

The GREILI-UPF research group

***Grup de Recerca de la UPF
en Espais Interculturals, Llengües i Identitats
(UPF Research Group on
Intercultural Spaces, Languages and Identities)***

Departament d'Humanitats, Universitat Pompeu Fabra

The activity of the group stands at the intersection of: Applied Linguistics, Discourse Analysis, Education, History, Human Geography, Immigration, Intercultural Communication, Sociolinguistics and Sociology.

In this document you may find information about the group and a summary of our most recent research activities.

Contact: mireia.trenchs@upf.edu

Departament d'Humanitats, Universitat Pompeu Fabra

- Attitudes, ideologies and language use in multilingual and multicultural settings. Historical, geographical, linguistic, educational and social determinants. Impact on social integration.
- Construction and negotiation of identity in multilingual and multicultural public spaces and institutions.
- Education and intercultural communication as resources for social integration.
- Linguistic, sociolinguistic and educational consequences of (im)migration.
- Management of social, cultural and linguistic diversity in educational spaces.
- Processes of teaching and learning in multilingual and multicultural educational contexts.
- Functional variation and oral language in multilingual spaces.
- Cultural practices and patterns of socialization in diaspora communities.
- Projections of spatial intercultural contexts: global villages and neighborhoods.

Department of Humanities, UPF:

Mireia Trenchs (IP, main researcher). *Applied linguistics, second and foreign languages & ESL/EFL.*

Adriana Patiño. *Ethnographic sociolinguistics.*

Manel Ollé. *Chinese language & history.*

Antoni Luna. *Human geography.*

Rosa Cerarols. *Human geography.*

Josep Maria Castellà. *Discourse analysis, Linguistic variation & Catalan language.*

Chun-Chun Chin. *Applied linguistics & Chinese language.*

Tânia Márcia Baraúna. *Sociology.*

Àngels Oliva. *Applied linguistics, second and foreign languages & ESL/EFL.*

Larissa Tristán. (UPF Ph.D.student & research assistant). *Social communication.*

Other institutions or departments:

Michael Newman. (Queens College/CUNY, Nova York). *Sociolinguistics.*

Francisco Ordóñez. (SUNY at Stony Brook). *Linguistics.*

Laura Canós. (Universitat de Barcelona). *Sociolinguistics & Spanish.*

Imanol Larrea. (Universitat Pompeu Fabra). *Sociology.*

High school directors and teachers.

Line 1. Language attitudes, language ideologies and identities of immigrant and autochthonous youth in multilingual and multicultural spaces [\[+\]](#):

Mireia Trenchs, Adriana Patiño, Manel Ollé, Chun-Chun Chin-Ko, Michael Newman, Laura Canós, Larissa Tristán, Àngels Oliva & Imanol Larrea.

Line 2. Linguistic variation and dialect features in diaspora multilingual contexts [\[+\]](#):

Michael Newman.

Line 3. Creating the city from the neighborhood: gender and age geographies in the construction of the urban fabric [\[+\]](#):

Toni Luna & Rosa Cerarols.

Line 4. Use of theater and literature for social intervention in multicultural spaces [\[+\]](#):

Tânia Márcia Baraúna.

Line 5. Representation of multicultural neighborhoods in the mass media and its reception by immigrant and local communities [\[+\]](#):

Larissa Tristán (Ph.D dissertation); Marta Guasch (M.A. paper).



Line 1: Research on language attitudes, language ideologies and identity adscription of immigrant and autochthonous youth (I)

Our general goals are to investigate:

- how the processes of identity and language ideology construction reveal themselves in students' everyday communicative practices and attitudes,
- the impact of the educational participants and agents (i.e. teachers, family members, neighbourhood and classmates) in fixing language attitudes of young immigrants,
- how language attitudes influence student's integration process to the host society.

Past and present projects (see more details ahead):

Project 1: “Normalizing bilingualism: The effects of the Catalan linguistic normalization policy one generation after” (published in *JoS*)

Project 2: “Diversity of language ideologies in Spanish-speaking youth of different origins in Catalonia” (published in *JMMD*).

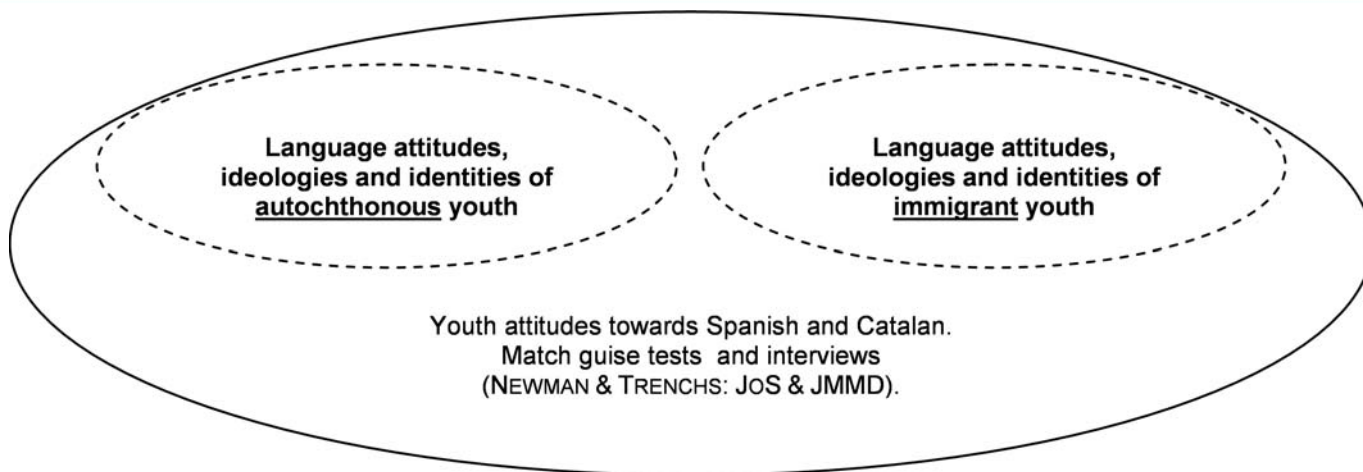
Project 3: “Educational practices and language attitudes in the management of bilingualism and multilingual immigration in Catalonia” (2008ARIE-00018 AGAUR-funded project; in press).

Project 4: “Actituds lingüístiques i identitats en construcció de joves immigrants xinesos i llatinoamericans a l'escola catalana” (2009ARAFI-00049 AGAUR-funded project).

Project 5: “Estudis de cas de la influència del nucli familiar, el procés d'acollida i l'edat d'arribada en la construcció de les actituds i ideologies lingüístiques dels joves llatinoamericans i xinesos a Catalunya” (Recercaixa 2010 funded project) (in progress).

Project 6: “Incidència de l'entorn educatiu, familiar i social en les actituds lingüístiques i identitàries dels joves d'origen xinès i llatinoamericà a Catalunya” (2010ARAFI-00017 AGAUR-funded project) (in progress).

Project 1: “Normalizing bilingualism...”



Newman, M., Trenchs-Parera, M. & Ng, S. (2008). “**Normalizing bilingualism: The effects of the Catalan linguistic normalization policy one generation after.**” *Journal of Sociolinguistics*, 12(3), 306-333.

Objectives:

1. Investigate language attitudes towards Catalan and Spanish by Local Catalan-speaking and Spanish-speaking youth who have gone through schooling in Catalan.
2. Investigate similarities and differences between their attitudes and those of the Catalan-speaking and Spanish-speaking youth from 1980s (see Woolard’s studies).
3. Investigate attitudes towards Catalan and Spanish held by immigrant youth.

Following and expanding Woolard’s (1984, 1989 & 1990) design.

Data collection:

Sociolinguistic questionnaire.

“Matched guise test”: 5 voices of each sex, instead of 4.

5 kinds of judges (n=358):

- Locals (self-defined as Catalans, Spanish & Bilingual).
- Spanish-speaking Latin-American immigrants
- Immigrants from other cultures and L1s.

Judges from 7 schools (Barcelona, Barcelonès, Vallès and Gironès).

Data analysis:

Principal Components, ANOVAs, & T-tests.

1. Catalan Background men rated higher in both languages as regards Status.
2. Higher Catalan Background ratings attenuated in women.
3. Local Spanish Background judges favor moderate Catalan Background and Bilingual Background speakers.
4. Local Spanish Background judges downgrade strongest Spanish Background woman less than the other judges.
5. Catalan Background judges most severe in downgrading Spanish Background speakers.

1. Language spoken in general is evaluated differently for women but not men.
2. Speakers are evaluated differently in their different language guises for men.
3. Speakers are evaluated differently by the different groups.
4. Slight preference for women speaking Catalan.
5. Judges prefer competent L2 speakers and dislike incompetent ones.
6. Catalan Background speakers favor Catalan.
7. Spanish Background speakers are relatively indifferent to language used.
8. Others favor Spanish.

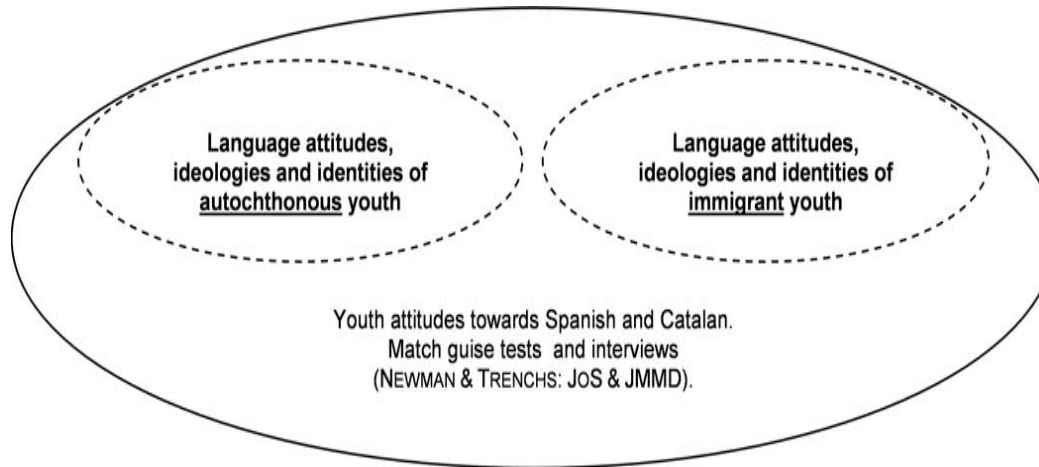
- Higher status remains associated with Catalan Background community
- Earlier trend for reduction of penalization for crossing is now complete
- Judges prefer competent crossers to non-crossers
- Incompetent Catalan penalized by all autochthonous groups.

Move toward “*Linguistic Cosmopolitanism*” away from “*Parochialism*”

Support for linguistic crossing of intact ethnolinguistic social divisions.

Ideology supportive of linguistically diverse society.

Project 2: “Diversity of language ideologies in ...”



Trenchs-Parera, M. & Newman, M. (2009). “**Diversity of language ideologies in Spanish-speaking youth of different origins in Catalonia**”. *Journal of Multilingual and Multicultural Development*, 30(6), 509-524.

Objectives:

1. To investigate language attitudes towards Catalan and Spanish held by Spanish-speaking youth in Catalonia: both locals and Latin-American immigrants.
2. To understand better the linguistic ideologies uncovered in *JoS* previous study: *Linguistic Cosmopolitanism & Linguistic Parochialism*.

- Participant observation (in school spaces outside the classroom)
- Open-ended focus group interviews.

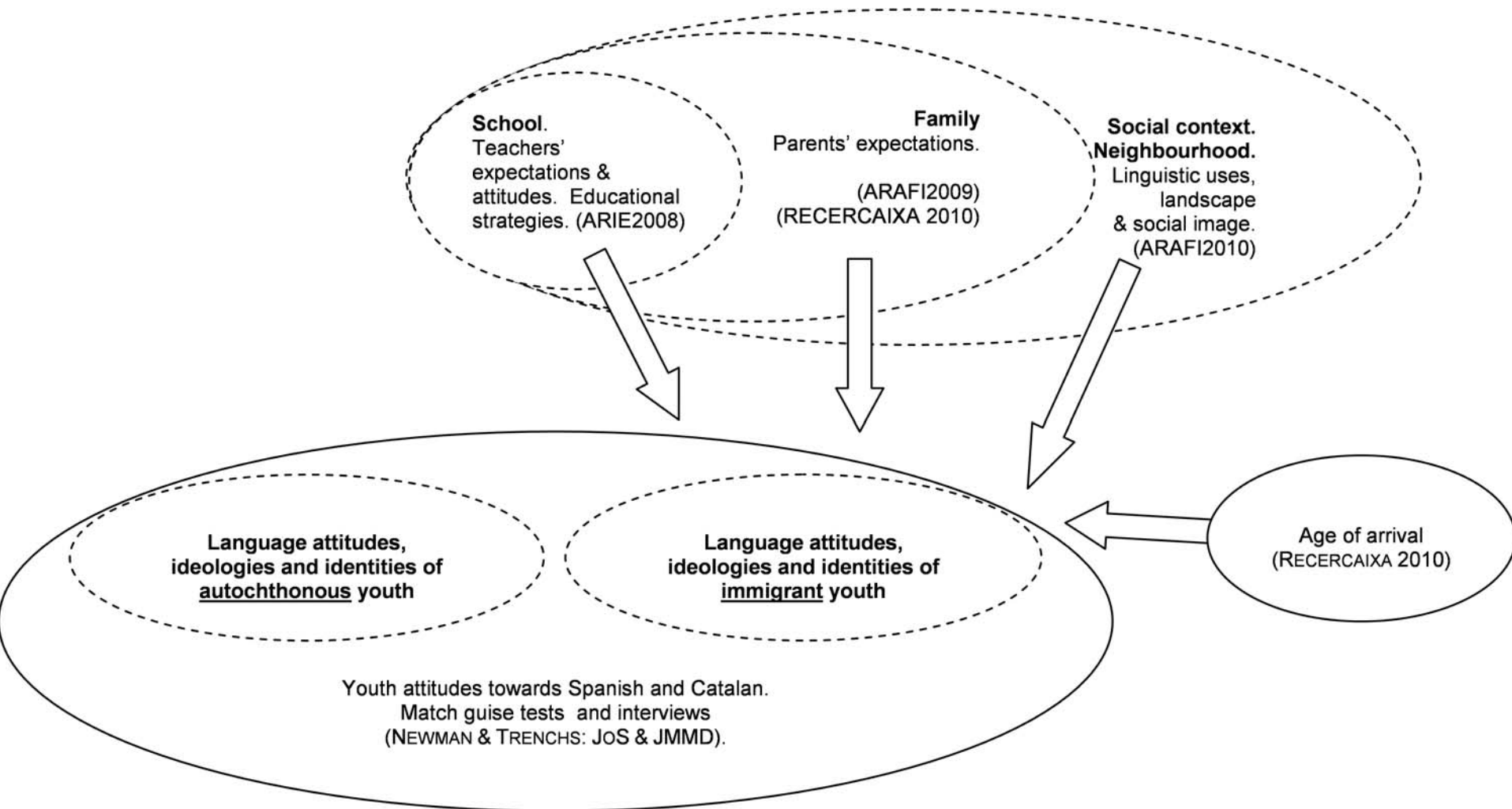
<i>Ideological label</i>	<i>Identity</i>	<i>Language attitude</i>
<i>parochial Catalan</i>	Exclusive Catalan identity	Catalan as their own and Catalonia’s language; exclusive use
<i>mixed Catalan</i>	Catalan identity; reluctant official Spanish identity	Catalan as their own and Catalonia’s language; non-exclusive use
<i>cosmopolitan Catalan</i>	Assumption of a bi-national identity	Bilingual uses but preference for Catalan
<i>cosmopolitan Spanish</i>	Rejection of community labels	Bilingual uses but preference for Spanish
<i>mixed Spanish</i>	Exclusive Spanish identity; rejection of any nationalisms	Spanish as their own language; supportive of bilingualism
<i>parochial Spanish</i>	Exclusive Spanish identity	Spanish as their own language; bilingualism only when enforced

“Diversity of language ideologies...”: Latin-Americans

Identity	Origin	Attitude towards Catalan	Integration stance
Between Spain and country of origin	Colombian	Defensive, ambivalent, or indifferent	Unwilling
Predominantly country of origin	Ecuadorian		
Country of origin, with Barcelona	Ecuadorian		
Country of origin only	Dominican		
	Ecuadorian		
	Cuban		
	Colombian	Positive	
	Uruguayan		
	Ecuadorian		
Predominantly country of origin	Ecuadorian		
Country of origin, with Barcelona	Ecuadorian		
	Argentinian		Interested

- A variety of markedly inconsistent attitudes towards Catalan: Defensive, ambivalent, indifferent and positive.
- General acceptance of bilingualism.
- General acceptance of schooling in Catalan.
- Little implication in the linguistic and political realities of Catalonia.
- Predominant collective, non-integrated Latin-American identity.
- Interest in maintaining linguistic identity confronted with the dialectal influence of Peninsular Spanish, not a confrontation with Catalan.

Line 1: Continuing research . . .



Trenchs-Parera, M. & Patiño-Santos, A. (under review). **“Educational practices and language attitudes in the management of bilingualism and multilingual immigration in Catalonia.”**

Patiño-Santos, A., Trenchs-Parera, M. & Newman, M. (2011). **“Actitudes lingüísticas, ideologías y comportamientos de alumnado de origen latinoamericano en Institutos de Educación Secundaria de Cataluña”** (Paper presented at ALFAL Conference, Alcalá de Henares).

Objectives:

1. What are the actual educational practices implemented in public high schools in Catalonia as compared with the institutional guidelines for reception in schools (*Pla de Cohesió Social*)?
2. To what extent educational strategies influence students' language attitudes and ideologies towards Catalan and Spanish?
3. What are the educational strategies that promote favorable attitudes towards Catalan and its use by immigrant youth?

Hypothesis (resulting from new analysis of Newman, Trenchs-Parera & Ng’s matched-guise data, now including “School” as a variable):

Teaching practices in Reception Classes play a highly significant role in the development of language attitudes and ideologies in the multilingual society.

Three public high schools in Barcelona’s metropolitan area with high numbers of immigrant population.

Methodology:

- Individual interviews and focus groups with 4th ESO Latin-American students.
- Individual interviews with school directors, teachers in charge of Reception Classes and teachers from regular classes who are in contact with the reception process.
- Participant observation (in Reception Class and other school spaces).

Practical impact of ideologies . . .

Teachers’
ideologies
underlying RC
practices

newcomers’
attitudes
towards the
use of Catalan.

Teachers’
ideologies
about concept
of “integration

different
organizational
practices

... which can lead in turn to ...

Segregation
from fully
bilingual locals

Catalan not seen
as language of
communication

Not seen as
language that
can be made
one's own

RC only space
for Catalan

Use relegated
to formal
instructional
contexts

Dominance of
ideologies
favoring use of
Spanish as
lang. of wider
communication

... or to ...

A horizontal flowchart consisting of three chevron-shaped boxes pointing from left to right. The first box is dark grey with white text. The second and third boxes are light grey with black text. They are connected by white lines.

An
inclusive
approach

Catalan seen as
part of students'
everyday life

Positive attitudes
to schooling and
students' futures
in Catalonia

Trenchs, M., Patiño, A., Newman, M. & Canós, L. “**Estudi de les actituds lingüístiques i les identitats en construcció dels joves xinesos i llatinoamericans a Catalunya i propostes d’actuació en l’àmbit educatiu**” In: *Recerca i Immigració*. AGAUR. Generalitat de Catalunya. (Chapter in preparation).

Newman, M., Trenchs-Parera, M. & Patiño, A. (2011). “**Linguistic attitudes, ideologies, and behaviors of Latin American and Chinese immigrants in public secondary schools in Catalonia**”. Paper presented at *18th International Conference of Europeanists*, Council for European Studies, Barcelona. (Article in preparation).

Research questions:

1. How do Latin-American and Chinese youth categorize themselves as regards linguistic and cultural identity?
2. How are Latin-American and Chinese youth categorized by their parents and teachers?
3. What role is played by the use of either language or linguistic variety (i.e. Catalan, Peninsular Spanish, Latin-American Spanish, and Chinese) in the process of identity construction?
4. What consequences do identity attributions have for the teaching practice? And for the development of language attitudes?

Two public high schools in Barcelona’s metropolitan area with high numbers of immigrant population :

- One school with both local and immigrant (mainly from China) students.
- One school with both local and immigrant (mainly from Latin-America) students.

- Individual interviews and focus groups with *4th ESO* students of Latin-American and Chinese origins.
- Individual interviews with school directors, RC teachers and teachers from regular classes.
- Individual interviews with parents.
- Participant observation in the schools.

About Chinese youth (I):

- Accustomed to multilingualism and language choice.
- Catalan seen as essential for socialization at school.
- Parents can hardly distinguish between Catalan and Spanish. Want students to learn the language of schooling and foreign languages.
- Parents' relationship with school is mediated by intercultural mediators.
- Discontinuity between languages at home and at school.
- . . .

About Chinese youth (II):

- Most teachers (except for RC), as well as local classmates, talk to them in Spanish.
- Teachers in contact with them have changed their views regarding Chinese immigrants and generate strong links by learning about language and culture.
- Chinese is their language outside the school.
- Identify Catalan as language of school and Spanish as social language, more in those cases in which students work out of school: Spanish is the language of work.
- Despite migration process and positive experiences in society, they self-identify as Chinese.

“Estudis de cas de la influència del nucli familiar, el procés d’acollida i l’edat d’arribada en la construcció de les actituds i ideologies lingüístiques dels joves llatinoamericans i xinesos a Catalunya” (2011-13)

Objectives:

To investigate the relationship between language attitudes, ideologies and uses by high school students of Latin-American and Chinese origin with:

- a) The educational strategies in their schools and the language attitudes and ideologies of their teachers,
- b) The language attitudes, ideologies and uses in the family (parents and siblings),
- c) The age of arrival in Catalonia and of integration at school (therefore, of linguistic and social integration)

Methodology:

- Sociolinguistic ethnography at a variety of public high schools.
- Interviews with and observation of pairs of siblings with different ages of arrival => different process of socialization, integration and teachers.
- Individual or group interviews with: students, parents, siblings, RC teachers, regular class teachers and school directors.
- Participant observation at school, both in (reception) classes and in other school spaces and activities.

Previous findings:

- (1) Positive language attitudes and ideologies are essential for a successful linguistic integration (Woolard 2009, Trenchs-Parera & Newman 2009; Trenchs-Parera & Patiño, en premsa; Nussbaum & Unamuno, 2006).
- (2) Some Latin-American high school students show a preference (though a problematic one) for Spanish over Catalan (Huget & Janés 2008, Newman, Trenchs-Parera, & Ng 2008).
- (3) Those attitudes change with time and the acquisition of linguistic competence and they respond to previous experiences in school settings (Trenchs-Parera & Newman, 2009; Trenchs-Parera & Patiño-Santos, under review).

“Incidència de l’entorn educatiu, familiar i social en les actituds lingüístiques i identitàries dels joves d’origen xinès i llatinoamericà a Catalunya” (ARAFI 2011-2012).

Main research questions:

1. As regards the development of language attitudes and process of identity construction, what are the consequences of the relationship between Latin-American and Chinese youth with their social environment?
2. Are those processes mediated by the social image of the neighborhood in the mass media and in public institutional discourses?
3. . . . by the language uses in the neighborhood?
4. . . . by the relationship between the neighborhood and the school?

Methodology:

Study of linguistic landscape, discursive and reception analysis of mass media, observation, open-ended interviews and focus groups.



Line 2: Dialectal Variation in the Catalan and Spanish Spoken by Adolescents in Barcelona (in progress)

Researcher: Michael Newman

General goals:

1. Are there emerging immigrant-based “multiethnolects” (varieties of Spanish and Catalan that show influence from language contact used by more than one groups) as in northern Europe, or is there some other kind of impact of recent immigration on the two local languages?
2. How the variation used in one language by bilinguals relate to their variation in the other?
3. How intra-linguistic variation relates to bilingual behaviors such as code switching?

Researchers: Toni Luna and Rosa Cerarols

General goals:

To investigate the nature of social and spatial relations in the construction of community attitudes at the level of metropolitan neighbourhoods. Special emphasis on the different waves of migration since the 1960's internal migration to recent international flows. Our focus is the process of rutinization of everyday lives activities, on different age groups and genders.

Methodology:

Qualitative methods of analysis, grounded theory approach. Depth interviews, life time narratives and focus groups. Creation of audiovisual material as a methodological tool and synthesis of results.

Working project:

“Fer ciutat des dels barris: geografies del gènere i de l’edat en la construcció del teixit urbà” (CSO2009 - Ministerio de Educación, with *Grup de Recerca de Geografia i Gènere*).

Line 4. Use of theater and literature for social intervention in multicultural spaces

Researcher: Tânia Márcia Baraúna

Project I: “Between the lines: Literature, Theatre and Music”

The general goal is to develop interdisciplinary activities aiming to:

1. Promote literary, theatrical and musical experiences by means of creation, execution and appreciation of literary, musical and theatrical texts;
2. Learn to identify and to develop the skills of the creative thought through playful and reflexive activities.

In collaboration with the UPF student association *Associació Lusòfona d'Estudiants Mediterranis (ALÉM)*.

Project II: “Creative Multiprofessional Procedures for secondary school students and teachers”

The general goal is to provide a space for reflection to stimulate and develop students' creative potential. The aims are to:

1. Bring to students the discovery of creative potential through creativity techniques (*Feel, Think and Act*);
2. Learn new forms of development of thought, expression and communication, by means of literature, arts, music and theatre.
3. Allow the visually-impaired to find new means to progress in the society and be socially included (**With the participation of the PhD candidate Adriano Giesteira with a technique for teaching music for the blind by means of Braille music notation**).



Line 5. Representation of multicultural neighborhoods in the mass media and its reception by immigrant and local communities

Researcher: Larissa Tristan (Ph.D. candidate)

Dissertation title: "The media representation of multicultural neighborhoods. Case study of *El Raval*, Barcelona: discourse analysis and media reception by the local community."

1. How are the neighbourhood of *El Raval* in Barcelona and its residents portrayed in mainstream journals of Catalonia?
2. How is the neighbourhood conceived and represented by public authorities? Is there a connection between its representation in the public discourse and in the media discourse?
3. In terms of audiences, how do residents receive the news regarding their neighbourhood?
4. Does the media representation of *El Raval* have any implications for the residents' perception of themselves and their surroundings?

Researcher: Marta Guasch (M.A. candidate)

Title of M.A. paper in progress (to be defended September 2011): "The Romanian community in the TV programme *Tot un Món*: A study of projected image and immigrants' identification."

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