

Institution: Newcastle University		
Unit of Assessment: 26 Modern Languages and Linguistics		
Title of case study: From Home to Here: Reconstructing Perceptions of Multilingual Migrants in Northern Ireland's Education and Heritage Sectors		
Period when the underpinning research was undertaken: January 2008 – January 2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Professor Karen Corrigan	Role(s) (e.g. job title): Linguistics Research Director	Period(s) employed by submitting HEI: 1992 –
Period when the claimed impact occurred: February 2014 – December 2020		
Is this case study continued from a case study submitted in 2014? N		
<p>1. Summary of the impact</p> <p>Corrigan's impact projects stem from her research findings that the complex relationship between language, identity and migration in Northern Ireland (NI) drives social exclusion. Activities with extensive reach have benefitted wider publics and education/heritage stakeholders by: (i) Raising awareness of translation/interpreting accessibility issues relevant to Mid-Ulster District Council's residents; (ii) Demonstrating how immigrant languages and their speakers add value culturally and economically and (iii) Expanding public discourse beyond debates about Irish/Ulster Scots. 9 heritage sector organisations benefited by improved training, outreach capacity and visitor experiences. Educators in 2 teacher training colleges and 10 schools likewise reported impacts arising from continuing professional development (CPD) programmes. Pupils dramatically improved their results in National Tests and competitions. The latter arose from access to Corrigan's new online learning resources endorsed by NI's Council for the Curriculum, Examinations & Assessment, reaching approximately 57,000 pupils regionally (proving vital in lockdown).</p>		
<p>2. Underpinning research</p> <p>Corrigan's research programme (GRANTS1&2) provided original insights into the language ecologies of NI since the Iron Ages (PUB1,4&5). Detailed sociolinguistic analyses of contemporary Irish-English dialects revealed divergences between how variation and change operates in these when compared to other world Englishes. Both language contact and NI's geopolitics were revealed to be crucial for explaining the disparities (PUB4&5). The research underpinning PUB5, especially, is seminal in its development of a 'fourth wave' approach to language variation and change in multilingual contexts. This perspective combines comparative sociolinguistic analyses of local dialects with an examination of how these are acquired by immigrants in the increasingly superdiverse NI of the 21st century. Corrigan's research applies original, inter-disciplinary methodologies and theoretical models to explain the pre- and post-conflict language ecologies not only of this region but also of Irish emigrant destinations (PUB1,2,4,5&6). While PUB5 concludes that the 2011 Census data on minority languages is somewhat problematic, it demonstrates that NI has indeed become significantly more multilingual. This includes the rising prestige of Irish and Ulster Scots, leading to increased provision for Irish-medium education.</p> <p>PUB2,3,4,5&6 interrogate new resources drawn from the historical correspondence of Irish diasporic communities and contemporary interviews with young, multilingual immigrants. They compare experiences of the conflicts, famines and economic downturns that motivate the migratory journeys which significantly alter the language ecologies of host countries. Just as historical, Irish-speaking emigrants were encouraged to <i>múin Béarla</i> 'speak English' prior to departing, the research underpinning PUB5 indicates that some newcomers to NI likewise have limited English proficiency. However, they are strongly motivated to learn it as an additional language and benefit in doing so from having higher levels of metalinguistic awareness than monoglots. Bilingual immigrants, however, far from continuing to value their mother tongues, are instead prone to L1 attrition in the face of negative racist attitudes fueled by populism. These linguistic outcomes of migration have important consequences for how public services build integrated societies, ensure equality of opportunity and preserve intangible heritage. This is particularly crucial in the post-Brexit context. Trade and Investment reports cited by Foreman-Peck</p>		

Impact case study (REF3)

& Wang (2014) record that the UK's language skills deficit cost 3.5% of GDP. **PUB1,4&5** indicate that preserving the L1s/L2s of NI's immigrants (e.g. Arabic, Hindi, Mandarin and Polish) would reduce language barrier consequences for trade and mitigate against exclusively exporting to Anglophone nations. Activities (documented in **PUB3** and funded by **GRANTS3&4**) were thus specifically designed to engage with NI's public services to tackle inequalities and promote a more cohesive society that appreciates diverse languages and cultures, viewing them as a resource rather than a deficit to be overcome.

3. References to the research

All publications (A) and the UKRI grant applications (B) that supported them were subjected to rigorous peer review processes.

(A) Publications:

1. **Corrigan, K.P.** 2010. *Irish English, Volume 1*. Edinburgh: EUP (193 pp.) (Requestable).
2. Beal, J.C. & **Corrigan, K.P.** 2010. 'The impact of nineteenth century Celtic English migrations on contemporary Northern Englishes', in Paulasto, H. & Penttila, E. (eds.) *Language Contacts Meet English Dialects*, 231-258. Newcastle: Cambridge Scholars Publishing (Requestable).
3. Amador-Moreno, C., **Corrigan, K.P.**, McCafferty, K. & Moreton, E. 2016. 'Migration databases as impact tools in the education and heritage sectors', in **Corrigan, K.P.** & Mearns, A.J. (eds.) *Creating and Digitizing Language Corpora, Vol. 3*, 25-68. Basingstoke: Palgrave-Macmillan.
4. **Corrigan, K.P.** & Diskin, C. 2019. "[Northmen, Southmen, comrades all?](#)" *Language in Society* 49(5): 745-773.
5. **Corrigan, K.P.** 2020a. [Linguistic Communities and Migratory Processes](#). Berlin: De Gruyter Mouton (397 pp.).
6. **Corrigan, K.P.** 2020b. 'From Killycomain to Melbourne', in Beaman, K.V., Buchstaller, I. Fox, S. and Walker, J.A. (eds.) [Advancing Socio-Grammatical Variation and Change](#), 319-340. London: Routledge.

(B) UKRI Grants:

1. '[The Empire Speaks Back](#)', AHRC, GBP37,533.75 (September 2008 – January 2009)
2. '[Múin Béarla do na Leanbháin](#)', AHRC, GBP252,642.00 (February 2014 – March 2016)
3. 'From Home to Here', ESRC IAA, GBP10,847.75 (August 2015 – April 2018)
4. 'Language Acts and Social Inclusion', AHRC/OWRI, GBP1,500.00 (August 2019 – March 2020)

4. Details of the impact

2016-2017 Policing statistics show that there is now more racist than sectarian crime in NI. A 2015 Equality Commission report indicated that higher proportions of newcomers leave school without GCSEs. The impact of Corrigan's research on the education/heritage sectors reducing such injustices was timely because of: (i) Public sector funding crises; (ii) The COVID-19 pandemic's rapid transformation of these sectors' practices/experiences and deepening of inequalities; (iii) Widespread monolingual ideologies inducing language skills shortages.

1. Impacts on the Education Sector

NI's increased linguistic diversity and the recent instigation of the Irish-medium Education Order (NI) (**PUB5**) present real challenges for educators when CPD is restricted. **PUB4&5** demonstrate that the resultant demolinguistic profiles of NI's schools have fostered deficit models of multilingualism amongst educators, parents and pupils. Counteracting such views was thus a crucial goal of Corrigan's activities. Their success is captured in CPD feedback from the Deputy Principal of an Irish-medium school in one of NI's most immigrant dense regions: "*you have left us with many arguments to counter those for whom bilingualism is more problematic than advantageous*" (**IMP1a**). Prior to Corrigan's interventions, negative attitudes had gone unchecked through lack of best practice training opportunities, delivered via clear and approachable summaries of up-to-date research. **PUB5** provided compelling evidence to undermine monolingual ideologies. Key skills amongst Corrigan's bilingual project participants were uncovered (e.g. heightened metalinguistic awareness). The research also revealed deep-seated prejudices towards heritage languages. As a countermeasure, Corrigan devised CPD activities challenging

the prevailing deficit model, demonstrating best practices for diversifying curricula and playing to the strengths of multilingual pupils. More than 500 stakeholders, key to effecting educational policy/practice changes region-wide, were reached (including invitations to run CPD events from members of NI's Council for the Curriculum, Examinations & Assessment (CCEA), the Catholic Council for Maintained Schools, the Education Authority, Education Training Inspectorate, employees of the Southern Education and Library Board, principals (IMP1b) and teachers). Corrigan provided CPD training underpinned by her research for 21 staff and 147 trainee teachers at both of NI's Teacher-Training Colleges, further extending the scope of the impact by ensuring that best practices were embedded in their curricula longer-term (IMP1c).

The documented changes arising from Corrigan's educational interventions include revised policies and curriculum innovations, resulting in: (i) Acquiring new skills/knowledge; (ii) Attitudinal change; (iii) Increased teacher and pupil confidence; (iv) Improved National Test grades; (v) National competition prizes (IMP2h). One school, e.g. recorded this Development Plan change: *"Newcomers are not a segregated group...all practices/policies/posts of responsibility need to address [their needs] daily"* (IMP2a). These revisions subsequently effected: *"a significant change in attitudes to home languages, and in the number of children who are choosing to speak [them] in school"* (IMP2b). Innovations to curricula in the sector generating impacts (i)-(v) have been achieved by CPD (IMP2c); diversity events (IMP2d); open learning access to new digital KS3/KS4 resources (IMP3a), available across the sector via CCEA's website (reaching approximately 57,000 pupils) (IMP3b). Their profound impact is captured in [text removed for publication] (IMP3b). Corrigan developed these toolkits from pilot lessons to 825 pupils in 8 diverse post-primary schools (selective (i.e. negligible newcomer populations) and non-selective (i.e. high newcomer places)) (IMP2b,2c,2e,2f,3d). The KS3 participants were also eligible to enter a multilingual poetry competition. Prize winners' poems were published in *Voices of Tyrone* (IMP3e), also available for download as part of CCEA's open learning resources. [text removed for publication] These activities generated two key benefits: (i) New knowledge that NI is now linguistically superdiverse, e.g. *"I learned that most people in my class speak more than one language"* (IMP2e); (ii) Pupils reported changed attitudes to newcomer peers, e.g. *"Not to judge the way they speak and to have a better understanding of their language"* (IMP2e).

The lack of teacher confidence in effectively delivering the KS4 English Language curriculum to newcomers is clear from one Head of English who reports that: *"Initially, there was a real sense of anxiety...We...had particular issues sourcing suitable relevant material that we felt confident analysing"* (IMP2f). She notes though that Corrigan's training and new lessons have had a *"profound impact upon our teaching practice"* (IMP2f). Focus group interviews with other KS4 teachers similarly reported that: *"[EAL] pupils are very weak at speaking up in front of their peers...On top of that you have EAL students who have been made to feel that they are different and they become alienated"* (IMP2e). However, they also agreed that the lessons: *"boosted [newcomer] confidence, made them...proud that they were able to speak two or more languages"; "The other students were impressed at how many languages their peers could speak"* (IMP2e). The further effectiveness of the activities and resources is highlighted by the radical upward trajectory of National Test grades reported by the participating school characterised by the greatest number of multiple deprivations. Prior to the CPD training and delivering Corrigan's lessons, their average GCSE A*-C English results e.g. *"consistently hovered at around 40%"* (IMP2b). As the evidence from this school confirms, following intervention, the pupils' scores rose dramatically to 94.7% A*-C (IMP2g). The principal notes: *"Considering that 52.5% of these pupils are second language speakers of English, the impact of the project speaks for itself with these results, which are just phenomenal"* (IMP2b). The interventions are also credited to be the catalyst for newcomers subsequently winning prizes in prestigious National/EU Competitions (IMP2c,2h) because of a *"changing mindset that EAL is not a barrier and not a blocker, but that it is important to see it as a strength, and to use it as a platform to push on"* (IMP2c).

2. Impacts on the Heritage Sector and Public Life

NI's changing demography presents new challenges for the heritage sector and public bodies alike. Impacts arising from Corrigan's fruitful engagement with these sectors have: (i) Improved heritage professionals' practices; (ii) Raised public awareness and changed attitudes by deepening knowledge; (iii) Increased outreach capacity and audience diversity; (iv) Informed

corporate equality policies. Activities were facilitated by invitations from local district councils/schools, [Libraries NI](#) and 5 partners: [Conflict Textiles](#), [Gael Linn](#), [Linen Hall Library](#), [Mellon Centre for Migration Studies \(MCMS\)](#)/[Ulster American Folk Park \(UAFP\)](#). They included: Consultation and CPD activities (3); Public debates/lectures (12); Physical/Virtual Exhibitions (3); Film screenings (2); Workshops for primary schools (3); Websites (3) (**IMP4a-c,6c,8a**).

Impacts (i)-(iii) are evidenced in Corrigan's collaboration with MCMS/UAFP to promote awareness, appreciation and understanding of language, migration and identity (**PUB5**). According to their Director: *"real benefits were achieved with respect to educating the wider public as well as effecting changes in attitudes"* (**IMP5a**). The organisation attracts approximately [130,000 visitors annually](#) and is a major national deliverer of both tourism and HEI degrees (**IMP5b**). NI's recent, unprecedented immigration trends, creating the new language ecology identified in **PUB1,4&5**, present unique opportunities to interpret the motivation for and consequences of mobility. The MCMS Director asserts that addressing these issues is: *"more relevant than ever before in promoting better public understanding of the 'long view' of migration history"* (**IMP5a**). However, Tour Guides and academic staff had no training in how to reduce cultural/linguistic barriers and attract these new non-traditional audiences so as to increase their access to and engagement with the collections. Techniques for effective museum interpretation in intercultural and multilingual contexts were thus provided via CPD courses designed by Corrigan and linked to **PUB1-6**, resulting in sustainable benefits. The Director reported new practices following training, i.e. they don't assume that visitors have English as an L1. Lecturers have revised their curricula (**IMP5a-b**) to incorporate linguistic data from **PUB1,2,3,5,6** because that *"increases understanding"* of migration and *"contributes to the promotion of inclusivity"* (**IMP5a**). Immediate feedback indicated changed attitudes and increased knowledge amongst Guides: *"Less likely to judge people based on their accent"* and *"the event has given me ideas that I can apply when working with visitors"* (**IMP5a**). Evidence that these had become embedded in practice is conveyed by Guides' subsequent feedback noting that prior to training they were *"loathe to single out newcomer children"* but now *"felt more confident about asking...about their experiences...and language issues"*. Guides reported improved engagement with newcomers while interpreting because they could *"confidently make reference to the similarities between historical emigration and contemporary immigration"*, rendering *"historical migrancy more real"* (**IMP5a**).

There is evidence that such improvements in professional practice resulted in changed perceptions and new knowledge for visitors too. Local youngsters gained insights into the impact of emigration on their own ancestors whilst developing a *"greater appreciation of the experiences of their [newcomer] peers"* (**IMP5a**). Heritage activities undertaken by Corrigan with schools and other partner institutions are also documented as impacting on the knowledge base and attitudinal dispositions of wider publics while simultaneously improving professional practice, outreach capacity and audience diversity. They were tied to 4 impact programmes addressing national and global priorities: *What's in Your Suitcase?*; *From Home to Here*; *Stories of Languages Old and New*; *Conflict, Famine and Displacement* (**IMP6a-c**). *From Home to Here* launched in MCMS/UAFP and subsequently toured 5 Libraries NI venues and 3 [independent archives](#) for 6 months. Footfall at these venues was between approximately 420-1,800 visitors (**IMP7a**). These events have led to increased linguistic knowledge e.g. *"I had not realised how many languages were extinct or threatened"* (**IMP6b**); *"bilingualism is usually part and parcel of being displaced and can be a positive outcome for immigrants who keep their old language while learning a new one"* (**IMP6c**); *"I didn't know why everybody said 'like' so much [in NI]"* (**IMP7b**). There is evidence of enhanced social awareness too: *"[there are] similarities between the going outs [Irish emigrants] and coming ins [newcomers]"* (**IMP5a**); *"discussion promotes greater integration"* (**IMP5a**); *"language [in NI] is currently very contentious. It was nice to know similar issues are experienced elsewhere"* (**IMP6b**); *"[newcomers don't] like to be asked where they are from or why they are here"* (**IMP8b**).

The research for **PUB3-6** generated new electronic databases. These resources permitted the Linen Hall Library (LHL) for the first time to incorporate digital technologies into an exhibition. They credit this engagement tool for impacts relating to improved outreach and greater audience diversity. QR codes on *From Home to Here* panels permitted open access to audio/video and project websites (**IMP8a**). Audio was incorporated too into the exhibition catalogue (**IMP8c**). Sound recordings from Corrigan's contemporary immigrant interviews were presented alongside drama students' performances of the historical emigrant correspondence also analysed in **PUB3-**

6. Overlaying digital content on panels and physical artefacts created a new layer through which LHL made their archive more accessible, observing that the strategy: “*proved important for appealing to the ‘Google Generation’ visitors [who actually attended] but who are...not readily drawn to*” their events (**IMP8b**).

Accessibility issues are likewise at the heart of the equality of opportunity consultancy project undertaken with [Mid-Ulster District Council](#) (M-UDC) which sought Corrigan’s expert advice, based on the outcomes of **PUB1&5**, regarding their drafting of a Translation and Interpretation Policy. Four aspects of the draft policy (considered vital for responding to the needs of their approximately 140,000 multilingual or deaf residents) were revised following the consultation (**IMP9b**). Changes included: (i) Multilingual individuals no longer being viewed as necessarily having a disability and being made more aware of their rights to free interpreting services; (ii) Children not now required to interpret in confidential contexts for their bilingual or deaf parents; (iii) Plans for translating M-UDC websites map directly to the unique language ecology of the region uncovered in **PUB5**. The post-consultation draft policy’s Screening Report (required by statutory duty “*to consider the likely quality and good relations impacts*”) is that it is: “*significant in terms of its strategic importance*” and that it will have a “*major positive*” impact on equality of opportunity regarding “*Racial Group*”, “*Age*” and “*Disability*” (**IMP9a**). As their Head of Democratic Services remarks, Corrigan’s guidance, based on **PUB1&5**, “*was invaluable in raising awareness within our organisation of best practices with respect to interpreting and translating in our area in which all languages are valued and steps taken to ensure that everyone has access to any service they might need*” (**IMP9b**).

5. Sources to corroborate the impact

IMP1. Evidence of CPD in NI Education: **1a.** Deputy Principal Feedback | Photo Irish-Medium School, Co. Armagh; **1b.** SELB Principals’ Conference Feedback | Attendee List; **1c.** Teacher Training Colleges’ Flyers | Sample Curriculum | Feedback.

IMP2. Evidence of Impact Activities at Non-Selective School, Co. Tyrone: **2a.** School Plans 2014-23; **2b.** Principal 1’s Testimonial; **2c.** Principal 2’s Transcript; **2d.** UN World Day for Cultural Diversity Flyer | Video | WOMAD/Beyond Skin Photos; **2e.** Focus Group Feedback (KS4 events); **2f.** Head of English Testimonial; **2g.** GCSE results 2016-2018; **2h.** National Competition Prizes: BT Young Scientist | JA Europe TES/UK Entrepreneurial School of the Year.

IMP3. Evidence of Online Resources: **3a.** CCEA-Endorsed Virtual Lessons ([KS3](#)) & ([KS4](#)); [text removed for publication] **3d.** Feedback from 8 Post-Primaries; **3e.** *Voices of Tyrone* Anthology; **3f.** Language Acts [Website](#).

IMP4. Evidence of Heritage Sector Events: **4a.** *Linguistic Identities in NI*, 16 June 2014; **4b.** Review of *No Borders, No Nations Refugees Welcome?*, 3 October 2015; **4c.** [IYIL Exhibit](#), 5 November-20 December 2019.

IMP5. Evidence from MCMS/UAFP: **5a.** MCMS Director’s Testimonial; **5b.** NMNI Annual Reports (2014-2016).

IMP6. Evidence from Impact Programmes: **6a.** Primary School Exhibition Workshops | Feedback | Principal’s Testimonial; **6b.** Audience Feedback from *Stories of Languages Old and New* Events (November-December 2019); **6c.** [Conflict, Famine and Displacement](#) - Virtual Exhibition/Workshops | Participants’ Feedback (13 June 2020-27 June 2020).

IMP7. Evidence about ‘From Home to Here’ Touring Exhibition: **7a.** Visitor Numbers | Photos from Venues in Newry, Dungannon, Belfast; **7b.** Visitor Feedback.

IMP8. Evidence from Linen Hall Library Exhibition: **8a.** [Website](#); **8b.** Events Programme Manager Testimonial; **8c.** Exhibition Catalogue; **8d.** 2015 Annual Report.

IMP9. Evidence from M-UDC: **9a.** Equality and Good Relations Screening Report; **9b.** Head of Democratic Services Testimonial.