Sociolinguistics Summer School 8– COST New Speakers Training School

Barcelona, 4-7 July 2017

Sociolinguistics Summer School 8–
COST Action IS1306 New Speakers in a Multilingual Europe Training School

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The academic activities of *Sociolinguistics Summer School 8–COST New Speakers Training School* will take place at the Faculty of Philology of the Universitat de Barcelona, located within the historical building of the university (Gran Via de les Corts Catalanes, 585, 08007 Barcelona), in Barcelona's city centre.

The conference dinner will take place at *El 300 del Born (*Plaça Comercial, 12, 08003 Barcelona), located within El Born Cultural and Memorial Centre, an important archaeological site revealing traces of the demarcations of streets and houses of the Barcelona of the 1700s, serving as a testament both to life in the city and the consequences of the siege of 1714 during the War of Succession (1701-1715).

Programme | Programa

Tuesday, 4 July | Dimarts, 4 de juliol

9-9:30h	*Humanities Courtyard (Pati de Lletres)*
	Registration
9:30-10h	*Room 111*
	Welcome
10-11h	Keynote lecture **Monica Heller** (University of Toronto) *Language and Inequality in the Contemporary World*
11-11:30h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*
	Coffee break
11:30-13h	*Room 111*
	Workshop **Monica Heller** (University of Toronto) *Critical Sociolinguistic Ethnography* **Alicia Fernández Barrera** (University of Castilla-La Mancha): "'English for all?' A critical sociolinguistic ethnography of bilingual schools in Castilla-La Mancha" **Guylaine Le Guénanff** (University Grenoble Alpes): "Ethical aspects in an ethnographic research on wine tourism in little vineyards of Tuscany" **Kevin Petit Cahill** (Université Lyon 2): "Problematizing the anecdote in the construction of a research object"

	Room 103b	Room 104
13-13:30h	**Josep Ubalde Buenafuente** (Universitat Rovira i Virgili) *What is language work? Toward a measurement of linguistic intensity in the workplace*	**Alex Panicacci** (Birkbeck College, University of London) *Speaking differently, feeling different, becoming different? The effects of language switching, acculturation and personality on multilingual identities*
13:30-14h	**Elisabeth Holm** (Heriot-Watt University) *Language Learning and Employment Experiences: Insights from a Small Island Community*	**Daniel Morales** (University of Southampton) *'El nombre de inmigrante no me sirve más'. Language and identity in the Latin American community in London, UK*
14-15h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*	
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	Room 103b	Room 104
15-15:30h	**Stephen Joyce** (Ollscoil na hÉireann, Gaillimh | National University of Ireland, Galway) *'Being for the cause is not enough'–New speakers of Irish: negotiating access, identities and legitimacy in urban social spaces*	**Anna Gallo** (University of Naples "Federico II" & University of Bern) *"I think it's a little bit* diverso *from the* Inglese*": Language variation amongst Anglo-Italians in Bristol*
15:30-16h	**Peter Brannick** (University of Birmingham) *New Speakers, New Social Spaces: Ethnographic Approaches to the Changing Semiotic Landscape*	**Azra Hodžić-Kadić** (University of Vienna) *Lexical layers in Molise-Croatian language*
16-16:30h	**Pablo Lourenzo Quatra** (Université Catholique de Louvain) *New speakers of Galician: between the isolationist and the reintegrationist positions*	**Santiago Sánchez Moreano** (Université Paris 3 Sorbonne Nouvelle) *Sociolinguistic heterogeneous practices and stances of belonging: Ecuadorian Kichwas in urban settings*
16:30-17h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*	
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17-17:30h	**Maartje De Meulder** (University of Namur) *The Flemish sign language community: a community in transition*	**Polina Kliuchnikova** (Durham University) *Language Borders: Entry Certification, Migrant Identities and Support Networks for FSU (Former Soviet Union) Migration to Russia*
17:30-18h	**Kevin Petit Cahill** (Université Lyon 2) *The Role of Irish Summer Colleges in the Redefinition of the Linguistic Market*	**Kitty Li** (University College London) *The parental spoken interactions and the negotiation of social relations in a Chinese complementary school in Berlin*
19-20:30h	*Garden, Josep Carner Building*	
	Wine reception	

Wednesday, 5 July | Dimecres, 5 de juliol

	Room 111	
10-11h	Keynote lecture **F. Xavier Vila** (Universitat de Barcelona) *Agency in Language Policy Revisited*	
11-11:30h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*	
	Coffee break	
	Room 111	

11:30-13h	Workshop
	F. Xavier Vila (Universitat de Barcelona)
	Language Policies and Management of Multilingualism
	  ▪ **Nicole Schröder** (Ruprecht-Karls-Universität, Heidelberg): *Children's literature and linguistic socialisation in a multilingual context*
	  ▪ **Maka Tetradze** (Ivane Javakhishvili Tbilisi State University): *Language Policies in the First Decade of the Soviet Georgia (1921-1930): Ideology and Pluralism (Evidence of the archival data)*	

	Room 103b	*Room 104*
13-13:30h	**Ingeborg Birnie** (University of Aberdeen) *'Gàidhlig ga bruidhinn an seo?!'– Linguistic practices and ideologies of Gaelic speakers in Stornoway*	**Inés Vañó García** (The Graduate Center, City University of New York) *Re-defining Spanish as a Field of Study in United States: Language Ideologies and Pedagogical Practices at the Beginning of the 20th Century*
13:30-14h	**Alina Mansurova** (University of Oxford) *Regional endangerment: analyzing the vitality of Tatar in Perm krai*	**Andrea Sunyol** (Universitat Autònoma de Barcelona) *Multilingualism, elitism and ideologies of globalism in international schools near Barcelona: an Ethnographic study*
14-15h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*	
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	Room 103b	*Room 104*
15-15:30h	**Osian Harri Elias** (Aberystwyth University) *A million Welsh speakers: time for a behavioural language policy?*	**Kamran Khan** (Universitat de Lleida) *Muslims, 'suspect communities' and intelligence: Language(s) for national (in)security in the UK*
15:30-16h	**Nicola Vaiarello** (Universitat de Barcelona) *LPP and Sicilian: a sociolinguistic focus on social actors*	**Ming Ni** (University of Stirling) *Master's Students' Language Use of Their First and Second Languages in Class: A Small-Scale Case Study*
16-16:30h	**Renée Pera** (University of Groningen) *Rethinking Language Policies in Catalonia: Taking Migrant Languages into Account*	**Vasi Mocanu** (Universitat de Lleida) *The effects of study abroad programs on language and identity*

16:30-17h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*	
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	Room 103b	*Room 104*
17-17:30h	**Anna-Maria Currubí Capdevila** (University of Bern) *Study of the substitution or the maintenance of Catalan in Matarranya*	**Mª Ángeles Jurado-Bravo** (Universidad Complutense de Madrid) *The pronunciation of Spanish speakers of English: does my birthplace matter?*
17:30-18h	**Rozenn Milin** (Université Bretagne Loire) *From a wooden clog to a monkey skull, from humiliation to the abandonment of mother tongue*	**Eliška Zaepernicková** (Univerzita Karlova, Praha) *"Small Language" Speakers and Foreigner-Talk: The Case of Czech*
18:30-20:30h	*Humanities Courtyard (Pati de Lletres)*	
	City tour: "Multilingual Barcelona", by Emili Boix-Fuster (UB) & Júlia Llompart (UAB)	

Thursday, 6 July | Dijous, 6 de juliol

	Room 111
10-11h	Keynote lecture **Joan Pujolar** (Universitat Oberta de Catalunya) *New Speakers: Languages and Lifestyles in Late Modernity*
11-11:30h	*First floor gallery, Humanities Courtyard (Pati de Lletres)* Coffee break
	Room 111
11:30-13h	Workshop **Joan Pujolar** (Universitat Oberta de Catalunya) *New Speakers from a Critical Sociolinguistic Analysis Perspective* ▪ **Oana Teodora Papuc** (Babeș-Bolyai University): "A case study of multilingual practices of English-speaking students in Romanian universities" ▪ **Sara Potkonjak** (York University): "Ethical Considerations for conducting research with intimate others in small communities"

	Room 103b	Room 104
13-13:30h	**Adam Dahmer** (University of Edinburgh) *Gaelic mudes: An exploration of the forces that influence language use patterns among graduates of Scottish Gaelic undergraduate degree programmes*	**Lucas Duane** (University of Luxembourg & Universitat Oberta de Catalunya) *Understanding Catalan language policing in the Balearic Islands: manifold stances and interventions*
13:30-14h	**Ciarán Ó Braonáin** (Trinity College Dublin) *Irish language learners in Continental Europe: An Exploration of Learner Motivation in the Context of a Unique Non-Indigenous Minority Language*	**Nahoko Mulvey** (University of Birmingham) Kokugo, *Japanese as a national language, ideology–ideological orientation in teaching at Japanese as Heritage Language (JHL) School*

14-15h	*First floor gallery, Humanities Courtyard (Pati de Lletres)* Lunch

	Room 103b	Room 104
15-16:15h	Workshop **Susan Frekko** (writing and research support specialist) *Academic Writing* (Group 1)	Workshop **Maite Puigdevall** (Universitat Oberta de Catalunya) *Academic CV* (Group 2)

16:15-16:45h	*First floor gallery, Humanities Courtyard (Pati de Lletres)* Coffee break

	Room 103b	Room 104
16:45-18h	Workshop **Susan Frekko** (writing and research support specialist) *Academic Writing* (Group 2)	Workshop **Maite Puigdevall** (Universitat Oberta de Catalunya) *Academic CV* (Group 1)
21h	*El 300 del Born* (Plaça Comercial, 12, 08003 Barcelona)	
	Conference dinner	

Friday, 7 July | Divendres, 7 de juliol

	Room 111
10-11h	Keynote lecture **Robert Lawson** (Birmingham City University) *Big data, big problems: Investigating language use on Twitter*
11-11:30h	*First floor gallery, Humanities Courtyard (Pati de Lletres)*
	Coffee break
	Room 111
11:30-13h	Workshop **Robert Lawson** (Birmingham City University) *Social Media, Discourse Analysis, and Social Identity* • **Maggie Bonsey** (University of Limerick): "Discourse of Irish language media fandom on twitter: the case of #AnKlondike" • **Jorge Diz Pico** (Universitat Pompeu Fabra): "The process of compiling a Twitter corpus for Galician" • **Lucas Duane** (University of Luxembourg & Universitat Oberta de Catalunya): "Methodological complexities doing discourse analysis of social media"
13-13:30h	*Room 111*
	Boris Vazquez-Calvo (Universitat Pompeu Fabra) *Why and how do gamers translate video games?*
13:30-14h	**Alfonso Sánchez-Moya** (Universidad Complutense de Madrid & VU Amsterdam) '🏃| *Ops, that's not the one': old speakers, new practices*
14h	Closing remarks & farewell

Language and Inequality in the Contemporary World

Monica Heller
University of Toronto

Tuesday 4 July | 10h | Room 111

The past year or so have seen the rise of populism and new nationalisms, renewed expressions of sexism and racism, and deepened concerns about economic inequalities. I will argue that in this context sociolinguistics is not a peripheral concern, but one that has much to say about how inequalities are made on the terrain of social difference. As a result, it can help identify alternative narratives and alternative practices. I will focus in particular on the ways in which sociolinguistics indeed came out of a concern with social justice in the 1960s, examining some of the ways in which its commitments to scientific approaches and its methodological nationalism paradoxically blunted its potential for critique. I will then turn to some new approaches aimed at overcoming both those obstacles which may help us move forward.

Agency in Language Policy Revisited

F. Xavier Vila
Universitat de Barcelona

Wednesday 5 July | 10h | Room 111

The construction of *language policy* —or, perhaps better, *language politology* (LP)— as an academic field has experienced, and continues to experience, a strong Anglo-North-American bias regarding how it was developed and how it should be understood (Ricento 2006; Spolsky 2004; Wee, 2011). According to the today hegemonic account, the analysis of language policy, language management and/or language planning (LPMP) was born basically in the USA in the 60 as an endeavour to help newly independent countries to "solve" their "language problems", from a primarily functionalist and neoclassical perspective (Williams 1992). This failure of a number of LPMP initiatives in postcolonial and socialist nation states led to a reconceptualization of the field in the 80-90 and to the emergence of a new, so-called *critical* approach to LPMP. This perspective, strongly influenced by (post)Marxist researchers such as Pierre Bourdieu, had a stronger sociopolitical and anthropological component than the neoclassical one, insisted in the connection of LPMP and the (re)production of social inequalities, and emphasised the need to include and even the bottom-up views in LPMP activities (Heller 2002; Blackledge and Creese 2010).

In this lecture, I will pursue two goals. On the one hand, I will argue that the understanding of LPMP would greatly benefit from an enlarged approach that included the theoretical contributions of non-Anglophone research traditions, a point that I will exemplify with the (basically European) paradigm of language establishment and minoritisation (Lamuela 2004; Vila 2014). On the other, based on this enlarged perspective, I will focus on the conceptualization of agency and actor in LPMP, and will put forward a number of proposals that help us move beyond simplistic dichotomies such as top-down and bottom-up.

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New speakers: languages and lifestyles in late modernity

Joan Pujolar

Universitat Oberta de Catalunya

Thursday 6 July | 10h | Room 111

"New speakers" is a very generic category. It is primarily used to name people who use socially a language that is not their native one (or one of their native ones). So it can include people learning their "heritage" language, or a heritage language of the region in which they live. It can also include immigrants or refugees (mostly recent ones) adopting the local language. It can also involve anyone having experienced some kind of social, professional or geographical mobility with linguistic implications. With such a diverse purview, can all these different profiles provide the means for a relevant sociolinguistic analysis? Is there something about language and social difference that new speakers allow us to see?

In this presentation I am going to develop the argument that new speakers open up the possibility to envisage forms of linguistic agency and subjection consistent with late modern developments. Classical industrial capitalism and nation state institutions had privileged views of language as embedded in collective identities. Late modernity, with its political economies of neoliberal individualism and identities as projects of the self, repositions language as a component of lifestyle. As such, access to multilingualism is still unequally distributed and opens and closes different possibilities for different profiles of speakers. The experiences of new speakers reveal, in this context, how languages feature in these new process of social positioning and lifestyle investments in different contexts, both in their commonalities and differences.

Big data, big problems: Investigating language use on Twitter

Robert Lawson

Birmingham City University

Friday 7 July | 10h | Room 111

In 2006, the micro-blogging website Twitter was launched amid a social media marketplace primarily dominated by Facebook and Myspace. Offering a radically different social media experience compared to these more established websites, Twitter users were restricted to sharing short tweets – posts limited to 140 characters – on a public/private user profile while following (or being followed by) other members of the site. Despite this restriction on tweet length, Twitter has since grown substantially in size and scope, with the site reporting 317 million monthly active users in 2016 tweeting from almost every part of the globe (Statista 2016). Such activity means that Twitter is an almost unparalleled source of data for linguists, with researchers in recent years analysing a range of linguistic phenomenon on the site, including part-of-speech tagging (Gimpel et al. 2011), hashtags and self-branding (Page 2012), retweets and participation frameworks (Draucker and Collister 2015), and discourses of online misogyny (Hardaker and McGlashan 2015).

Due to the volume of tweets posted on a daily basis, however, there are a number of problems in exploiting Twitter as a source of linguistic data. This presentation discusses some of the methods that can be used to collect and analyse Twitter data, including IFTTT (Tibbets et al. 2016), Get-tags (Hawksey 2016), and FireAnt (Anthony 2016). In doing so, I also consider some of the ethical issues in utilising Twitter data, particularly in relation to the private/public divide (cf. Longhi and Wigham 2015; Spilioti and Tagg 2016; Tao et al. 2016). Finally, drawing on some of the approaches outlined, I present early findings of a research project on gendered portmanteau words on Twitter, including mansplaining and manspreading, and what such terms might tell us about contemporary gender ideologies in online spaces.

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Workshop: Critical Sociolinguistic Ethnography

Conducted by Monica Heller (University of Toronto)

Tuesday 4 July | 11:30-13:00h | Room 111

"English for all?" A critical sociolinguistic ethnography of bilingual schools in Castilla-La Mancha

Alicia Fernández Barrera

University of Castilla-La Mancha

The presentation I would discuss in the Sociolinguistics Summer School 8 Workshop is based on a data analysis framed within a Critical Sociolinguistic Ethnography carried out in two prestigious bi/multilingual (Spanish/English/French) schools in Castilla-La Mancha (Spain), where the implementation of the 'Linguistic Programmes' (*Plan of Plurilingualism*, 2014) has proliferated dramatically, thus becoming a major controversial issue in the political and education arena due to the social inequalities currently emerging in the school communities of this region.

Drawing on Heller's "critical social perspective on the concept of bilingualism, combining practice, ideology and political economy" (2007: 2), this presentation aims at exploring different language ideologies and social categorisation processes embedded in situated classroom practices within these two bi/multilingual schools competing in prestige and elitism. The three main research questions to be addressed are the following: 1) what language ideologies regarding bilingualism, bilingual programmes and bilingual selves are co-constructed in these bi/multilingual schools?; 2) who counts as an 'appropriate/non-appropriate' bi/multilingual student and teacher?; and 3) how is social categorisation shaped, perpetuated or contested in situated classroom practices?

Data come from Science/Biology CLIL classroom interactions in the 1st and 2nd grade of Compulsory Secondary Education, as well as interviews with stakeholders collected as part of a team sociolinguistic ethnography in two state-subsidized schools in La Mancha City (pseudonym). Interactional data will be analysed through a sociolinguistic ethnographic lens, paying close attention to turn-taking, participation frameworks and footing (Goffman, 1981, 1992), as well as language choice and social categorisation. This combined analytical tools will provide significant accounts of recurrent interactional patterns to better grasp the extent to which situated practices are tied to identity construction, language ideologies and wider processes against the backdrop of a neoliberal, globalized world.

Keywords: Critical Sociolinguistic Ethnography, bi/multilingualism, bilingual programmes, language ideologies, social categorisation

Ethical aspects in an ethnographic research on wine tourism in little vineyards of Tuscany

Guylaine Le Guénanff
University Grenoble Alpes

My PhD research, situated in a critical sociolinguistic ethnography approach, focuses on the ideologies conveyed in the emerging wine tourism sector, anchored to a specific territory and addressed to the global market. I have identified a province of Tuscany which aims to construct a brand in order to identify and distinguish its territory from other well-known provinces of this region, in the context of increasingly globalized tourism. In that context of political, economic and social issues, I am studying discourses and language practices, both intrinsically linked to social processes, focusing on the dynamic relations among attitudes, ideologies and interests. Besides containing various resources of multimodal discourses, my corpus is principally constituted by discourses of wine actors, in particular wine growers and owners of little vineyards. How do language practices in globalized tourism convey ideologies and what are these ideologies? How does local deal with global? What are the relationships between the actors, what interest do they have and why?

For this workshop I would like to discuss some ethical aspects of my research. First at all, I wish to state that I live in my field area, that could influence my own researcher positioning. I have established an ethical engagement of anonymity and knowledge return with the participants of my research. However, is anonymity not a fiction in a local research project? Then, do the subjects really understand the content of this knowledge and have they the tools for that? What about the dissemination of the knowledge produced if this does not comply with the participants' expectations? Furthermore, in Italy, where social relationships are increasingly dominated by legal recourses in cases of discontent, how can a researcher defend her/his work and self without self-censorship? Lastly, I question my positioning role in the circulation of the power relations between the actors. In other words, am I allowed to exercise that kind of power? What are the consequences for me, the participants and my research?

Key words: critical sociolinguistic ethnography, wine tourism, ideologies, ethic, power relations

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Problematizing the anecdote in the construction of a research object

Kevin Petit Cahill

Université Lyon 2

This presentation aims at discussing the construction of a research object in critical sociolinguistic ethnography, and in particular through the process of problematizing anecdotes from ethnographic observations. After a short introduction to situate my research, I would like to share an anecdote or vignette from my fieldwork and discuss how I have tried to problematize it to construct my Ph.D. research, and then share the difficulties I have met to discuss with the invited speaker and the other participants on how to improve my research object .

Dating back from the beginning of the 20th century, Irish summer colleges aim at offering immersion courses in a relaxed atmosphere and provide opportunities for students to practice their Irish outside of school. Summer colleges have been used in revitalisation and maintenance policies in Ireland since the Gaelic revival (Kelly 2002, O Neachtain, 2010), and are still considered a key moment for many new speakers of Irish (Walsh & O'Rourke 2014) so much so that it was defined as a "rite of passage" by some of my informants. This thesis would like to critically engage with the notions of immersion education, bilingualism, and revitalisation through a multi-sited ethnography of Irish summer colleges. In the summers 2015 and 2016, I spent from one week to three weeks in four such courses which have led me to construct three major questions: how can summer colleges help us understand the ideologies underlying the language revitalisation movement in Ireland? How do actors in such courses (re)define legitimate speech (and thus speakers) through the ritualization of language use (Heller & Martin-Jones 2001)? How and why do the pedagogical content and techniques, the way the courses are organised, and the circulating discourses about Irish participate in the indexical re-ordering (Silverstein 2003) of Irish?

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Workshop: Language Policies and Management of Multilingualism

Conducted by F. Xavier Vila (Universitat de Barcelona)

Wednesday 5 July | 11:30-13h | Room 111

Children's literature and linguistic socialisation in a multilingual context

Nicole Schröder

Ruprecht-Karls-Universität, Heidelberg

Reunionese children grow up in a speech community with multifaceted sociolinguistic identities. Interestingly, eight out of ten people in La Réunion grew up speaking the local Creole variety only, two thirds of those people still speak only Creole fluently today (cf. Monteil 2010). Nonetheless, some still denigrate Creole as a mere patois of French (cf. Eyquem 2008). Creole speakers are far from being unanimous about the status and use of their (native) language.

Yet, language planning is in full progress, including regular meetings of the 'groupe de graphie créole' who re-evaluates and adapts written norms, as well as LVR classes (langue vivante régionale) in primary and secondary education. In some communities, teachers start adapting their programs and work with bilingual methods and material. However, it seems that status planning needs more than passing through the educational system.

The source of the issue is at home: socialisation begins within the family, and linguistic socialisation with children's literature. However, children's literature has so far been unnoticed in the process from status planning to societal acceptance. As a tool of socialisation within a cultural and linguistic community, it might have a major impact on linguistic attitudes since childhood experiences shape our perception and beliefs. It could therefore serve as an important tool for status planning.

Findings about the lecture and perception of Creole or bilingual children's literature will give new insights into the spread of Creole to younger generations. Within the framework of this workshop, I'd like to discuss methods in order to detect linguistic insecurities and attitudes of Creole children (and their parents) and acquire results as to whether Creole or bilingual literature can improve the image of the Creole language. This might involve questionnaires for parents, tests with the children as well as inquiries around publishing houses and their publishing policy.

Keywords: multilingualism, Creole studies, linguistic socialisation, language policy, children's literature

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Language Policies in the First Decade of the Soviet Georgia (1921-1930): Ideology and Pluralism (Evidence of the archival data)

Maka Tetradze

Ivane Javakhishvili Tbilisi State University

The beginning of the Soviet regime is considered as a period of pluralism in special literature (Shlamentoch et al. 2008: 16-17). Social environment of pluralism was built on Lenin's thesis on self-determination of the nations (Lenin 1961).

The issues of language policies have always been prioritised in Georgia. If the policies were decided by centralised authority in the republic of Georgia (1918-1921), after sovietized the country (1921) the principal directive was prompted with the common ideology of the Soviet Union. Though, the archival data have evidenced the individual decisions taken by the local government concerning language policies. In both Democratic and Soviet Georgia the rights of the state and minority languages were protected by the constitutions.

By collecting and analysing the archival data of formal party bodies of the Georgian branch of the central committee of the Communist Party of the Soviet Union I argue that within the decade (1920-1930) treating minority languages was ideologized, which implied the classification and selection of the target languages. Sometimes minorities and their rights were ignored and the thesis of self-determination of all nations of the Soviet Union (resp. Soviet Georgia) was not fully fulfilled. Furthermore, some of the government classification and attitudes led to tensions in the country and nowadays we can see the results of these policies.

The minutes are significant from different perspectives: A. Discussion leading to publishing circulars and dictates concerning the protection of the state language (Georgian); B. The principles of the classification of the language minorities; C. I also

focus on concrete tasks and activities planned in early years of the Soviet Georgia with regard to language policies.

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Workshop: New Speakers from a Critical Sociolinguistic Analysis Perspective

Conducted by Joan Pujolar (Universitat Oberta de Catalunya)

Thursday 6 July | 11:30-13h | Room 111

A case study of multilingual practices of English-speaking students in Romanian universities

Oana Teodora Papuc

Babeș-Bolyai University

The present paper is concerned with a topic only as of lately being thoroughly studied in Eastern European university settings, namely the issue of multilingual practices. This research aims at showcasing the localized use of such 'languaging practices' (cf. Jørgensen), speakers seen as rationally and actively making use of all available codes comprising their linguistic baggage, at all times, irrespective of their level of development.

Then, what matter in each interaction, are participants' goals, context specifics and individual choices in resorting to whichever linguistic features present themselves as readily available at the level of the formulator (cf. Myers-Scotton). Therefore, the polylanguaging practices and resulting code-switches, recorded in both audio and video format of second year foreign exchange students, from the University of Agricultural Science and Veterinary Medicine, Cluj-Napoca, Romania, are a fertile ground, ripe for analysis.

Allowing the data to speak for itself, it seems necessary to draw on: conversation analysis for the sequencing of interactional practices in an 'informalized' Physiology seminar background, discourse analysis in disentangling the topical organisation of turns in interaction, together with recent research on the didactic and cognitive advantages of plurilingualisms manifesting in higher educational settings, here included CLIL framework.

By following how the Matrix Language Frame and Rational Choice models, enmeshed with membership categorization theory are applicable in analyzing speech sequences carrying features of more than two codes, the contours of the everyday dealings of 'micro-communities' constructed on the basis of fluidity, polydirectionality and tolerance become visible. What seemingly emerges is a linguistically varied 'peer-to-peer' teaching and learning environment, my main agenda being concerned with data analysis. The goal is to formulate a pertinent explanation for the occurrence of such phenomena and display noteworthy aspects to be considered when employing such practices in multilingual academic contexts.

Keywords: multilingual practices, languaging, peer-learning, polydirectionality, micro-community, CLIL

Ethical Considerations for conducting research with intimate others in small communities

Sara Potkonjak
York University

Ethical considerations remain an underemphasized, underreported area of qualitative research (De Costa, 2015). Overwhelmingly, graduate courses and ethics review boards focus on the "macro" (procedural) ethics (Guillemin & Gillam, 2004) at the expense of more relational aspects, and reflexivity is reduced to a mechanical disclosure of gender and race (De Costa, 2015). These guidelines fail to consider how, in qualitative research, "all the messiness of everyday life can intrude" (Heyl, 2000, p.375).

This is perhaps especially true for ethnographic work with intimate others (e.g. Ellis, 2007) in small, connected communities (Damianakis & Woodford, 2012; Lieblich, 1996). As a novice researcher preparing for a critical ethnography with a group of plurilingual language learners in a village in semi-rural Wallonia, I am anticipating some upcoming ethical dilemmas. To this end, this presentation poses a series of questions related to ethics in ethnography:

1) Some researchers (e.g. Chimbutane, 2012) describe the benefits of researching familiar locales, while others (Kubanyiova, 2008) wonder to what extent this impinges on the participant's rights. How ethical is it to ask friends to participate in your research?
2) What are some practical ways of engaging in reflexivity in order to practice a 'process' consent' (Ellis, 2007)?
3) What are the (inter)personal implications of being privy to intimate information about participants and community members (Ellis, 2007; Josselson, 1996)?
4) How do we uphold anonymity when one's identity is a 'simple guessing game' for all those interested? (Lieblich, 1996)
5) Given that an important part of ethnography is negotiating one's 'exit' from the social world, what are the implications of remaining in the community post-research?

The presentation concludes by asking invited speakers to reflect on an 'ethically important' moment from their early careers and what they would have done differently.

Keywords: relational ethics, critical ethnography, researching connected communities

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Workshop: Social Media, Discourse Analysis, and Social Identity

Conducted by Robert Lawson (Birmingham City University)

Friday 7 July | 11:30-13h | Room 111

Discourse of Irish language media fandom on twitter: the case of #AnKlondike

Maggie Bonsey
University of Limerick

In recent years, Twitter has become a popular platform for fandom engagement, both among fans and with content creators. While a considerable amount of research has been done regarding the fans of television media in majority languages (Wood and Baughman, 2012), there has been notably less work done for media in minority languages (see Moriarty, 2015). This project seeks to address this gap by examining language use among Twitter users within fan community focused on the Irish language Western television series, An Klondike, originally broadcast on TG4 in 2015. The #AnKlondike corpus is comprised of tweets using Irish and English, and separated into three groups of users: Creators, who are directly involved with making the show, Promoters, who advertise the programme, and Consumers, i.e. members of the audience of the show. Preliminary results show that many of the promotional tweets within the corpus are bilingual, to reach an audience with diverse linguistic capabilities, who then respond with multilingual tweets of their own.

The content of the corpus is examined in a mixed methodological approach combining a critical discourse analytic (CDA) framework adapted to facilitate analyses of corpora (Baker and McEnery, 2015), and referee design (Bell, 1984), adapted to fit the parameters of social media (Androstopoulos, 2014). The conclusions drawn from the application of referee design will further inform the discourse present within the tweets, allowing additional social context to the linguistic phenomena present in the tweets, such as language choice and code-switching. The discussion points for this workshop will focus on analysing those phenomena in order to create a profile of the active fandom on twitter, to further an understanding of minority language media audiences.

Keywords: Twitter, Fan studies, Critical Discourse Analysis, Referee Design, Irish language

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The process of compiling a Twitter corpus for Galician

Jorge Diz Pico

Universitat Pompeu Fabra

Gathering data from Twitter has become a common practice in the last years for a variety of linguistic purposes, such as event tracking (della Rata *et al.* 2016) or sentiment analysis (Muresan *et al.* 2016). This is often done by querying Twitter for specific languages, areas, time periods or expressions.

Nevertheless, it is often necessary to build a broader corpus when the goal is to study phenomena that cannot be pinpointed by asking for a priori particular terms or conditions, such as discourse or identity (see Arguelles / Munoz 2011, Saloot *et al.* 2014 or Webster 2016). Unfortunately, if the focus is on language communities hard to selectively pick out (be it for a lack of distinct features or necessary tools), this task becomes harder. Ljubešić *et al.* (2014a, 2014b) are examples of works where this problem is examined.

This is the case for Galician, a language for which a suitably large Twitter corpus has not yet been made available. Building a corpus for this romance language poses a challenge for several reasons, the most unique being that its speakers express themselves mainly in two major, heavily ideological orthographies: one of them occasionally mistakable for Spanish and another almost always indistinguishable from Portuguese. To further complicate things, Galician holds a diglossic relationship with Spanish in both digital and real life that heavily affects linguistic behaviors.

My goal is precisely to build a corpus of tweets that helps examine how Galician speakers behave in the digital landscape. In my exposition I will go through the problems I have been facing during this task and the ways in which I have been trying to solve or circumvent them.

Keywords: twitter, corpus, Galician

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Methodological complexities doing discourse analysis of social media

Lucas Duane

University of Luxembourg & Universitat Oberta de Catalunya

Social media are relational sites whose research requires "methodological pragmatism" (Morgan 2007). This presentation discusses methodological and analytical issues arising from the analysis of activity in Facebook pages. In the frame of an ethnographic project that explores how various actors at different scales police the Catalan language in the Balearic Islands (see Blommaert et al. 2009), I collected almost two years of activity from three *Facebook* pages of associations of language activists, building on work on online ethnographies (Androutsopoulos 2013, Lenihan & Kelly-Holmes 2015). The complexities of social media data pose analytical challenges concerning the scope of the context (see Androutsopoulos 2014) and the network intertextualities of content. There are multiple scales that can play a role on social media data; from macro to minor, we can consider: the location of a page in the overall network of Facebook pages, the links of this page to other pages, the overlapping activity of users across different pages, the posting activity of a page, the content of a post and its hyperlinks, the reactions and comments to a post, and the replies to comments (among others). Discursive analysis of social media data can benefit from the use of various approaches that account for all these dimensions of data. I will illustrate this argument with examples from data that foreground these different dimensions.

Keywords: Social media, discourse analysis, language policing, engagement, network overlapping

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New Speakers, New Social Spaces: Ethnographic Approaches to the Changing Semiotic Landscape

Peter Brannick
University of Birmingham

Tuesday 4 July | 15:30-16h | Room 103b

The data I present and analyse are taken from Bolzano-Bozen-Bulsan, an autonomous province in the north of Italy, in which German and Ladin are legally recognised and protected under international law.

These New speakers, from 136 different countries, arrive in an already multilingual province with a long and well-documented history of language tensions. Today they make up around 8.3% of the provincial population, rising to 13.5% in the provincial capital (ASTAT 2013).

Although there are subsidised language courses for new speakers (Italian and German), there is little in the way of institutional space for public discourse in the *non-official* languages.

However, certain areas of the provincial capital have become centres which cater for the day to day needs of these new residents. I present data taken from one such area of the city of Bolzano-Bozen which has a concentration of a variety of shops which are operated by and cater for those from outside the province (and Italy). The area is rich in variegated arrays of linguistic and semiotic codes, which interact in ways that illuminate the trajectories of new speakers, as they navigate and reconcile their daily lives and the social spaces to which they orientate. I include observation, visual and spoken data from this area, assembled through geosemiotics (Scollon & Wong Scollon 2003), an ethnographic approach to linguistic landscapes. This triangulation allows a nuanced understand of new speakers' experiences, perceptions and reception, as they carve out new social spaces which rub up against older contested spaces. This takes on an urgency due to the impact of the refugee crisis and tensions this has caused, evidenced in the recent election of three declaredly neo-Fascists to the city council.

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'Gàidhlig ga bruidhinn an seo?!'–Linguistic practices and ideologies of Gaelic speakers in Stornoway

Ingeborg Birnie

University of Aberdeen

Wednesday 5 July | 13-13:30h | Room 103b

The 2011 National Census recorded a total of 57,375 Gaelic speakers in Scotland, 1.1% of the overall population (National Record of Scotland, 2013). The information collected in the census allows an estimate to be made of the number of speakers of the language but does not provide an indication of how frequently Gaelic is used in the lives of those self-reporting to be able to speak the language, and in which sociolinguistic domains.

Even without this detailed information, low speaker densities would suggest that Gaelic has all but disappeared as a community language in Scotland, the exception being the Western Isles. The Western Isles can be considered the last remaining 'heartland' of the Gaelic language, home to a quarter of all Gaelic speakers in Scotland and the only local authority where a majority of the population, 52.2% (National Record of Scotland, 2013), can speak the language. Previous studies assessing the linguistic practices in the Western Isles have shown that language shift is continuing and that the number of domains in which Gaelic is routinely used is decreasing. Census data would suggest that intergenerational transmission, named by Fishman (1991) as the *sine qua non* of language saliency, has all but ceased in the Western Isles and this has shifted the focus to sustain and support the language as a tool for communication to the institutionalised public domains, which have not been traditionally associated with the language.

This presentation discusses the findings of a research study that explored the interplay of these language support initiatives and linguistic practices and associated ideologies of Gaelic speakers in Stornoway, the largest settlement in the Western Isles. The study, the first of its kind in Scotland, collected qualitative data *in situ* and in real time about language practices in a selection of public domains fulfilling a variety of social functions, to assess how, when and by whom Gaelic was use. The information obtained through this linguistic soundscape study was supplemented by language use diaries and ethnographic interviews with Gaelic speakers in Stornoway. The qualitative data obtained through these diaries and interviews was used to evaluate the ideologies underpinning the language choice made by Gaelic speakers in a variety of sociolinguistic domains.

From this study it can be concluded that there is a clear dichotomy between the expressed ideologies, which favour the use of Gaelic in *Gemeinschaft* domains, and the linguistic practices which have become increasingly associated with *Gesellschaft* domains only. This dichotomy has significant implications in the way Gaelic is imagined, both by the speech community and those tasked with supporting the language in Scotland.

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Study of the substitution or the maintenance of Catalan in Matarranya

Anna-Maria Currubí Capdevila

University of Bern

Wednesday 5 July | 17-17:30h | Room 103b

This work studies the sociolinguistic situation of Catalan in Matarranya. It specially investigates if the transmission of the Catalan language between generations and inside the generation in the pupils of second school year of the Matarranya secondary school of Vall-de-roures, as signs of a possible substitution process in the Franja. The data will be obtained by a survey and the continuity of the transmission of Catalan between the classmates and between the parents and their children will be related to different variables (sex, social class, language with siblings, identification language, etc.) to try to understand the substitution process causes in case it occurs. What is more, these data will be completed with interviews to parents, teachers and pupils. The interviews to the parents will be focused on understanding the reasons for the rupture of the language transmission between generations. The interviews to the teachers and the pupils will be focused on understanding the reasons of the rupture of the language transmission between the pupils of the secondary school.

Keywords: Franja area, substitution, transmission, intragenerational and intergenerational

Gaelic *mudes*: An exploration of the forces that influence language use patterns among graduates of Scottish Gaelic undergraduate degree programmes

Adam Dahmer

University of Edinburgh

Thursday 6 July | 13-13:30h | Room 103b

My PhD research examines the current language use patterns and attitudes of individuals who graduated from undergraduate Scottish Gaelic degree programmes in Scottish universities between 1990 and 2006. A highly minoritised language, Scottish Gaelic has fewer than 60,000 speakers – only three hundred of which belong to the aforementioned research cohort. The demographic under study comprises people who entered university with various backgrounds and levels of Gaelic expertise – from ab initio learners without familial or social connections to Gaelic, to fluent speakers raised in Gaelic dominant households and communities. By collecting data via questionnaires and interviews, I hope to discover how undergraduate Scottish Gaelic language programmes of the 1990s and early 2000s – and the corresponding social context of university life – influenced the language use trajectories of those who enrolled on them, who are now mostly in their 30s and 40s. Furthermore, the research seeks to ascertain which social factors affect the development, maintenance, and transmission of Gaelic language skills after university.

This paper will provide an overview of the project's progress to date, and discuss the preliminary data gathered so far. In particular, it will discuss those aspects of the research participants' lives which seem to have either aided or hindered their efforts to maintain or improve their Gaelic. The importance of the social network in catalysing *mudes* – changes in language use patterns connected to changes in an individual's life circumstances – will provide the central focus of the discussion, with emphasis placed on examination of the social factors which facilitate the formation and maintenance of social networks at university and in subsequent life stages. Subtopics illustrative of this focus may include the importance of Gaelic oriented careers in facilitating Gaelic language use, differences in the language use patterns of first language Gaelic speakers and Gaelic learners, and the difficulty of minority language intergenerational transmission in linguistically divided households.

Keywords: *Mudes*, social networks, language revitalisation, language use, language acquisition, language transmission

The Flemish sign language community: a community in transition

Maartje De Meulder

University of Namur

Tuesday 4 July | 17-17:30h | Room 103b

Due to several ideological, socio-political and educational changes, the demographic and sociolinguistic profile of deaf communities is changing and there is a continuous transition, both in academic contexts and community discourse, to "sign language communities". These communities are composed of a great diversity of linguistic profiles. The terminology to talk about these different profiles, however, such as "(near) native signer" or "L2 signer", does not meet the complexity of the current sociolinguistic reality and the position of sign language communities in 21st century multilingual societies.

This presentation will address one such community: the Flemish sign language community in the northern part of Belgium. It will describe the changing demographic profile and sociolinguistic order of this community and the challenges this presents, also in terms of terminology. A central methodological tenet of the presentation is that the author is herself a deaf signer and a member of this community. This is to be situated in a context with an increasing number of deaf researchers, who are engaging with methodologies based on deaf ontologies (Kusters et al. in press). This lived experience will inform and contextualise the observations and analysis of this paper.

In the Flemish sign language community, there is an ever-diminishing number of deaf traditional signers, who have acquired Flemish Sign Language (VGT) via intergenerational or peer transmission at an early age. At the same time, there is an increasing number of deaf and hearing "new signers". The number of deaf new signers is growing because of the erosion of traditional linguistic and cultural transmission settings such as deaf schools, and innovations in hearing technology and associated ideologies targeted at parents of deaf children.

The increasing number of hearing "new signers" on the other hand, is linked to the greater visibility of sign languages, the increase of formal learning opportunities, and increased intercultural contacts. This group includes hearing partners of deaf people, some hearing parents of deaf children, teachers, and people who are learning VGT through formal lessons.

It is likely that in the older age groups, hearing "new signers" now outnumber deaf traditional signers *and* deaf "new signers" combined. This numerical disparity is also found in some indigenous language groups like the Sámi (Sarivaara et al. 2013) and Mãori (Spolsky 2003) and many other minority groups (O'Rourke et al. 2015), and greatly impacts on the linguistic future and language change in sign language communities.

Another issue that will be discussed is the fact that for various reasons, in the very youngest age groups in Flanders, there are now more hearing than deaf children who adopt VGT language practices.

This increased influx of deaf and hearing "new signers" and the reduced number of deaf signing children, presents challenges for the Flemish sign language community. It brings up questions of ownership, legitimacy and authenticity, of imagined linguistic futures, and the need to reconceptualise traditional deaf social spaces to include this range of linguistic profiles and backgrounds.

Keywords: deaf, sign language communities, new signers

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Understanding Catalan language policing in the Balearic Islands: manifold stances and interventions

Lucas Duane

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Thursday 6 July | 13-13:30h | Room 104

In 2011, the regional government of the Balearic Islands, Spain, made language policy changes that altered the official status of the Catalan language in the archipelago (Bibiloni, 2014). In a diversion strategy similar to the one performed in Valencia (Pradilla, 2004), the government simultaneously discussed the relationship between the Catalan standard and Balearic vernaculars. Since then, language ideological debates (Blommaert, 1999) have been taking place in the region, with political parties and associations of language activists participating. This paper explores the language policing (Blommaert et al., 2009) performed by various actors from different scales throughout this complex context. Using an ethnographic approach, two types of data were collected. On the one hand, almost two years of activity from three Facebook pages of language activists associations, building on work on online ethnographies (Androutsopoulos 2013, Lenihan & Kelly-Holmes 2015), allowed grasping how these groups try to legitimize their non-standard writing of Catalan. On the other hand, sixteen interviews to language activists and regional and local language planners, drawing on institutional ethnographies (Woydack & Rampton 2016), served to map stances, linguistic orientations and interventions. Findings illustrate the ways in which language policing operates in our current communicative context, suggesting that the resulting order ultimately underpins the dominant role of the Castilian language in the Balearic Islands.

Keywords: Language policing, standardization, language ideological debates, social media, Catalan

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A million Welsh speakers: time for a behavioural language policy?

Osian Harri Elias

Aberystwyth University

Wednesday 5 July | 15-15:30h | Room 103b

The Welsh Government has declared it's ambition of growing the number of Welsh speakers to one million by 2050, an ambition that demands attention and significant work over the coming decades. This paper suggests that the behavioural sciences offer an unique and valuable contribution to the realisation of this ambitious target. Up until now, the behavioural sciences have informed policy innovation in a variety of policy fields – from health to personal finance and the environment. However, the interaction of the behavioural sciences with language policy and planning is at an early, embryonic, stage. There is potential to develop this relationship, and the Welsh Government has acknowledged the need for a greater use of the behavioural sciences in relation to language policy and planning in their 2014 policy update *A living language: a language for living – Moving Forward*.

This paper will draw on doctoral research into three case studies based on the three interventions: Twf, Supporting Language Habits, and the provision of Welsh medium higher education. Examination of these case studies will demonstrate the current use of behavioural sciences in language revitalisation efforts in Wales. The case studies will demonstrate that the embryonic use of the behavioural sciences in language policy and planning in Wales varies from an explicit and deliberate use to an implicit use. Another finding of particular interest is the organic development of a behavioural understanding

within these interventions. The paper will demonstrate the need for a bespoke interaction between the behavioural sciences and language policy and planning, based on an argument of the unique nature of language behaviour. The conclusion of this argument is the need to create a behavioural language policy framework. This paper will suggest some key principles for a behavioural language policy framework, based on the mainstream behavioural science approach to policy and the use of behavioural science in relation to language revitalisation efforts in Wales.

Keywords: behaviour change, behavioural science, nudge, language policy, language use, policy frameworks, Welsh language

"I think it's a little bit *diverso* from the *Inglese*": Language variation amongst Anglo-Italians in Bristol

Anna Gallo
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Tuesday 4 July | 15-15:30h | Room 104

Nowadays multilingualism is at core of linguistic and social concern, as language is a social fact and, as such, it mirrors society (Labov 1972). Hence, significant social changes and mass mobility have an impact on language practices and identity definition, this being noteworthy when unprecedented chain migrations started after WWII, forcing thousands of people to relocate from the poorest nations to wealthier yet devastated countries.

In multicultural settings such as migration contexts, individuals are likely to adopt linguistic features and social behaviours to index their identities assimilating to those with whom they want to be associated (McEntegart & Le Page 1982:105). Accordingly, migrants and, above all, their descendants often stand between two cultures, two worlds, thus giving voice to mixed identities. In this respect, previous literature has variously demonstrated that a vast array of social factors has an impact on the adoption of local/regional norms and/or ethnic markers, such as the strength of transnational bonds as well as ethnic orientation and the nature of social networks (Hoffmann and Walker 2010; Newlin-Łukowicz 2013,2015).

However, despite displacement and diaspora which most ethnic minorities went through after WWII, rarely have linguistic variations amongst white groups been seen as ethnic (Wagner 2014:79). Therefore, this paper addresses the specific case of Anglo-Italians in the UK, which, unlike in the U.S.A., Canada and Australia, are still under-researched. In general, sociolinguistic research has so far left aside the South West of England and, particularly, the multicultural city of Bristol, although it has been affected by significant migration influxes especially after WWII (Bottignolo 1985).

As part of my ongoing doctoral research, the present analysis provides some initial insights into social and language practices among Italians in Bristol (henceforth Brist*a*lians), investigating whether and how they adopt language devices, whether they be more local or 'ethnic' as social symbols and markers of identity to strategically index

their multi-layered identities, i.e. to convey their Bristolianness-Englishness or, conversely, to strengthen their Italianness.

Drawing on an intergenerational approach, this paper looks at 2nd and 3rd generations, and it provides both qualitative and quantitative data, collected by means of interviews, questionnaires and ethnographic observation, considering phonological features and code-mixing. For instance, TH-stopping is worth considering as it emerged in multicultural contexts (Torgersen et al. 2006; Guzzo and Gallo 2014:104-108) and amongst immigrant groups such as Poles and Italians (Labov 1966; Del Torto, 2010; Newlin-Łukowicz 2013), alongside TH-fronting arguably being a stable sociolinguistic variable in the Southwest (Kerswill 2003) though under-researched. Secondly, when mixed-identities are at stake, investigating the functions of code-mixing will help identify how Italianness is conveyed in discourse, with their ability of switching mainly depending "on the valued symbolic capital at play within the worlds" (Giampapa 2004:215).

Overall, Italian families all seem likely to experience language shift in the span of three generations (Boberg 2014). However, 2nd and 3rd generations are heterogeneous groups, hence they are expected to show an orientation towards mixing codes based on their social practices and ethnic attitude.

Keywords: Anglo-Italians, language variation, multilingualism, identity

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Lexical layers in Molise-Croatian language

Azra Hodžić-Kadić

University of Vienna

Tuesday 4 July | 15:30-16h | Room 104

Molise Croats are settled in one of the smallest Italian region called Molise in villages Acquaviva Collecroce, San Felice del Molise and Montemitro. There are a number of theories about how Molise Croats came to this region, but one of the best-known hypotheses argues that more than 500 years ago they came from valley of river Neretva, which mainly flows through Herzegovina and a little bit through Dalmatia. People of that time brought its own mother tongue when they came, but they also learnt Italian which was indigenous language in that region. Croats who settled in the area of Molise made huge effort to preserve their language, but with contact and interaction with neighboring people, they developed new idiom specific only for that region. That lexical characteristics created in this area is the topic of this doctoral research. The accent is put on forming this minority language influenced by identity, linguistic diversity, dialect of the area (Abruzzi dialect) and linguistic history. Special attention is given to verbal repertoire and linguistic changes of Molise-Croatian language, in other word, from its creation until today. This socio-linguistic research points out social changes which caused forming completely new idiom, the one in which original Slavic language is preserved as well as Italian, Latin, Early Croatian and Abruzzi dialects combined with regional speech of individuals. This doctoral research will demonstrate the influence of migration on forming new linguistic and ethnic group in Italy (Molise-Croatian linguistic minority), evolution of Molise-Croatian language and standardization and linguistic code, its lexical heritage and literature made in this language as well as influence of speaker's identity on newly-created language.

Keywords: Molise-Croatian language, migration, lexicon, identity, standardization

Language Learning and Employment Experiences: Insights from a Small Island Community

Elisabeth Holm

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Tuesday 4 July | 13:30-14h | Room 103b

This presentation focuses on initial findings from a research project on language and migration in the Faroe Islands. The research is ethnographic in nature and focuses on the experiences of two groups of adult migrants: those long-settled in the islands and those who have arrived more recently. Particular attention is paid to: (1.) language learning, mainly the learning of Faroese; (2.) the use and value of different language resources and different forms of linguistic capital as the adult migrants seek employment and negotiate access to different domains of Faroese life; and (3.) the lived experiences of adult migrants on entering the workplace and the attitudes they encounter, as new speakers of Faroese, in the day to day routines of interactional life at work. In addition to confirming that acquisition of Faroese is essential to the prospects of integrating into Faroese society and that Danish appears as a major barrier to accessing skilled employment, findings give insight in the challenging processes of language learning and what it means to be a new speaker of a minoritized language in a bilingual context. However, findings also indicate that barriers to language learning and skilled employment in particular are intricate and complex. To throw light on this complexity, different voices of new speakers of Faroese draw attention to diverse personal challenges, labour market experiences and societal shortcomings, which they also pinpoint as resources and opportunities for authorities, policymakers and employers to build on.

Keywords: language learning, new speakers, migration, labour market integration

'Being for the cause is not enough'–New speakers of Irish: negotiating access, identities and legitimacy in urban social spaces

Stephen Joyce

Ollscoil na hÉireann, Gaillimh | National University of Ireland, Galway

Tuesday 4 July | 15-15:30h | Room 103b

Defined as people 'with little or no home or community exposure to a minority language but who instead acquire it through immersion or bilingual education programs, revitalization projects or as adult language learners' (O'Rourke et al. 2015: 1), in the Irish language context it is estimated that there are up to 200,000 active and regular 'new speakers' of the language on the island. It is also estimated that two-thirds of daily speakers of the language live outside of traditional Irish-speaking *Gaeltacht* areas (Walsh et al. 2015: 10). The same research report into *nuachainteoirí na Gaeilge* outlines the need for the creation of 'safe spaces' for the social use of Irish and recommends the establishment of a wide variety of such spaces in cities and large towns (Walsh et al.

2015: 61). More research is required, the authors state, to better understand new speaker ideologies, identities and their potential role in the future development of Irish. It is from within this urban context of spaces for language socialisation that the data in this paper is drawn.

This paper presents data collected from new speakers of Irish, between 18-30 years of age, in urban settings throughout the island of Ireland. The participants are involved or have participated in various spaces/groups for the social use of Irish – ranging from Gaelic football teams to cultural/political events. The data has been collected primarily by means of semi-structured interview in order to garner biographical and personal information (i.e. the 'lived experience of language') from the viewpoint of new speakers themselves (Busch 2015: 9; Blommaert and Dong 2010). The focus on young new speakers in urban spaces for language socialisation allows us to better understand an under-researched area of minority language revival, 'grassroots initiatives that have speakers as agents of policy making' (Cru 2015: 5). This paper will examine the importance of these spaces of language socialization for young new speakers of Irish as well as new speakers' active role in their creation and development (Walsh and Lane 2014). How do new speakers access these spaces and what effect does participation have on their linguistic practices or *mudes* (Walsh and O'Rourke 2015; Puigdevall et al. 2016)? How do young new speakers of Irish negotiate their identities and tackle issues of legitimacy within these spaces? The interview process has yielded data that suggest the relationships formed within these spaces can have a profound effect on young new speakers of Irish and that the activities and physical setting of the spaces is also crucial to their success. By looking at urban social spaces where young new speakers of Irish are central actors, each with 'its own set of rules, orders of discourse, and language ideologies' (Busch 2015: 4), the issues outlined above will be examined.

Keywords: new speakers, Irish, identity, social spaces, legitimacy, access

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The pronunciation of Spanish speakers of English: does my birthplace matter?

Mª Ángeles Jurado-Bravo
Universidad Complutense de Madrid

Wednesday 5 July | 17-17:30h | Room 104

English as a Lingua Franca (ELF), defined as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7), has been a central topic of research for decades. At the beginning of the 21st century, Jenkins (2000) proposed the Lingua Franca Core (LFC) based on the intelligibility principle (Levis, 2005) after noticing that pronunciation was the major cause of communication breakdown among non-native speakers of English. Ever since then, one recurrent topic in ELF research has been the relationship between the pronunciation of ELF speakers and intelligibility (e.g. Deterding, 2012; Deterding & Mohamad, 2016; O'Neal, 2015b, 2015a; Osimk, 2009). Nevertheless, much research is still necessary so as to know which pronunciation features enhance intelligibility in international contexts, especially because a considerable body of research (e.g. Walker, 2010; Zoghbor, 2010) seems to reveal that the speaker's L1 background play a major role in successful communication.

This investigation analyses the intelligibility of Spanish speakers of English from various regions of the country. Due to the wide variety of accents existent in Spain, we expect to find differences in the speakers' English pronunciation mainly influenced by their native regional accent. The aim of this investigation is twofold: (a) to describe in detail the way Spanish speakers pronounce English sounds and (b) to be the basis from which to design a specific and effective methodology to teach English pronunciation which enhances the speakers' intelligibility without the need to accommodate to a native speaker accent, thus maintaining the speaker's identity (Jenkins, 2007).

University students from 4 different Spanish regions were recorded reading a short text in English and their speech was transcribed phonemically. Taking ELF as our standard, we measured the linguistic distances between the standard and the prototypical pronunciation of the groups using Multiple Sequence Alignment (MSA) and a variation of the Levenshtein algorithm. This method allowed us to discern the most common features of the pronunciation of the Spanish speakers from different parts of the country. Preliminary results indicate that, although all speakers present a certain degree of similarity regardless of their birthplace, some features are probably influenced by the regional accent of the speaker.

We believe this investigation will contribute to a better understanding of the intelligibility problems that Spanish speakers of English encounter when using the language in

international contexts. Thus, we will be able to design a specific course including only those features in which students find difficulty.

Keywords: English as a Lingua Franca, Lingua Franca Core, intelligibility, regional accent, Spanish speakers

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Muslims, 'suspect communities' and intelligence: Language(s) for national (in)security in the UK

Kamran Khan

Universitat de Lleida

Wednesday 5 July | 15-15:30h | Room 104

Terrorism and the measures to counter home-grown Islamic terrorists have contributed to the discursive construction of British Muslims as a 'suspect community.' This paper examines how English language proficiency has entered discourses of radicalization and (in)security. The paper will then investigate the implications of the devaluing of modern and heritage languages of Muslims for the intelligence services in the UK.

Following riots in 2001 involving British Asians, far-right extremists and the police, British citizenship English language requirements were viewed as a way of fusing communities splintered by a lack of English in migrant communities (Blackledge 2005). The logic that isolation and separateness due to a lack of English can lead to violence has hence been viewed by politicians as a potential vulnerability to accepting radical and extremist ideas.

In order to deal with an alarming lack of skilled foreign language speakers, GCHQ has sought other ways to recruit language analysts in line with national security needs. In order to cope with new threats, GCHQ must recruit adult native speakers from 'suspect communities.' However, paths to formal qualifications for heritage languages have been radically cut meaning the already-diminishing pool of language speakers becomes even smaller.

In conclusion, a number of paradoxes emerge. A 'suspect community' is positioned as both part of the problem and the solution. Heritage languages that contribute towards self-segregation are also invaluable assets in intelligence gathering. The Government has adopted a 'monolingual mindset' (Clyne 2006) to promote English for security yet destroys crucial modern language and heritage language provisions and qualifications necessary for intelligence work. Thus, following the Government's own ideology, the nation becomes less safer rather than more.

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Language Borders: Entry Certification, Migrant Identities and Support Networks for FSU (Former Soviet Union) Migration to Russia

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Durham University

Tuesday 4 July | 17-17:30h | Room 104

Intensive migration flows within the post-Soviet spaces have maintained a relatively homogenous image of Russian as a persistent 'lingua franca' of the region; the Russian language of these mobile groups, however, has long become occasional rather than systematic, non-standard rather than normative, conversational rather than formalized (Pavlenko 2008; Ryazanova-Clarke 2014). The decades after the collapse of the USSR have contributed to further diversification of what once was known as 'standard Russian', taught in every Soviet educational institution, into several regional vernaculars (Mustajoki et al. 2010; Sociolinguistic Studies 2015). Once mobile migrant groups from the FSU space arrive in Russia, however, they usually face strong language normativity exercised in different communicative contexts, which labels them as 'non-native' speakers of the

language (Popova 2012). One of the recent changes that the Russian Federation has made to regulate its incoming migration is the introduction of compulsory testing in Russian language, history and legislation that every immigrant should undertake to be able to work in Russia officially. Given the fact that over 90% of present-day migration to Russia comes from FSU countries (Chudinovskikh 2015), this measure can be viewed as part of Russia's general policy of enhancing the ideological value of the standardised Russian over the post-Soviet space (Gorham 2011; Ryazanova-Clarke 2015). What this means to FSU migrants is that language competence becomes a focal point for their experiences in the process of integration to the present-day Russian society.

The official certification imposed by the government is aimed at constructing an idealised 'language profile' a successful candidate should demonstrate (Shohamy 2001; 2013). By preparing for, passing through, and using the results of this procedure, migrants not only acquire the necessary legal status, but also undergo the critical (re)construction of their migrant identity (cf. Blackledge 2009; Byrne 2012). Migrants' own subjective interpretations of their language competences and 'guises', therefore, become integral part of their experiences: their vision of own language skills changes in the larger context of migration, with inevitable social consequences this 'calibration' implies (Blommaert 2010; Phipps & Kay 2014). Migrant pathways are built through the events of language (mis)use as their key points, and new, experience-based networks of communal support are formed ad hoc (Cederberg 2014; Kramsch 2009; Nawyn et al. 2012). Different local groups within Russian society also consider their role in the process of migrant integration – the variety of initiatives has sprung up to aid in resolving language-related problems that FSU migrants might face. Their forms may vary from amateur language courses and linguistic 'first-aid' centres to grassroots public campaigns or informational websites but what they all share is a wider perspective on making Russian more accessible and 'transnational' in its usage.

The paper will discuss preliminary findings from the first stage of ethnographic fieldwork carried out in 2017 in Moscow & St Petersburg, supplemented by the analysis of regulatory documentation and teaching textbooks on language testing for migrants & expert interviews with RFL experts.

Keywords: language entry examination, migrant and non-standard vernaculars, language ideologies and policies, sociolinguistics of migration, language support

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The parental spoken interactions and the negotiation of social relations in a Chinese complementary school in Berlin

Kitty Li
University College London

Tuesday 4 July | 17:30-18h | Room 104

This research aims at revealing the significance of social interactions at a Chinese complementary school in Berlin, Germany, for the first generation migrant-parents. It further investigates how the parental interactions and their social relations at the school setting produce and reproduce the parents´ social status. By focusing on the spoken interactions of the parents, I explore the role of a Chinese complementary school for the parents beyond the education of the children. In my analysis I take an ethnographic

approach in order to gain an in-depth understanding of parental social interaction and social relation agendas at the school setting, which are discussed in relation to the parents´ social backgrounds and migrant trajectories.

Complementary schools, sometimes also referred to as community school, Saturday or Sunday schools, offer voluntary classes for specific religious, cultural and/or linguistic communities through mother tongue classes. By using the term complementary school, I intend to 'stress the positive complementary function' of the school in relation to mainstream German schools (Creese and Martin 2006, p.1).

The data consists of audio-recorded parental interactions, a series of interviews and different sets of field notes. Drawing on a discourse theoretical approach, talk and text are understood as relational practices and I pay close attention to their construction, function and variation. Parental interactions are analysed at a micro level (textual analysis), at a meso level (analysis of production and consumption) and at a macro level (social analysis), in an attempt to understand the particular social practices in the social domain of a complementary school. Unlike most recent research which focuses on the ways in which complementary schools offer spaces for the development of multiple identities and flexible bilingualism for children, this research points to the significance of the school for the parents´ engagement with life in Germany. The analysis shows how some of the parents create meaningful networks, mutual supports and group belongings which have empowered them. For other parents, these are less accessible, provide limited benefits and reproduce social inequalities. In this way, the research raises important questions concerning the differences and inequalities within a particular social and ethnic group in terms of their social and cultural capital (Bourdieu, 1986).

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New speakers of Galician: between the isolationist and the reintegrationist positions

Pablo Lourenzo Quatra
Université Catholique de Louvain

Tuesday 4 July | 16-16:30h | Room 103b

This article will explore the phenomenon of new speakers of Galician (*neofalantes*) and the extent to which they follow the standards set by the Royal Galician Academy (RAG) or consider Galician and Portuguese as variants of the same language, adopting either the spelling of standard Portuguese or the adapted standard proposed by the Galician Language Association (AGAL). Given the decline of native speakers in recent years, it is expected that the importance of new speakers of Galician will increase, and

consequently, their level of conformity with the spelling system proposed by RAG and the Galician Language Institute (ILG) will either reinforce or contest the authority of the official institutions and will certainly incline the balance of power between the groups supporting one option or the other.

Since its creation in 1906, the RAG has been studying the language and aiming at the creation of a standard. This process was concluded in 2003, two decades after compulsory primary and secondary education in Galician had already started, with what is commonly known as the "*Normativa da concordia*". The Academy takes pride in the fact that the standard resulted in a compromise between the isolationist trend, which considers Galician as an autonomous language separate from Portuguese, and some of the linguistic options proposed by *reintegracionismo* or *lusismo*, which promote a continuous convergence towards Portuguese. However, for the supporters of the convergence of Galician and Portuguese, it constitutes the recognition of the hybridisation of Galician with Spanish andmissed opportunity at a point where most speakers of Galician were not formally educated in Galician and therefore the introduction of the AGAL spelling system would not have been as big a challenge as today. The supporters of *reintegracionismo* claim that their proposal constitutes the legitimate spelling, the most historicallyaccurate and the most appropriate for the language. Having some of the traditional linguistics solutions disappeared in contemporary Galician, the AGAL spelling proposes to return to a "purer" and less corrupted state of the language.

This article will briefly explore the notion of newspeakerism in Galicia, with an overview to the sociologic characteristics of *neofalantes*, and then, with the aid of a survey, will provide data about their practices with regard to spelling, whether they follow the RAG standard, use the Portuguese system or the adapted form proposed by AGAL, along with their considerations on the appropriateness of either spelling option, and an insight to the legitimacy aspects and power balance of the groups involved in this situation.

Keywords: Galician, neofalantes, new speakers, newspeakerism, hypercorrection, reintegracionismo, Portuguese

Regional endangerment: analyzing the vitality of Tatar in Perm krai

Alina Mansurova
University of Oxford

Wednesday 5 July | 13:30-14h | Room 103b

The Tatar language is the second spoken minority language in Russia and the second official language in the Republic of Tatarstan [Konstitutsija Respubliki Tatarstan], where it is strongly supported by the Tatarstan government (for details see [Wigglesworth-Baker, 2015]).

One of regions where Tatar was introduced before the Russians settled down (the 16th c.) there is Perm krai. Apart from the Tatars, the Bashkirs, which is the 4th largest ethnic

group in the region, and some Russians speak Tatar as well. One of the districts which is of a big interest and a focus of this paper is Barda district.

Historically, it was inhabited by both the Tatars and the Bashkirs, but the latter assimilated to the Tatars due to their stronger cultural consolidation. The language contact caused by this assimilation resulted in the establishing a new Tatar dialect: Barda Tatar. The peculiarity of the ethnolinguistic situation is a double Tatar-Bashkir identity of the local people. The rural-urban youth migration makes the ethnic identity more complex. There, it is very likely that they switch to Russian and then refuse to pass Tatar to their children. Strictly speaking, they cause a "regional endangerment" of Tatar by migrating to a multilingual society and assimilating to the predominant ethnic group.

The term "regional endangerment" is introduced for the first time in this research; it can be defined as "a situation when a "healthy" language with a sufficient number of speakers and a developed infrastructure is being threatened with extinction in a certain society but at the same time being an official language in a national republic". This term is highly applicable to Russian linguistic situation. Based on the demographic data given above, the following assumption can be made: world-wide, Tatar is not endangered in Tatarstan, but regionwide, particularly in Perm krai, it might be socially endangered due to a significant decrease in speakers over last decade [Mansurova, 2015] and ineffective language policy.

Social endangerment as any other type of endangerment can be studied through language vitality. So, then, the aim of the research was to find out by what means the Tatar languagesurvives in the Perm society, i.e. how Tatar is used and treated by the Perm Tatars and whether it functions as a tool of ethnic self-identification.

The most thought-provoking results received after the interviews with the young Tatar speakers born in Barda district of Perm krai are as follows:

- Tatar functions mainly as a means of communication with a family which stays in the villages.
- The village is treated as a symbol of the language and culture and is circulated in the discourse about language maintenance.
- Tatar indexes the sense of security and insecurity at the same time depending on the domain of usage.
- It is used as a tool of ethnic self-identification as it is the most accessible tool in the rural area,
- There is a certain language hierarchy in which the Barda Tatar is placed lower that the standard form.

Keywords: Tatar language, language vitality, social endangerment, Russian sociolinguistics, language attitudes

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From a wooden clog to a monkey skull, from humiliation to the abandonment of mother tongue

Rozenn Milin

Université Bretagne Loire

Wednesday 5 July | 17:30-18h | Room 103b

With its 274 million speakers, French is one of the most spoken languages in the world. It gained speakers along the last centuries through being imposed in all the regions of France as well as in the colonial empire. This was done in a coercive way, to the detriment of local languages. The Compulsory Education Act of 1882, which stipulated that the only language admitted in schools was French, played a decisive role in metropolitan France. The acquisition of French was then achieved through the eradication of vernacular languages.

In the former colonies of Africa, intentions were multiple: "civilize" populations supposed to be "savages" and teach them the "Enlightments" through French language; train members of local communities in order to use them as auxiliaries in the administration as well as in trade; and convince populations to take part in the war effort when conflicts occurred (i.e. World War 1).

To impose this linguistic substitution, similar persecutory methods were applied in France and in Francophone sub-Saharan African countries. The use of the "symbol" was particularly widespread on both sides: pupils who were caught speaking their mother tongue within the school grounds, sometimes beyond, were given a degrading object, usually to be worn around the neck (wooden clog, pierced penny, pebble, etc. in the regions of France, monkey or donkey skull, bottle shard, box filled with animal excrement, etc. in former colonies); the "culprits" then had to spy on their comrades to pass the "symbol" on to them, and the last one to wear it at the end of the day was punished. Punishments could go from simple scolding or mockery to severe beatings.

This method was in use in the regions of France until the fifties, and it actually still exists in a residual manner in some subsaharan francophone areas. What was the impact of these practices combining denouncement and humiliation on populations in the various parts of the Hexagone and the colonial empire?

Did they have the same effects in France and in the old francophone colonies?

To what extend did these practices influence the image populations had of their own languages?

How were they decisive in the parents' decision whether or not to convey their language to their children? Based on fieldwork recently conducted in Brittany and Senegal, this presentation will explore the facets of mother tongue interdiction in school in those

territories, and its possible consequences on the viability of endogenous languages to this day.

Keywords: French language, Endogenous languages, Regions of France, Brittany, African colonies, Senegal, Language substitution, Symbol, Humiliation, Image, Transmission

The effects of study abroad programs on language and identity

Vasi Mocanu
Universitat de Lleida

Wednesday 5 July | 16-16:30h | Room 104

Recently, there has been an increase in research on the construction of identity in situations of mobility (Darvin & Norton, 2015), with a special attention given to higher education students (Kinginger, 2010). In spite of this fact, there is a need for research conducted with participants in environments with different linguistic, cultural, and social landscapes. On the other hand, there is room to believe that examining the intricacies of an experience characterized by its considerable complexity using quantitative and qualitative methods could be beneficial for shedding light on the general as well as on the individual effects of a stay abroad on the language and identity evolution of the participants.

This study will examine the effects of a stay abroad on the construction of identity of higher education students in three European countries, namely Finland, Romania, and Catalonia. These three places were strategically selected as representative of three distinctive European regions: Northern, Eastern, and Southern Europe. Furthermore, the three contexts present different particularities with regard to the cultures, the local languages and their international visibility. The data comes from a concurrent mixed-methods study conducted during the academic course 2015-2016 which included a survey and a semi-structured interview. Pre and post versions of both research instruments were administered at the beginning and at the end of the stay abroad. The data will be analyzed following Darvin and Norton's (2015) new model of investment which responds to the need to address the new ways in which identity, investment, and language learning are structured in the new millennium. By doing so, we intend to uncover both the general effects a stay abroad might have on the linguistic choices of the participants, as well as those individual outcomes of the experience and how they are shaped by the symbolic and material resources that the students attribute to each of the different languages (English, Finnish, Romanian, Catalan, and Spanish).

Keywords: Identity, investment, language learning, higher education mobility, mixed-methods

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'El nombre de inmigrante no me sirve más'. Language and identity in the Latin American community in London, UK

Daniel Morales

University of Southampton

Tuesday 4 July | 13:30-14h | Room 104

Sociolinguistics in the current stage of globalisation has begun to pay attention to people's narratives to explore the changing social conditions in which individuals live, particularly the social processes of which immigrants are part as they could be explored and understood through the analysis of language in context (Blommaert 2010; Georgakopoulou 2011).

The paper presented will consider four recent empirical case studies in a population termed the Latin American community (McIlwaine 2011; 2015). It has been estimated that 250,000 people of Latin American origin live in the United Kingdom of whom 145,000 live in London but research about them is still incipient (Linneker and McIlwaine, 2011; McIlwaine, 2015, 2016). Thus I intend to examine Latin American immigrants' self-presentation and impression formation in order to reveal the ideologies emergent in their discourse. Such analysis, on the one hand, will help us gain insight into the often negative social presentation and values attributed to the migrant and, on the other hand, it will also cast light not only on their social relations and practices but on socially tangible consequences when they self-present as "illegals".

In light of the above analysing how they use language as they describe their experiences in the social spaces they have inhabited in a receiving country can help us understand their complex identity construction processes. The latter are explored through a sociocognitive approach in Critical Discourse Studies (van Dijk, 2016) in which language use is viewed as social action and linked to social relations and identities, and thus it entails an interest in the ways social actors categorise others and themselves (Slembrouck 1998: 1; Fairclough 2013; Van Dijk 1997, Ainsworth and Hardy, 2004:236).

Such study aims to contribute to current research in sociolinguistics to examine social identity construction and experiential narratives of relocation (Blommaert 2010; Georgakopoulou 2011).

Kokugo, Japanese as a national language, ideology–ideological orientation in teaching at Japanese as Heritage Language (JHL) School

Nahoko Mulvey

University of Birmingham

Thursday 6 July | 13:30-14h | Room 104

My research project is to investigate programmes of Japanese as a Heritage (JHL) schools in England, parent-run weekend Japanese schools for children with Japanese heritage.

Since the 1960s, the teaching of Japanese to children with Japanese background in the UK has been led by *hoshuko*, Japanese supplementary schools supported by the Japanese government. *Hoshuko* teach *kokugo,* Japanese as a national language, designed to prepare Japanese children for their return to Japan. With continuing migration to the UK, JHL schools, which do not seek Japanese government support, are becoming common. The programmes of JHL schools are made locally for their children settled in the UK, unlike *hoshuko*. Although a considerable amount of literature exists on *hoshuko* (Douglas, Kataoka, & Kishimoto, 2003; Kataoka, Koshiyama, & Shibata, 2008), not much research exists on JHL schools.

My project is a linguistic ethnography (Copland & Creese, 2015; Creese, 2008; Tusting & Maybin, 2007) and uses discourse analysis (Blackledge & Creese, 2010) to focus on the language of teaching and learning and the pedagogy in the classroom. I visited ten JHL schools in England in 2015 and conducted ethnographic fieldwork at two JHL schools between January and July 2016. Currently I am in the middle of the data analysis and would like to discuss this aspect of my research.

One of the significant themes emerging from my data is *kokugo* ideology, 'one-nation-one-language' ideology in Japan. The term *kokugo* was created politically to forge a homogeneous Japanese nation in the end of the 19th century (Yasuda, 2003). *Kokugo* is a school subject in Japan and residents in Japan receive *kokugo* education. In the workshop, I would like to discuss *kokugo* ideology connecting with Heller & Duchêne's ideological tropes, 'pride and profit' (2012), and how this ideological orientation shapes the teachers' belief and practices, looking at my data.

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Master's Students' Language Use of Their First and Second Languages in Class: A Small-Scale Case Study

Ming Ni

University of Stirling

Wednesday 5 July | 15:30-16h | Room 104

With the development of internalization and globalization, there is an increasing number of students choosing to further their study abroad (Ilieva et al. 2004). While the UK hosts the second largest number of international students in Higher Education in the world (The UK Council for International Student Affairs 2015), the largest proportion of them comes from China (Higher Education Statistics Agency 2016). For these Chinese students, English is the classroom language but not their first language. So how is their use of languages in class?

In the presentation, I will report on an ongoing pilot for my PhD project, which looks at Chinese Master's students' language use of their first and second languages (i.e. Chinese and English) in class in the UK. These international students' translanguaging (cf. languaging, Møller & Jørgensen 2013) interests me because I have noticed some interesting phenomena on some non-native students' use of their first and second languages in and after class (one example could be they tend to speak Chinese with another Chinese, even if there is a non-Chinese around), and would like to further investigate it. The research questions of this study include:

1) Under what circumstances do Chinese students use each language in class?
2) How do they explain their choice of language?
3) How the research methods can be improved?

In this research, linguistics ethnography will be adopted, where I will observe and participate in a module in a Master's programme at a UK university. Four of the Chinese students in this module will be the key participants, and what they say in class will be audio recorded as the primary source of data in this research. And follow-up interviews will be carried out in the end with each key participant to figure out the reasons why they use Chinese/English in class.

Keywords: Linguistics ethnography, multilingualism, Chinese international students, classroom language

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Irish language learners in Continental Europe: An Exploration of Learner Motivation in the Context of a Unique Non-Indigenous Minority Language

Ciarán Ó Braonáin
Trinity College Dublin

Thursday 6 July | 13:30-14h | Room 103b

Numerous studies have been carried out in recent years, in which the motivations of learners and new speakers of European minority languages have been explored. For the most part, these studies have focused on the geographical regions traditionally associated with these languages, such Basque learners in the Basque Country, or learners of Corsican in Corsica (e.g. Hornsby, 2015; Jaffe, 2015; Ortega, Urla, Amorrortu, Goirigolzarri, & Uranga, 2015; Walsh, O'Rourke, & Rowland, 2015). From an Irish-language perspective, research has also been conducted on this subject outside of the language's conventional homeland, in both Great Britain and North America, where large numbers of heritage language learners can be found (Ireland-United States Fulbright Commission, 2011; McMonagle, 2012; Nic Craith & Leyland, 1997; Walsh & Ní Dhúda, 2015). Across this body of research, a common array of factors has been evidenced to motivate individuals to begin learning these languages, namely, considerations relating to: national or ethnic identity, familial connections and heritage, a desire for integration into a social group, political or ideological beliefs, instrumental motivations, and a broad interest in the culture associated with the target language.

The study upon which this paper is based, seeks to broaden the conversation surrounding the promotion and the teaching of Irish and, by extension, that of minority languages in general. To this end, this paper will report on an exploration of a new context, far removed from the traditional heartland, and the traditional learner, of the Irish language – that of the Irish-language learner in continental Europe.

The research conducted was carried out using a mixed-methods approach. Results of this study were derived from a comprehensive online questionnaire, which garnered 84 respondents from across the European continent, as well as a series of semi-structured interviews conducted with 10 participants from 7 different countries.

This paper will demonstrate that significant differences exist between the continental context, as evidenced by the sample population, and the traditional Irish and Irish-diasporic context, which has already been examined to varying degrees. It will be shown that those motivational factors that dominate studies of the latter, play a minimal role in the former. In place of these traditional motivational influences, it will be shown that the majority of the study's sample population were motivated along intrinsic lines, stemming

from a general interest in languages and linguistics. For these learners, this study will evidence, the perceived challenge and the esoteric qualities they associate with the language, act as the primary driving forces behind their initial motivation to begin learning Irish.

The findings presented in this paper will be of particular interest to those interested in the promotion of minority languages outside of their traditional heartland, such as language teachers or those involved in the development of learner resources. This paper should also interest those involved in research on motivation in second language acquisition and in the context of minority language new speakers.

Keywords: Irish Language, Motivation, Minority Languages, New Speakers

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Speaking differently, feeling different, becoming different? The effects of language switching, acculturation and personality on multilingual identities

Alex Panicacci

Birkbeck College, University of London

Tuesday 4 July | 13-13:30h | Room 104

"This language is beginning to invent another me", writes Hoffman (1989:121) in her famous autobiography picturing her life across cultures and languages. Indeed, the majority of multilinguals report feeling different when switching languages leading towards the idea

of multilingual identities (Pavlenko 2006). This sense of difference seems independent of level of proficiency (Dewaele 2016), while other individual and socio-biographical factors make the phenomenon quite subjective and hard to analyse. Although the influence of personality on migrants' self-perceptions has been investigated (Ozańska-Ponikwia, 2013), little attention has been paid to acculturation aspects and how all these factors could be mutually related (Panicacci & Dewaele, 2017). In order to fill this gap, the present study uses a mixed methodological approach. A questionnaire comprising several sections (Dewaele-Pavlenko 2001-2003; Van Oudenhoven-Van Der Zee 2002; Ryder & al., 2000) has been developed and supplemented by interviews. Participants are 468 Italian migrants living in English-speaking countries. Results suggest that participants' personality characteristics determined their sense of belonging to either their heritage or host culture, corroborating the idea that languages and cultures can coexist in migrants' minds. Furthermore, respondents' Emotional stability and Social Initiative scores and their appreciation for the host culture practices constrained their sense of feeling different when using the local language. These findings contributed to provide a more reliable picture of the psychological, social and linguistic hybridity of migrants' identities.

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Rethinking Language Policies in Catalonia: Taking Migrant Languages into Account

Renée Pera

University of Groningen

Wednesday 5 July | 16-16:30h | Room 103b

The aim of this research is to suggest new languages policies which help Catalonia and the Catalan language adapt to the challenges that globalization has brought. By commenting on literature on successful integration models, such as the Swedish and Canadian ones, appropriate language policies are discussed. Furthermore, a few associations which have been formed by newcomers were interviewed regarding their opinion about how linguistic diversity should be managed, in order to give a voice to those who are normally unheard and unprivileged.

In the last few years the Catalan demography has significantly changed because of the massive wave of migration, with migrants currently representing 13.6% of the total Catalan population (Idescat 2016). All these migrant people, who have come from around the world, have brought their languages and cultures with them, creating a context of superdiversity (Vertovec 2007): according to GELA, about 280 languages are spoken in Catalonia (Barrieras 2013). Catalonia has left bilingualism behind and it has become highly multilingual, which is why language policies need to be rethought in order to successfully manage this new sociolinguistic situation.

Comellas (2010) highlights that, although there is growing interest and concern in linguistic diversity worldwide, migrant languages have always been neglected, which is perfectly illustrated by the European Charter for Regional or Minority Languages (1992), in which migrant languages are explicitly excluded. However, many authors (Bastardas 2009; Juarros-Daussà & Lanz 2009; Vila 2014) have already pointed out that language policies need to be more inclusive with migrant languages and promote linguistic diversity more actively. Therefore, it is important to keep the concept of interculturality in mind, as neither a melting pot nor an assimilationist model are to be desired: it is about reinforcing Catalan without neglecting the other languages and cultures (Marí 2007). Acknowledging linguistic diversity and celebrating it is only a first step: it is necessary to go further than "tolerance-oriented" language rights and apply "promotion-oriented" rights (Kloss 1977). As Gogolin (2002) claims, new policies need to evolve from the monolingual habitus to a plurilingual one.

Thus, specific measures and good practices regarding education and multilingual public spaces are suggested in this research, which will not only allow Catalan to grow stronger but will also promote migrant languages.

Keywords: Catalan, language policies, migrant languages, newcomers

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The Role of Irish Summer Colleges in the Redefinition of the Linguistic Market

Kevin Petit Cahill

Université Lyon 2

Tuesday 4 July | 17:30-18h | Room 103b

With the creation of the Irish Free State in 1922, the institutionalization of the Gaeltacht was a central part of the revitalization enterprise which relied on a romantic vision of language developed by the members of the Gaelic League. Ó Riagáin (1997) divided the language policies in two: on the one hand the maintenance of the language in the Gaeltacht based on economic measures, and on the other hand the revitalisation in the rest of the country mostly through education. In a centre-periphery relationship, the creation of the Gaeltacht can be seen as an act of institution (Bourdieu 1982) creating boundaries around communities to preserve their alleged monolingualism even though they are multilingual (Kelly-Holmes, 2013). The idea was thus to transform the Gaeltacht into a linguistic resource and a model for learners in the rest of the country.

Irish summer colleges are exactly at the intersection between revitalisation and maintenance and are thus privileged spaces to observe the issues around language in social relations between Irish speakers with varied competence in the language and with different geographic and social origins. They are spaces were for a few weeks during the summer people from the Gaeltacht meet students from all over Ireland to teach them the language. Based on journalistic articles and previous research, this presentation will first put forward how the development of summer colleges and language policies were intertwined from the beginning of the 20th century and will bring to light the discourses

underlying the revitalisation of Irish. In a second part, the ethnographic fieldwork carried out in the summer 2015 and 2016 will show how four different Irish summer camps mobilise differently these discourses but also create new ones depending on their geographic situations, their students, and their objectives. The aim is to go beyond the screen of ideology to understand what has been at stake in the teaching of Irish in summer colleges for the different actors involved.

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Sociolinguistic heterogeneous practices and stances of belonging: Ecuadorian Kichwas in urban settings[1]

Santiago Sánchez Moreano
Université Paris 3 Sorbonne Nouvelle

Tuesday 4 July | 16-16:30h | Room 104

Within the fields of language contact and sociolinguistics, the interest in the study of linguistic variation and identity-related issues in contact settings has undoubtedly increased with the accretion of mobilities and migrations of rural and indigenous populations towards the cities due to globalization. In the largest metropoles in Colombia such as Bogotá, Medellín or Cali, indigenous populations coming from different regions of the country and from the Andes in Ecuador converge within the local majority Spanish-speaking populations. As a consequence, in this asymmetrical contact setting, their linguistic practices are continuously being adapted, negotiated, affirmed, and (de-s) constructed allowing linguistic variation phenomena to emerge. The Ecuadorian Kichwas' linguistic repertoire for example shows evidence of two Quichua varieties (Imbabura and Chimborazo) and two Spanish varieties (Andean Spanish and *Caleño* Spanish). The use of specific linguistic marked forms from one of these languages and varieties of language may contribute to the expression of acts of stance, that is, the process of indexicality (Silverstein 1976; Ochs 1992; Blommaert 2007) through which a speaker evaluates something within conversation, then aligns or des-align with his/her interlocutor (Du Bois 2007; Kiesling, 2011).

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[1] This research is framed within the broader research program "Multifactorial analysis of language changes" lead by Professor Isabelle Léglise at the Structure and Dynamic of Language, a laboratory from the French National Center of Scientific research (CNRS).

In this paper, I discuss two phonetic variation phenomena and show how, within interaction, speakers position themselves through stances of belonging. The first variation phenomenon is the phoneme /s/ reduction. Considered as a salient feature in the Spanish spoken in Cali (File-Muriel and Brown 2010; Brown and Brown 2012; Ramírez Espinoza and Almira Vazquez 2016), this phenomenon has been well described in Hispanic Sociolinguistics (Lipski 1984; Lipski 1985; Lipski 1986; Mason 1994). However, there is no evidence of /s/ reduction in Andean Spanish varieties. The second phenomenon is the highly phonetic variability of the adverb *entonces*. Variations such as ['tons], [ẽn'tons] or ['toses] may be construed as belonging to Andean Spanish. Whereas, variations such as [ẽn'tonse], [ẽn'tohe], [ẽn'toes], ['toes], ['tonhe] or [toeh] may belong to *Caleño* Spanish. Moreover, variations such as [in'tonse] may be construed as convergent (Kerswill 1994), hybrid or floating forms (Ledegen 2012) as it seems to be the result of dialect contact.

The results of a sequential analysis (Auer 1995) of more than 100 interactions show that when Kichwas interact with local people, they tend to realize the phoneme /s/ just in the same way people from Cali do. The also tend to use specific phonetic form of *entonces* closer to *Caleño* Spanish. By doing so, Kichwas align or dis-align with *caleños* and position themselves as being similar to them. In other words, they express acts of belonging.

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'👫| Ops, that's not the one': old speakers, new practices

Alfonso Sánchez-Moya

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Friday 7 July | 13:30-14h | Room 103b

This paper seeks to offer discursive insights into the study of *WhatsApp*, the instant messaging (IM) tool that enables people to communicate multimodally mainly via their smartphones and which has impressively become a central form of communication in many social communities (Church & Oliveira, 2013; Sultan, 2014). Interestingly however, to what extent are we really aware of the many ways in which language is used in this digital environment?

Computer-Mediated-Communication (CMC) is gradually taking a central position within sociolinguistic research (Barton & Lee, 2013; Crystal, 2006). Early studies in this field began to pay attention to the discourse of text messages (Thurlow & Brown, 2003), commonly referred to as *textese*. Possibly driven by the apocalyptic and somewhat mediatised visions attributed to the language used in these online communication tools (Thurlow, 2006), academic research has largely aimed to prove the not-so-negative effects of *textese* in communicative practices and contexts (Tagliamonte & Denis, 2008; Plester et al, 2009; Drouin, 2011). Nonetheless, the great and rather recent impact of *WhatsApp* as a form of communication is triggering academic research on the discourse that characterises this IM system. In spite of being remarkably under-researched from a discursive perspective, existing studies explore some language features of IM tools in general (Baron, 2005; Lee, 2007) and WhatsApp in particular (Calero-Vaquera, 2014), putting a great emphasis on its multimodal character. Far less attention has been devoted however to the discourse practices around this IM tool if a cross-generational variable is applied. Although research in these lines has generally focused on the uses of

WhatsApp by younger generations, little is still known about how users with a weaker technological background handle their communicative exchanges online.

For the purposes of this study, these generational divergences are sought by analysing different types of linguistic output. On the one hand, attention is paid to both the discourse features and the communicative practices within the conversations of WhatsApp users with a less salient technological background, which are then contrasted with those from the so-called *millennials*, whose exposure to technological communication is by far more remarkable. Emphasis is placed, *inter alia*, on the use of *emojis* and the interconnectedness of different modes within an online chat. On the other hand, quite relatedly, the 139-character blank provided by WhatsApp and widely used by its users for self-presentation purposes, is also investigated in the attempt to identify the most frequent pragmatic uses and to put forward the possible reasons behind these choices. As regards the analytical framework, this research relies on contributions in which multimodality is at core of their theoretical underpinnings (Kress & van Leeuwen, 2001; Machin, 2013).

Based on the cross-generational contrast, findings outline the most salient discursive realisations around the online communicative practices of 'old' language users in this new medium. Apart from elucidating already existing research on the discourse of WhatsApp, they also demonstrate the centrality of multimodal discourse in this sort of communication (Vincent, 2012) and pave the way for further research within this field of study.

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Multilingualism, elitism and ideologies of globalism in international schools near Barcelona: an Ethnographic study

Andrea Sunyol

Universitat Autònoma de Barcelona

Wednesday 5 July | 13:30-14h | Room 104

In the Barcelona area, many schools that were founded following national patterns have been internationalizing in the last decade. They need to adapt to the changing conditions of a latemodern society to remain competitive in a highly disputed educational market. Internationality can take more or less explicit forms, and can vary in intensity in public, semiprivate and private schools (Alba et al., 2015; Bonal, 2009). It usually involves, however, intensifying the presence of English and other foreign languages, and implementing international curricula such as the ones by the International Baccalaureate Organisation, which are gaining presence among schools worldwide (Resnik, 2012; 2015) —and Catalonia is no exception.

This study explores the construction of the category *international* in two elite educational institutions, a British international school and a Catalan international school in the Barcelona area. In order to disambiguate the meaning of the keyword *international* it is crucial to understand who is a legitimate member of an international school community, and who is excluded. The processes of social stratification and legitimation and delegitimation of speakers are often language-based. The language core subjects of the IB are quite dialogic and debate oriented. In these debates, both teachers and students often explore the self in light of the other. A close analysis of student and teacher interactions at the English B class, and individual interviews will shed some light on who gets access to which (linguistic) resources, and why; on who gets capitalized and decapitalized with the categorization of speakers; and what consequences this has for the social and academic endeavours of students.

What is language work? Toward a measurement of linguistic intensity in the workplace

Josep Ubalde Buenafuente

Universitat Rovira i Virgili

Tuesday 4 July | 13-13:30h | Room 103b

The linguistic part of work (Boutet, 2012) has been studied under different purposes and it has received different definitions and operationalizations. However, these approaches are not complete because they exclude some of the others. One of the main critiques addressed to the notion of linguistic work (Urciuoli, 2008; Block, 2017) is the absence of specification about what it is or what it constitutes. And that precisely for this reason it is hardly distinguishable from other different activities, abilities and knowledges applied in job performance. Until now, there is not an overview that enable us to answer the question about what is language work. The aim of this paper is twofold: first, to determine which dimensions compose language work and to validate empirically this proposed construct. For doing that we revise the dimensions that appear as relevant in the literature and later we analyze the linguistic indicators from two international databases through a PCA. We distinguish 3 main dimensions relative to: language competence (intensity by quality), language use (intensity by extension) and languages employed (intensity by diversity). Second, this research contributes to the sociological debate about postindustrial skills and earning inequalities (Castells, 2000; Liu and Grusky, 2013). In this presentation, we show that language is one of the fundamental sets of skills of this digital era in spite of the scant attention received on this body of research. This work is a first step toward a deep understanding of the interrelations between language and important economic variables such as occupational conditions, productivity and competitiveness.

LPP and Sicilian: a sociolinguistic focus on social actors

Nicola Vaiarello

Universitat de Barcelona

Wednesday 5 July | 15:30-16h | Room 103b

Sicilian is a language, mostly spoken in Sicily, that is not fully recognized. It has been included in the UNESCO list of endangered languages and classified as "vulnerable". The endangered state of Sicilian was confirmed by the 2013 ISTAT survey (*Istituto nazionale di statistica*), which addresses language use in private and public domains. The missed ratification of the European Charter for regional or minority languages by the Italian Parliament and the "laissez faire" linguistic policies have not been promoting awareness

about the endangered state of Sicilian. However, there is evidence of international and regional social actors willing to revitalize the language.

In this presentation, I will take into account the social actors involved in language policies around Sicilian. They will be defined in terms of governmental organs and individual ones. I will analyze what kind of discursive practices and linguistic representations are activated around Sicilian, and to what extent they can be considered functional to the dynamics of revitalization.

I will then focus on the work of high school teachers who utilize a regional Sicilian law to promote and value "Sicilian linguistic heritage." I will consider those cases in which Sicilian language and culture has been established as an independent subject of study, and the projects of revitalization and documentation promoted by some Sicilian schools.

In conclusion, the objective of this presentation will be to understand the extent to which these actors are able to define actions and operationalize the discourse of regional endangered language promotion.

Keywords: Language policy and planning, endangered language, critical discourse analysis, language legislation

Re-defining Spanish as a Field of Study in United States: Language Ideologies and Pedagogical Practices at the Beginning of the 20th Century

Inés Vañó García
The Graduate Center, City University of New York

Wednesday 5 July | 13-13:30h | Room 104

This presentation addresses the institutionalization of the Spanish language in the United States at the beginning of the 20th Century. By exploring the historical, social, economic and political context in the United States and, specifically, New York City, where the *American Association of Teachers of Spanish* (AATS[2]) originated in 1917, I examine the language ideologies (Schieffelin, Woolard and Kroskrity 1998) that framed pedagogical practices associated to the teaching of Spanish in the United States.

For the purpose of this presentation, I focus on *Hispania*, the official journal published by the AATS, between 1917-1920, a programmatic period in which it sought to justify its goals as well as legitimize the Spanish language within the U.S. educational system. I investigate what type of ideological mechanisms and processes produce and reproduce a particular representation of the Spanish language. The AATS made use of Spain and its well-known scholars, such as Ramón Menéndez Pidal, to establish its authority and legitimacy within the academic field (Arnoux and del Valle 2010). While the explicit objectives of the AATS are to regulate and formulate the status of the language due to

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[2] Portuguese did not take part of the Association until 1944 when it became American Association of Teachers of Spanish and Portuguese–AATSP.

its high demand within the academic field there is, at the same time, an attempt to consolidate a market towards Latin America (del Valle 2011).

Building on the official announcement on the upcoming Centennial Celebration of the *American Association of Teachers of Spanish and Portuguese* taking place next year in Salamanca, I explore its origins from a linguistic and ideological perspective. Considering this framework, the AATS is much more than a national professional organization that reflects on and manages the presence of Spanish in the American educational system: it acts as a complex cultural agent whose operations are embedded in geopolitical processes in which Spain, Latin America and the Unites States are involved (del Valle 2007).

Keywords: language ideologies, institutionalization, legitimacy, *Hispania*, pedagogical practices

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Why and how do gamers translate video games?

Boris Vazquez-Calvo

Universitat Pompeu Fabra

Friday 7 July | 13-13:30h | Room 103b

Fan translation (Muñoz Sánchez, 2009; O'Hagan, 2009) is an understudied literacy practice which refers to fans translating video games as well as other products, such as manga (Valero Porras & Cassany, 2016) or TV series (Zhang & Cassany, 2016). Fan gamers represent a particular group of active video gamers, who create and modify existing games to their needs and likes, originating fangames. One of the tasks some fan gamers conduct is fan translation. Besides, they organize themselves online, on websites, forums, blogs, YouTube, etc., where they consume, produce and share game experiences, cheats, recommendations, news, etc.

Our study attempts to explore this digital literacy practice (Gillen, 2014) with thorough empirical recounts, in hopes of better understanding the context and the interconnections between formal and vernacular practices, privileging this informal practice, and making data-grounded recommendations for institutions such as schools. This is a qualitative-interpretative multi-case study, with four teenage or young fan

gamers, one of whom –SeLo– is also a fan translator. For the purposes of this paper, we focus on SeLo. In line with the tenets of virtual ethnography (Androutsopoulos, 2011, 2013, Hine, 2005, 2015), we have kept record of SeLo's online activity. Our corpus of data on him comprises 1 in-depth semi-structured interview, 20 commented screenshots of SeLo's online activity (blogs and forums), and 7 screencast videos showing the different phases, from scratch until publication, SeLo follows when translating a game from English into Spanish. We have covered thematic items regarding fan gaming and fan translation.

As regards fan gaming, SeLo has an active profile in a gaming international community online, where he publicizes and distributes his new translations. He also keeps two blogs and two threads in gaming-specialized discussion forums, where he promotes his work with screenshots of the game (localization project) he handles. The data also indicate that on those sites SeLo receives praise, which he takes as reinforcement for his voluntary work, and criticism he has to cope with. These online experiences make SeLo elaborate a discourse characterizing the fan gaming community with three types of gamers: the *consumer of games*, the *commentator of games*, and the *prosumer of games*.

As regards fan translation, in order to keep up with his translation task, SeLo is able to design his own localization software where he extracts and modifies texts from games. While translating, SeLo encounters typical localization obstacles, such as character limitation because of the length of words and technical problems as well as linguistic problems he tries to work out. Additionally, out of "respect to the original", his translations are rather close to the source text at several levels of analysis (lexicon, syntax, and pragmatics). This leads us to think that the role of fan translators is not to localize and translate in pragmatic terms as a professional translation would, but rather to make the original work available in a new linguistic code. This allows new gamers – with little competence in English– to be able to follow the story of the game and experience it in the closest manner possible as SeLo would.

Keywords: fan, literacy, translation, video gaming, virtual ethnography

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"Small Language" Speakers and Foreigner-Talk: The Case of Czech

Eliška Zaepernicková
Univerzita Karlova, Praha

Wednesday 5 July | 17:30-18h | Room 104

In today's world where large-scale migration has become one of the defining global issues, intercultural communication and thus also foreigner-directed speech is gaining in importance. Since Ferguson's defining article (1975), foreigner talk has attracted the attention of many researchers from different linguistic fields and a lot has been written about its grammatical, syntactical, lexical and phonetic properties. However, most studies focus on English and other world languages: that is, on social communities with extensive migration and integration policies tradition and language education practice. Much less is known about smaller languages that are not commonly learned or spoken by a large number of people as a second language. The aim of this study is to bridge this gap by analyzing Czech foreigner talk and examining national intercultural communication policy materials. A comparison is made between information provided in research interviews by non-native speakers about the language behaviour of Czech speakers and the results of an acoustic study of foreigner-directed speech.

The political changes of 1989 have had a considerable impact on the sociocultural situation in the Czech Republic (Nekvapil & Nekula, 2006: 314). Not only foreign capital but also foreign citizens have started entering the country and Czech native speakers have consequently had to develop intercultural communication skills both in foreign languages and in Czech. Since the turn of the 21st century such skills have been in increasingly higher demand, as the number of foreigner citizens residing in the Czech Republic has more than doubled and there is a higher number of Czech non-native speakers.

Czech speakers' accommodation was investigated in a conversation task with a non-native interlocutor: a task that was expected to favour the modification of speech patterns. The subjects also performed the same task with a native interlocutor. Four native speakers of Czech were recorded in these two communicative situations. The materials comprise around 4 hours of recorded speech. Speech rate, prosodic segmentation and speech modifications were analyzed acoustically and perceptually. The subjects' lexicon and different conversational phenomena such as repairs and turn-taking organization were also studied. In addition, language policy materials were analyzed and

more than 10 research interviews were conducted with non-native speakers of Czech about their experience with Czech intercultural communication.

The results suggest that although subjects had individual accommodation strategies and that these strategies in Czech are rather "unanchored", obvious parallels can be seen. For example, with regard to phonetic adaptation, shorter phonemic clauses were used and stronger prosodic segmentation of utterances was observed. Significant differences ($p < 0.5$) were also found in speakers' articulation rate, and the speakers adapted their speech on a semantic-pragmatic level by their word choice and repetition of utterances. Other important aspects included anticipation of response signals and use of gestures.

Keywords: foreigner-talk, accommodation theory, language policy, Czech

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