qualificação. Desde 2012, a Escola dispõe de apoio financeiro do governo da Federação Russa através da Fundação "Russkiy Mir".

### ***Ensino de Português Língua Não Materna (PLNM)***

Tiago Machete (Professor de Português e Português Língua Não-Materna no ensino básico e secundário, membro da primeira comissão de avaliação externa de PLNM no ensino básico e secundário)

#### Resumo

Em Portugal, a balança entre a emigração e a imigração sempre pendeu mais para o lado da emigração. Em que país não vive um português? Durante séculos, usámos as nossas embarcações e fomos ao mundo inteiro. A comunidade e a tradição portuguesa estão no mundo inteiro! E o mundo inteiro, está em Portugal? Podemos dizer que sim, temos hoje uma sociedade multicultural, rica em diversidade, mas que, infelizmente, continua, muitas vezes, a ser desperdiçada. Os imigrantes dos países de língua oficial portuguesa foram os primeiros a chegar em massa, após o 25 de abril de 1974. Porém, durante mais de três décadas, as políticas de língua não foram eficazes na proteção dos milhares de falantes de português como língua segunda que recebemos. Atualmente, no nosso país, as taxas de reprovação dos alunos dos PALOP em Portugal são de 16% e dos portugueses de 5%. Estudo revela “dimensão brutal da desigualdade”<sup>i</sup>. Com o virar do século XX, uma nova vaga de imigração, sobretudo dos países do leste europeu e da China, levou a uma necessária mudança nas políticas de língua e na proteção de todos os falantes de português como língua não materna (PLNM) residentes no nosso país. Mas a nossa reação foi lenta e, apenas em 2006, foi regulamentado o ensino do PLNM<sup>ii</sup> no sistema educativo português. Todavia, os mais recentes dados<sup>iii</sup> mostram que apenas 1 em cada 10 professores que lecionam o PLNM tem formação específica, o que nos leva a concluir que ainda temos um longo caminho a percorrer para que todos os alunos que frequentam o sistema educativo português tenham as mesmas oportunidades.

<sup>i</sup> www.publico.pt, 24 de abril de 2016 (<https://www.publico.pt/2016/04/24/sociedade/noticia/alunos-de-palop-em-portugal-chumbam-tres-vezes-mais-que-portugueses-no-primeiro-ciclo-1729946>)

<sup>ii</sup> Despacho normativo n.º7/2006

<sup>iii</sup> DGE (2014); Estudo de caracterização e avaliação de impacto da aplicação do Português Língua Não Materna (PLNM) no ensino básico (1.º, 2.º e 3.º ciclos) e no ensino secundário, páginas 38 e 40

([http://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/estudo\\_plnm.pdf](http://www.dge.mec.pt/sites/default/files/Curriculo/EBasico/PLNM/estudo_plnm.pdf))

THURSDAY, SEP 15  
 14:30-16:30  
 FLUC - TP1

**Panel 14 | *Multilingualism and linguistic diversity in Portugal: Speakers, Knowledge and Dynamics* | PT**

Coordinator: Clara Keating & Vera Ferreira

In this panel, we will focus our attention on bilingual and multilingual speakers who cross existing social boundaries, re-evaluate their own levels of linguistic competence and creatively (re)structure their social practices to adopt and adapt to new, complex and overlapping linguistic spaces. We thus start from a perspective on new speakers' multilingual competence and multilingual repertoires as a continuum between form and function. In this panel we bring into dialogue the linguistic, psycholinguistic, educational, sociolinguistic, economic and political research perspectives informing our ways of identifying new speakers' multilingual competences (native, non-native speakers, second language acquisition and socialization, foreign, second or additional languages, among others), as well as the dynamics involved in the development, negotiation and recognition of new speakers' multilingual repertoires in their spaces of daily survival. By focusing on the language-based journeys taken by individuals or groups - and the biographical junctures where significant linguistic changes are enacted in their language repertoires - we want to explore how they get shaped by multilingualism and how people conceptualise themselves as multilinguals. Dynamics of negotiation and construction of spaces of intersubjectivity and symbolic territories are intrinsically related to these processes, including the construction of linguistic value, authenticity and legitimacy, from cultural, professional and institutional perspectives. In sum, we will debate how, in our work as local language policy makers, we identify speakers, competences, repertoires and multilingual spaces of use and socialization, as well as the historical and emotional dynamics associated to speakers' multilingual subjectivities and identities. Participants will introduce themselves and their work as they provide answers to the following questions:

- a. Who are the speakers? What kinds of knowledge (multilingual competences and repertoires) are at stake and how are they being identified, assessed and redefined? By whom, where, how and when?
- b. What dynamics - related to language value, authenticity and legitimacy -- are involved as new speakers cross existing social boundaries, re-evaluate their own levels of linguistic competence and creatively (re)structure their social practices to adopt and adapt to new, complex and overlapping linguistic spaces?
- c. Spaces: how do linguistic, cultural, professional, institutional and identity spaces cross? How are they constructed and how to describe their complexity?
- d. In the light of full social and civic participation of these new speakers, what tensions and what creative responses emerge in the process and how to explain them? How to learn from experience in order to produce efficient policies with useful implications across family, local, national and transnational contexts?

#### **PARTICIPANTS**

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 – Universidade Nova de Lisboa/Bilingual teacher of Capeverdean 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 (Centre de Recherches Interdisciplinaires sur le monde Lusophone (CRILUS) / EA 369 Etudes Romanes Université Paris Nanterre)

#### DISCUSSANT

Cristina Martins (CELGA/ILTEC, Universidade de Coimbra)

#### ***Multilinguismo em Barrancos: uma opção obrigada***

María Victoria Navas Sánchez-Élez (Universidad Complutense de Madrid)

##### Resumo

Barrancos, terra alentejana com menos de 2000 habitantes, situada na margem esquerda do rio Guadiana, tem sido, provavelmente, desde a Idade Média uma terra onde os seus habitantes têm sido maioritariamente de fala espanhola (cf. Navas 2011). Pela sua situação geográfica –introduz-se em Espanha como uma cunha afiada– pelo isolamento físico respeito do poder central português, criou-se ao longo dos séculos uma língua de contacto com características peculiares dentro da sua tipologia: é o barranquenho. Lembremos, contudo, que em Barrancos também viviam ao longo dos séculos pessoas de fala portuguesa e pessoas de fala espanhola, ali chegadas por um motivo ou outro (trabalho, relações familiares, contrabando, refugiados, etc.). Esta língua mista, fronteiriça, caso único pelo menos na Península Ibérica, formou-se a partir das variedades meridionais ibéricas próximas: o alentejano português, e o extremeño e andaluz espanhóis. Todo este conjunto de traços deu lugar a uma nova fala na qual se exprimiam as naturalmente pessoas ali nascidas que como por todo o país nos séculos passados não estavam escolarizadas.

Quando as crianças iam à escola, cujos estudos eram dados por professores de língua materna portuguesa, descobriam que o que eles falavam não era a língua padrão, que o que falavam e escreviam não era correcto, que tinham que falar e escrever de uma outra maneira. Porque os próprios professores não compreendiam quando os miúdos barranquenhos lhes falavam. Como consequência disso as crianças primeiro, mais tarde os jovens, depois os adultos, começaram a rejeitar a sua própria língua, o barranquenho, a sentir que eles falavam um mal português, não que falavam uma língua diferente, mas sim um mal português, e por isso a esconder a sua fala ante terceiros.

Ao longo do Painel 14 “Multilinguismo e diversidade linguística em Portugal: Falantes, Conhecimentos e Dinâmicas” explicaremos com base em inquéritos feito em duas épocas diferentes, 1990 e 2014, e com testemunhos recolhidos na localidade de Barrancos como essa situação está a mudar.

#### ***Multilinguismo e Diversidade Linguística***

Ana Josefa Cardoso (CLUNL – Universidade Nova de Lisboa/Bilingual teacher of Capeverdean Creole (CVC) and Portuguese; CVC teacher, teacher training Portuguese as a Foreign Language)

##### Resumo

A necessidade de reagrupamento familiar trouxe-me de Cabo Verde para Portugal quando tinha 6 anos de idade. O meu reportório em português cingia-se a meia dúzia de frases com as quais não simpatizava, aprendidas por força das circunstâncias durante a pré-primária em Cabo Verde.

Todo o percurso escolar foi feito em Portugal, no tempo em que ainda não se falava de Português Língua Segunda ou Língua Não Materna. Era preciso sobreviver e a estratégia encontrada foi tornar-me invisível e inaudível na sala de aula, durante os primeiros anos. Só me tornei numa aluna participativa quando já sentia alguma segurança no meu discurso em Português.

A minha língua materna sempre foi ignorada na escola, mas fazia parte do meu quotidiano familiar, onde sempre foi usada sem preconceitos de qualquer ordem. Desde cedo, procurei desenvolver o conhecimento sobre ela, apesar dos escassos recursos, pois havia poucas publicações em caboverdiano e sobre o caboverdiano.

Com o tempo, apercebi-me que a língua que eu tanto estimava era vista como algo negativo, sobretudo no contexto escolar, onde era considerada a principal causa de insucesso dos alunos de origem caboverdiana.

Era preciso agir e combater a ignorância e por isso comecei a partilhar os conhecimentos que tinha, sempre que surgia uma oportunidade, sobretudo em contexto profissional, junto dos professores. Esta partilha informal veio a ser legitimada com a certificação como formadora na área da Didática Específica da Língua Caboverdiana, que permitia realizar ações de formação creditadas para professores.

Mais tarde, tive oportunidade de participar em projetos e iniciativas que valorizam a língua caboverdiana e têm impactos positivos de longo alcance, que fomentam o desenvolvimento desta língua tanto na diáspora como no país de origem, onde ainda aguarda pelo estatuto de língua oficial, em paridade com a língua portuguesa.

### ***O Português de Sri Lanka: (trans)formação, declínio e preservação***

Hugo C. Cardoso (Universidade de Lisboa, Faculdade de Letras)

#### Resumo

O Português de Sri Lanka (PSL) é uma língua crioula daquele país com raízes na difusão da língua portuguesa que acompanhou a expansão europeia no século XVI. Sabemos, por várias descrições ao longo dos séculos, que o PSL teve uma difusão considerável por toda a ilha e adquiriu o estatuto de língua franca em determinados contextos da vida diária, para além de uma invulgar produção escrita promovida sobretudo pelas missões protestantes do séc. XIX.

Contudo, as comunidades que a tiveram como língua materna ou doméstica constituíram sempre uma minoria no contexto da ilha e, durante boa parte da sua história, possivelmente também no conjunto total dos seus falantes. Esta circunstância, potenciadora de um multilinguismo generalizado no seio destas comunidades, justifica que o PSL, para além das transformações linguísticas associadas ao processo de criouliização reconhecíveis noutros crioulos luso-asiáticos (ex. Índia, Malaca, Macau), evidencie hoje também o resultado de extrema convergência gramatical com as línguas dominantes do Sri Lanka: Tâmul e Cingalês. As atitudes e alianças etnolinguísticas das comunidades são essenciais para entender processos diacrónicos desta natureza, que admitam a transferência de padrões morfossintáticos e semânticos mas evitam o hibridismo aos níveis lexical e fonético para preservar a “independência” das línguas envolvidas.

Por outro lado, a relação entre prática linguística e identidade comunitária também permite compreender os padrões de declínio do PSL ao longo dos séculos e, conseqüentemente, o seu presente estatuto de língua ameaçada. Historicamente usada como L1 pelas comunidades Burgher (euro-asiática) e Kaffir (afro-descendente), a fluência na língua subsiste apenas na costa oriental, entre a comunidade que se identifica como Portuguese Burgher. Pelo caminho, verificou-se o abandono da língua pelas famílias que se identificam como Dutch Burghers, que anteriormente a tinham tido como língua de uso familiar. No caso da comunidade Kaffir, a língua persiste apenas associada à performance das suas tradições musicais. Entre os Portuguese Burghers da costa oriental, os padrões concretos de perda linguística estão a ser investigados no âmbito de

um projeto de documentação da língua que, para além do mais, recolheu já muitas reações à perceção do seu declínio.

***Cá e Lá, uma "língua de contrabando": do bilinguismo à comparação provocadora***

Graça Santos (Centre de Recherches Interdisciplinaires sur le monde Lusophone (CRILUS) / EA 369 Etudes Romanes Université Paris Nanterre)

Resumo

Cá e Lá, foi (e continua a ser) a primeira Companhia de teatro bilingue francês-português na Europa, nascida nos anos 80 do século passado, na região de Paris. As formas estéticas muito originais produzidas por Cá e Lá, que desde o princípio mesclam línguas e culturas, fazem da questão do bilinguismo uma temática e uma forma de expressão artística provocatória. Usando a linguagem verbal e corporal como reivindicação audível e visível dum espaço bipolar, para o qual o nome da companhia aponta claramente, os atores recusam a mitificação das origens. Procuram criar um espaço de sobreposição linguística que evidencia áreas menosprezadas socialmente porque excluídas pela norma. Começaram por produzir o que Jacques Hassoun designa como uma de «língua de contrabando» e após terem recusado ser mero objeto de estudos sociológicos, desenvolvem um percurso auto-reflexivo com produção dum discurso próprio que analisa a atividade da Companhia. Com a realização regular de performances e espetáculos destinados a um público diversificado, Cá e Lá presta particular atenção em não confundir identidade e cultura. Com sessões regulares de formação (ateliers, conferências, debates...) o grupo preocupa-se também com a questão da transmissão por ele desenvolvida em locais que cruzam espaços sociais e linguísticos.

A conferência será ilustrada por vídeos, fotos e vários elementos do arquivo da Companhia, alguns deles podem ser consultados online:

<http://www.caela.net/>

<https://parfumsdelisbonne.com/>

## The New Speakers Space

THURSDAY, SEP 14 11:30-13:30 FLUC – ÁTRIO PAULO QUINTELA	<b><i>CIDLeS and the work on endangered languages</i></b> Vera Ferreira
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This brief talk aims to present the Centro Interdisciplinar de Documentação Linguística e Social (Interdisciplinary Centre for Social and Language Documentation) and the main projects that centre has developed so far.

Since 2010 CIDLeS works mainly in the framework of language documentation (multimedia documentation of communicative events that reflect the language practices of a language community), being focused on the collection of primary language data. Minderico, Fala and Bavarian were some of the languages documented so far. Community-driven documentation is the perspective adopted by the centre, i.e. the documentation work must be carried out in strict collaboration with the speech communities by training community members and getting them involved in the different documentation tasks. Based on the primary data and defending a bottom-up perspective, CIDLeS develops teaching materials and revitalization programs and gives consultancy on revitalization to several language communities mainly in Europe (Istro-Romanian, Fala, Aromanian, etc.). Moreover, considering the importance of digital communication in our everyday life, CIDLeS is also focused on language technology projects that create tools which can be used to teach, revitalize, and therefore boost the use of minority languages. The training of researchers and above all the empowerment of local communities not only to document their languages but also to use and develop language technologies for their own local languages is the *leitmotiv* that guides our work at CIDLeS.

THURSDAY, SEP 14 17:00-18:00 FLUC – ÁTRIO PAULO QUINTELA	<b><i>The New Speakers Studio</i></b> Deirdre MacKenna
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The New Speakers Studio is a series of cultural ‘tools’ conceived and made by Deirdre MacKenna for the EU COST Action 'New Speakers Network' which is a group of researchers, policy makers and stakeholders working together to explore the dynamics involved in becoming a new speaker of a language in the context of a multilingual Europe.

The Network has sought to understand the potential social tensions that emerge from unequal access to participation of new speakers in Europe’s multilingual projects. These inequalities pose challenges to European integration, social cohesion and economic collaboration, as well as to the full participation of territorial and immigrant minorities.

Deirdre and Bernadette O’Rourke, Chair of the New Speakers Network, first met at one of the regular GRAMNet collaboration development meetings in Glasgow in November 2016 and their fluent dialogues began to map out ways which could bring valuable academic research to the attention and use of people in related contexts and situations.

Deirdre created The New Speakers’ Studio by working with cinematographer Gordon James to film a series of semi-structured interviews with Agata Urbanska, Brian Thunder, Daniele Sambo, Hanneke Scott-Van Weil, Leena Nammari, Miren Manias, Nadifa Essa and Nina Bacos, who shared their stories and opinions about learning and using a language other than their mother-tongue in Scotland today; being a New Speaker.

In order to avoid the audience being distracted by images of the interviewees (their age, gender, cultural styling etc) Deirdre asked the interviewees to identify an object which could act as a visual-substitute. Images of these objects were filmed and photographed and along with animated text and audio, the interviewees’ narratives and language journeys have been brought to life.

The film and photographs are accompanied by ‘The New Speakers’ Guide’ which is the first booklet published to explain the New Speakers concept and provide quotes from New Speakers about their experiences.

<p>FRIDAY, SEP 15          14:30-15:30          FLUC – ÁTRIO PAULO QUINTELA</p>	<p><i>Valorising Displaced Voices Photo Exhibition</i>          Kirandeep Kaur &amp; Cassie Smith-Christmas</p>
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(Working Document on the conference website)

Over the period of four months the group has photographed, edited and put together a visual representation of their lives. We often talk of legality from the perspective of laws; we talk of legality, illegality a-legality, however we often don’t see what it means to experience those legal conditions, to understand what that lived sense of legality is. Often refugees or asylum seekers or simply displaced persons are depicted as being passive. When we do so we do not account of racial, gendered or socio-cultural identities, histories or simply their lived realities. In this sense, we see refugees as subjects who are voiceless and invisible in law. What we see is others in more powerful positions; such as officials, lawyers, politicians, journalists, even researchers speaking not only about them but for them. In this process, they also lose control of the way they are seen, if they are seen at all. Through these photos we will explore how law shapes experiences, interactions and daily practices of refused asylum seekers by creating a voice and visibility for themselves.

## New Speakers in the city

<p>THURSDAY, SEP 14          18:30-19:30          CASA DAS CALDEIRAS</p>	<p><b><i>Porta para o exterior</i></b>          Sabela Fernández (AGAL - Associação Galega da Língua) &amp;          José Ramom Pichel (Universidade do País Basco)</p>
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“Porta para o exterior” is a documentary that aims to show the perspective of reintegrationism, a way of thinking about the Galician Language which was banned from the official circles of the Galician language since 1982 and socially depreciated after the implementation of the "Orthographic and morphological standard of the Galician language" approved to be in taught in the Galician school system in 1982.

Directed and written by Sabela Fernández and José Ramom Pichel, with voice-over by Sara Mejuto, edited by Axóuxere and produced by Agal, “Porta para o exterior” is a journey that allows us to walk through the experiences of more than 70 people, who show us how and why they live their language every day as a language that is spoken not just in Galicia, but also in other parts of the world - Brazil, Portugal, Angola, Mozambique, Cape Verde and East Timor - and the challenges it brings.

The documentary aims to explore without any kind of intermediaries what the reasons are for these people to look at Galician and Portuguese as linguistic varieties of the same language and what their further proposals are, so that the speakers of the language to the north of the Minho river, in the Autonomous Region of Galicia (Spain), can be even more empowered. It is remarkable that the IGE (Galician Institute of Statistics) reports that now only 13% of Galician children under 14 years of age have Galician as their daily language, although in previous generations it was the most widely spoken language in the region.

<p>FRIDAY, SEP 15          18:00-19:00          CASA DAS CALDEIRAS</p>	<p><b><i>Airc/Hive</i></b>          Brian Thunder</p>
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*Airc/Hive* is work in progress and focuses on the experiences of minority language speakers in a world dominated by majority languages. It explores the reasons why the rate of loss of bio-diversity and linguistic diversity are identical and how they may be linked. I will present some work in progress from the play I am currently creating with Grid Iron Theatre co in Edinburgh. Supported by visual images, this will consist of a short performance of some monologues performed by me; an explanation of the origin and motives of the play; an examination of some of the research that has helped to create the piece; a question and answer session.

FRIDAY, SEP 15

22:00

CASA DAS ARTES BISSAIA

BARRETO

*The Secret Language*

Pia Lane with Lightsource Productions

In the documentary *The Secret Language* we meet speakers of a minority language in Northern Norway. This minority group, the Kven, has been oppressed, but now there is a growing interest in Kven language and culture. The film addresses essential questions such as: If your language is not recognized as a language, how does this affect you? How do Kven people experience reclaiming their language and identity? *The Secret Language* is produced by Lightsource Productions, in collaboration with Pia Lane (MultiLing, University of Oslo).



THE NEW SPEAKERS NETWORK

FINAL WHOLE

ACTION CONFERENCE

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[ces.uc.pt/coimbranewspeakers](http://ces.uc.pt/coimbranewspeakers)