Language use and language choice can be analyzed in terms of social interaction, where people send and receive linguistic interactions and form sociolinguistic networks. The social network approach in sociolinguistics has been productive in theoretical terms (Gal, 1979; Milroy, 1980; Li Wei, 1994; Marshall, 2004) and empirical analysis (H. Colin Gallagher & Robins, 2015; Hugh Colin Gallagher, 2012; Vincze & Gasiorek, 2018).

The author of this communication has been developing a theoretical and empirical view of concepts as “sociolinguistic role” or “social network effect” (Sorolla, 2016, 2018). In this communication we approach the analysis of the reality of new speakers in terms of a longitudinal analysis of a network of pupils. The speakers maintain and change the language choices, and therefore, in some cases, develop the role of new speaker, changing the sociolinguistic role.

The data cover a network of same ~200 pupils in 4 survey waves, with 6 years of distance (from 12 to 18 years old), in “la Franja”, the Catalan speaker area of Aragon. The analysis develop a first step of craft analysis of this longitudinal networks, focused in the change of sociolinguistic roles, the change of the language of interaction between the students, and maintaining the figure of new speaker in the center of the analysis. The second step try to systematize and generalize the analysis using RSiena, a statistical program for longitudinal social networks analysis (Ruth M. Ripley, Tom A. B. Snijders, Zsofia Boda, Andras Voros, & Paulina Preciado, 2018).