

“Why Won't You Speak to Me in Gaelic?” Authentic
Language Learning Project

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Complementary reversing language shift strategies in education: the importance of adult heritage learners of threatened minority languages. <i>Current Issues in Language Planning</i> , 2014, 15, 312-326.	2.1	17
2	Naturalism and ideological work: how is family language policy renegotiated as both parents and children learn a threatened minority language?. <i>International Journal of Bilingual Education and Bilingualism</i> , 2014, 17, 570-585.	2.1	26
3	“New speakers” of Gaelic: perceptions of linguistic authenticity and appropriateness. <i>Applied Linguistics Review</i> , 2015, 6, 151-172.	0.9	41
4	A Transdisciplinary Framework for SLA in a Multilingual World. <i>Modern Language Journal</i> , 2016, 100, 19-47.	2.3	702
5	Immersion education outcomes and the Gaelic community: identities and language ideologies among Gaelic medium-educated adults in Scotland. <i>Journal of Multilingual and Multicultural Development</i> , 2017, 38, 726-741.	1.7	18
6	Minority language ownership and authority: perspectives of native speakers and new speakers. <i>International Journal of Bilingual Education and Bilingualism</i> , 2018, 21, 38-53.	2.1	53
7	How to turn the tide: the policy implications emergent from comparing a “post-vernacular FLP” to a “pro-Gaelic FLP”. <i>Language Policy</i> , 2020, 19, 575-593.	0.8	7
9	New Speakers, Potential New Speakers, and Their Experiences and Abilities in Scottish Gaelic. , 2018, , 253-270.		4
10	Land, Language and Migration: World War II Evacuees as New Speakers of Scottish Gaelic. , 2018, , 131-149.		0
11	On Decolonising and Indigenising Scottish Gàidhlig Studies: A Rejoinder to Armstrong et al.. <i>Scottish Affairs</i> , 2022, 31, 109-121.	0.3	0
12	Motivating Traditional Musicians to Learn a Heritage Language in Gaelic Nova Scotia. <i>Ethnomusicology</i> , 2022, 66, 157-181.	0.2	2
14	“Right an turn agadsa”: The reflexivity between language socialisation and child agency in exploring “success” in FLP. <i>Language and Communication</i> , 2022, , .	1.1	1
15	Family language policy in an endangered heritage language context: Gagauz mothers’ perspectives. <i>Journal of Multilingual and Multicultural Development</i> , 0, , 1-17.	1.7	1