KEYNOTE SPEAKERS

Citizen Sociolinguistics and the Soul

Betsy Rymes
University of Pennsylvania

Wednesday 28th March, 9.15 – 10.15, G03 Alan Walters Building

Why do trivial insights matter? In this talk I will foreground the importance of everyday insights people routinely share about language—in conversation, on the Internet, via social media, and otherwise. I call these ordinary language insights, "Citizen Sociolinguistics." Often, citizen sociolinguistic noticings are trivial—and sometimes even hilariously funny.   But these trivialities offer more to humanity than a quick laugh. Most obviously, as sociolinguists and computer scientists have shown, trivial distinctions in language use may have systematic properties that are related to human injustice—as when differences in terms of address expose hidden racial bias and can be tracked to police brutality, or when students are routinely denied rewards of the "meritocracy" because of distinctions in their language use. Still, some people may find it unproductive to look at even clearly systematic linguistic detail when we can usually spot gross injustices like institutional racism and police brutality without it. And certainly, non-systematic trivial observations about language seem even less worthwhile. However, by taking us through several examples, I will make the case that exploring the non-systematic, "trivial" small-scale noticing of citizen sociolinguists improves our ability to detect nuance and appreciate subtler forms of diversity. Much citizen sociolinguistic insight never goes beyond a goofy meme or a sarcastic entry in urbandictionary.com, but I will illustrate that this type of language play potentially builds knowledge that neither linguistics nor big data computer science alone can provide. If we take notice, the expertise of citizen sociolinguists can expose complicated social relations surrounding language use, propelling discussions that go beyond polarizing presuppositions about language and society.

Betsy Rymes is Professor of Educational Linguistics at the University of Pennsylvania's Graduate School of Education. She received her Masters degree in Teaching English to Speakers of Other Language (TESOL) from UCLA in 1994 and her PhD in Applied Linguistics from UCLA in 1997. Betsy's research is centered in educational contexts and examines how language, social interaction, institutions, and the Internet influence what students learn in schools. She has published in Language in Society, Journal of Linguistic Anthropology, Research on the Teaching of English, TESOL Quarterly, Anthropology & Education, Linguistics & Education, and Harvard Educational Review, among others. Dr Rymes is the author of Conversational Borderlands (Teachers College Press, 2001), Communicating Beyond Language: Everyday Engagements with Diversity (Routledge, 2014) and Classroom Discourse Analysis: A Tool for Critical Reflection (Hampton, 2009), with a second edition forthcoming (Routledge, 2015). Her current research investigates how sociolinguistics can be integrated into the high school English curriculum in ways that will enhance student and teacher appreciation of linguistic and sociocultural diversity as a resource for language learning.

Multilingual multimodal interactions in metropolitan Mumbai: Gesture-based deaf-hearing customer interactions

Annelies Kusters
Heriot-Watt University

Wednesday 28th March, 4.45 – 5.45, G03 Alan Walters Building

An important element in the study of urban multilingual practices, in particular the study of customer interactions, is the use of gestures in these practices. The study of gesture and multimodality and the study of urban multilingualism have largely developed separately even though in practice, they are inseparable especially when studying customer interactions in the city. In these contexts, people do make use of pointing, gestures, object handling, change their body posture, and they often use different spoken languages.

The presentation focuses on fluent deaf and deafblind signers and hearing non-signers in Mumbai who use gestures to communicate with each other. The data were gathered through linguistic ethnography in markets, shops, food joints and public transport in Mumbai. In these interactions, gestures were often combined with mouthing, speaking and/or writing in different languages and people frequently switched between these. One of the participants was deafblind and made use of visible and tactile gesturing including pointing at and tapping on objects (to indicate them), using emblematic gestures, and tracing the shape of objects on the hand. Lack of understanding or misguesses are usually solved by remodalisation (such as switching from gesture to writing) or by repeating or rephrasing the gestures. The material contexts (such as street stalls versus shops with counters) shape these practices and exert pressure on practices because of the affordances and constraints they pose for interlocutors.

The presentation thus sheds light on how interlocutors orient towards the ongoing interaction and negotiate the affordances and constraints imposed by different semiotic resources, different material environments and differences in sensorial access to these.

Annelies Kusters is Assistant Professor in Sign Language and Intercultural Research at Heriot-Watt University since April 2017. She leads a research project called "Deaf mobilities across international borders: Visualising intersectionality and translanguaging", funded by the European Research Council (2017-2022) (mobiledeaf.org.uk). Annelies Kusters has degrees in Philosophy and in Social and Cultural Anthropology (KULeuven in Belgium) and in Deaf Studies (University of Bristol). She obtained her PhD in 2012 at the University of Bristol. Between 2013 and 2017 she worked as research fellow at the Max Planck Institute for the Study of Religious and Ethnic Diversity in Göttingen, Germany. Her current work is situated at the intersection of social and cultural anthropology, social and cultural geography and applied linguistics, in particular the study of multilingual language practices, language ideologies, transnationalism and mobilities. Since 2004, Annelies has engaged in ethnographic research in South-America, Asia and Africa, such as in a school, boarding house and club of deaf people in Paramaribo city (Surinam); in compartments for people with disabilities in the Mumbai trains; and in Adamorobe, a Ghanaian village where hereditary deafness occurs. In 2016 she received the Jean Rouch Award (2016) from the Society for Visual Anthropology for her ethnographic film *Ishaare: Gestures and signs in Mumbai* and in 2015 she received the Ton Vallen Award for her written work on sociolinguistic issues in Adamorobe.

Translanguaging: Transient Creativities, Fleeting Epiphanies

Tong King Lee
University of Hong Kong

Thursday 29th March, 8.30 – 9.30, G03 Alan Walters Building

In this presentation I advance the idea of translanguaging as a time-bound, experiential phenomenon; that is: a cognitive-psychological moment that arises where creativity is (inter)subjectively felt, and subsides where the sense of the creative is absorbed by linguistic normativity. I begin with an anecdotal account of my interlingual encounter with a bridge in Japan, the name of which was initially misread by me through my imposing a Chinese-language sensibility on a Japanese noun phrase, written in Sino-Japanese characters. Through my incorrect segmentation of the phrase, what emerged was a serendipitous moment of translanguaging: an ephiphanic, almost poetic, instant of *double-read* caught between misreading and re-cognition. I then proceed to discuss a sociolinguistic phenomenon in Singapore that we might call *kopitiam* ('coffee-shop') lingo, where traces of various southern Chinese dialects, Malay, and English are mixed into a repertoire of subaltern, beverage-related vocabulary. In this case we start with the absence of translanguaging, where *kopitiam* lingo represents a fossilised body of pre-lexicalised creativity, and speculate on the trajectories of its multilingual and intersemiotic expressions prior to their becoming lexicalised. But fossilised creativity can also be revived into being, as I attempt to show using the poetry of an award-winning Singaporean poet, whose heterolingual works demonstrate the dynamic of translanguaging as recalcitrant and resistant semiotic movements 'from below', but which nonetheless can evolve into mini-institutions in their own right.

Tong King Lee is an applied linguist based in the School of Chinese, University of Hong Kong. He is a NAATI-accredited Professional Translator and Member of the Chartered Institute of Linguists. His areas of expertise include: language ideology in translation; bilingualism and law; localisation and multilingual marketing communications; and translanguaging in experimental writing and art. He is the author of *Applied Translation Studies* (London: Palgrave, forthcoming); *Experimental Chinese Literature: Translation, Technology, Poetics* (Leiden: Brill, 2015); *Translating the Multilingual City: Crosslingual Practices and Language Ideology* (Oxford: Peter Lang, 2013); and several articles in international journals, including *Applied Linguistics Review*, *Gender and Language*, *Target*, *The Translator*, *Translation Studies, and Meta.*

Southern Exposure – The Remix

Ana Deumert
University of Cape Town

Thursday 29th March, 12.00 – 1.00, G03 Alan Walters Building

In 2016, at a conference in South Africa, I reflected on the work we do as (socio-)linguists, on ideas of expertness that permeate our discourses, and on the role of privilege in shaping our research practices. Considering not just 'data', but also theories from the global South, opens up new critical debates in sociolinguistics and allied disciplines in the social sciences. In this talk, I want to remix the discussion: bring in new ideas, twist old ideas and create connections between them. The focus of my talk is on the notions of sociality and encounter: recent research in the social sciences has forgrounded the convivial aspects of, especially, urban interactions, and has positioned encounters as opportunities for lived, and indeed utopian, sociality. Yet, at the same time brutal inequalities – rooted in the coloniality of the present – persist and overtly articulated racism, especially, is on the rise (while structural racism is as strong as ever). In this paper I want to consider encounters that are oppressive, confrontational, disruptive and often violent. In particular, I will argue that the idea of diversity – in all its permutations – has, by and large, not been able to theorize violence, and its dialectical counterpart, privilege (Žižek, 2008, *Violence*). There exists, as noted by Paul Gilroy (2004, *After Empire*) a 'negative dialects of convivial culture'. The context from which I speak is South Africa, and especially Cape Town: a place where urban segregation and socioeconomic inequality remains pronounced, where racism is alive and kicking twenty years post-apartheid, and where sexism and other isms, in their various forms, complicate easy binaries. Instead of looking at convivial encounters, I focus on violent and confrontational encounters, and argue that while calls for complexity are important, the contours of socio-political oppression are often surprisingly simple.

Ana Deumert is Associate Professor at the University of Cape Town, South Africa. Her research programme is located within the broad field of African sociolinguistics and has a strong interdisciplinary focus (with particular attention to anthropology, sociology and economics). She has worked on the history of Afrikaans (The Dynamics of Cape Dutch, 2004) and co-authored Introducing Sociolinguistics (2009, with Rajend Mesthrie, Joan Swann and William Leap) and the Dictionary of Sociolinguistics (2004, with Joan Swann, Rajend Mesthrie and Theresa Lillis). Her latest book looks at mobile communication from a global perspective (Sociolinguistics and Mobile Communication, 2014). Ana Deumert is editor of IMPACT – Studies in Language and Society (Amsterdam/New York: John Benjamins) and co-editor of Cambridge Approaches to Language Contact (with Salikoko Mufwene), She is also an NRF-rated scientist and a member of several editorial boards.

From actions to groups and back

Jan Blommaert
Tilburg University

Thursday 29th March, 4.00 – 5.00, G03 Alan Walters Building

The paradigmatic dimension of sociolinguistic superdiversity includes a questioning of established forms of social categorization, driven by an awareness that most influential works theorizing social categories draw on a relatively simple and static, offline sociological imagination based on dyadic face-to-face interactions. This older sociological imagination needs to be complemented and amended by another one, in which an ethnographic imperative pushes us to re-investigate 'groupness' in all its contemporary online and offline forms. In this lecture, I shall argue that the interactionalist-sociolinguistic tradition, from Mead to Goodwin, offers a uniquely accurate set of tools for this enterprise. Starting from a very simple four-point methodology emphasizing the connection between communicative action and groupness, I shall engage with some complex data set, showing how attention to the micro-shifts in action types reveal a more substantive range of shifts, for which established terms such as speaker position or social role are no longer adequate.

Jan Blommaert is the director of Babylon, Center for the Study of Multicultural Societies, and in that capacity also the coordinator of an International Consortium on Language and Superdiversity (INCOLAS), involving colleagues from the UK, Denmark, Finland, China, Australia and the US. INCOLAS is the core of a Max Planck Sociolinguistic Diversity Research Group, attached to the MP Institute for the Study of Religious and Ethnic Diversity in Göttingen (director Steve Vertovec). He is active in a number of fields - linguistic anthropology, sociolinguistics, discourse analysis and literacy research - and concerned with issues of language, culture and globalization, especially (a) the emergence of 'superdiverse' environments and (b) issues of social and cultural inequality that accompany these globalization processes. He investigates superdiversity in both online and offline contexts. As for the latter, his work has addressed issues and phenomena in Europe, Africa, and Asia.

INVITED COLLOQUIM

Translanguaging for learning in Higher Education?

Organisers: Carolyn McKinney & Mbulungeni Madiba
University of Cape Town

Participants: Soraya Abdulatief, Xolisa Guzula, Reneilwe Malatji, Pamela Maseko, Abram Mashatole, Sisonke Mawonga, Amandla Ngwendu, Dion Nkomo & Matumo Ramafikeng

Thursday 29th March, 9.30 – 3.30, G03 Alan Walters Building

Colloquium Abstract

South African universities, almost without exception, have adopted language policies which give central place to English as official language of teaching, learning and assessment. Yet with less than 10% of the South African population as English home language users, linguistic diversity is the norm and university campuses are highly heteroglossic spaces. In a society that is still segregated along the faultlines of 'race' and social class, these spaces are often the meeting point for students and researchers from widely diverse linguistic, cultural, geographical and social backgrounds. The papers in this symposium explore how students and lecturers are using heteroglossic language practices, including translanguaging, as a potential resource for learning and teaching in a range of contexts and sites in universities. In environments where monolingualism in English is officially privileged, our aim is to explore how heteroglossic language practices are being used in different sites, as well as possible limitations in working translingually. Themes include;

- the nature of heteroglossic language practices in different sites;
- the transformative potential of heteroglossic language practices;
- the material resources used in translanguaging;
- the particular affordances and challenges of translanguaging practices in different sites;
- the usefulness of 'translanguaging' as a concept to describe/theorise languaging for learning;
- and implications for language policy that supports heteroglossic approaches to language use.

Research from four different universities and including case studies from disciplines such as Mathematics; Economics; Occupational Therapy; Political Science; Language Studies and Teacher Education is presented.

Mbulungeni Madiba is an Associate Professor and Co-ordinator of the Multilingualism Education Project in the Centre of Higher Education Development at the University of Cape Town. He obtained his MA in African Languages and DLitt et Phil in Linguistics at the University of South Africa. His main areas of research are language policies, language planning, politics of language, language development, corpus linguistics; translanguaging and concept literacy. He studied in Germany where he spent six months at the University of Cologne. He is a Mandela Fellow at Harvard University and an Oppenheimer Fellow at the University of London. He has published widely on language planning and policy and has written books in Tshivenda, which is his mother tongue.

Carolyn McKinney, based at the School of Education, University of Cape Town, is a teacher educator, graduate student supervisor and convenor of the M.Ed programme in Language and Literacy Studies. Her current research projects include 'Heteroglossia in Primary Schooling' (PI) and 'Overcoming Barriers to University Education in South Africa' (with colleagues Blackledge, Creese, Madiba and Ramafikeng). Carolyn's research focuses on Language ideologies; Multilingualism as a resource for learning; Critical literacy and relationships between Language, Identity/subjectivity and learning. She recently published *Language and Power in Post-Colonial Schooling: Ideologies in Practice* (2017, Routledge).

1. Using translanguaging to facilitate Multilingual Mathematics Teaching and Learning at University level

Mbulungeni Madiba & Amandla Ngwendu
University of Cape Town

This presentation focuses on the use of translanguaging to facilitate Mathematics teaching and learning at the University of Cape Town (UCT). UCT is a historically English medium university, which has over the last two decades become more multilingual following the democratic change of 1994. The university promotes a predominantly English language policy and monoglossic approaches to teaching and learning which are not consistent with students' heteroglossic language practices such as translanguaging. Thus, the presentation aims to show the disjuncture between the institutional language policy and students language practices. It shows how multilingual students draw on their full linguistic repertoires to mediate understanding of Maths concepts and content knowledge. It further shows how lecturers and tutors creates "third" spaces in tutorials which promote multilingual students' use of their full linguistic repertoires. It ends with a discussion and proposal for the adoption of heteroglossic language practices such as translanguaging for teaching at UCT and the implications of these language practices for language policy and planning.

2. Delinking from Colonial Language Ideologies: translanguaging & language hierarchies in teacher education

Xolisa Guzula & Carolyn McKinney
University of Cape Town

Recent student movements in South Africa such as #RMF (Rhodes Must Fall) and #FMF (Fees Must Fall) calling for 'Free Decolonized Education' have put the spotlight on the Coloniality of university spaces such as the University of Cape Town (UCT).

Decolonial theory draws attention to the ways in which hierarchies of language and culture are crucial aspects of the colonial matrix of power (Ngũgĩ wa Thiongo, 1986; Anzaldua, 1987). In Africa it is commonplace for colonial languages to dominate the education system and for proficiency in a European language and script to be seen as the *sole marker* of being educated. It is also the Western episteme that is largely responsible for monoglossic myths that construct monolingualism as normative in official university spaces. Drawing on Decolonial theory, particularly from Mignolo's view of decoloniality as 'delinking' from coloniality, the notions of language ideologies and heteroglossia, this paper presents a case study from teacher education which aimed to *delink* from Coloniality, i.e deinking from monoglossic and Anglonormative ideologies of language. Working translingually and multimodally with student teachers in a course on early literacy, our aim was two-fold: 1) to enable students to recognise (and often recover) their own linguistic resources and gaps as well as 2) to enable students to develop strategies to make use of their full linguistic and semiotic repertoires for teaching and learning in schools. In our presentation we analyse the embodied responses of a group of students from different language backgrounds as they present to the class the product of their collaborative work. We attempt to understand what happens when lecturers change the interactional order in the lecture room and the students' shifting orientations towards the resources in their own linguistic repertoires, as well as how such shifts differ in relation to hierarchies of language in the university space.

References
Anzaldua, G. 1987. *Borderlands/La Frontera: The New Mestiza.* USA: Aunt Lute Books
Mignolo, W (2013) Geopolitics of sensing and knowing: On (de)coloniality, border thinking, epistemic disobedience. *Confero*. Vol 1, No 1, pp. 129-150
Ngugi wa Thiong' o (1986) *Decolonising the Mind. The Politics of Language in African Literature.* James Currey. Oxford.

3. Moving to learn and learning to move: developing an academic literacy Thirdspace for multilingual preservice science teachers

Soraya Abdulatief
University of Cape Town

Decolonial theories and social movements like #RhodesMustFall and #FeesMustFall have demonstrated that contestation over inclusion and exclusion at higher education institutions in South Africa are also contestations over space and who has the power to constitute and inhabit a space, linguistically and socio-politically. Despite an increase in access, working class multilingual African language students are most at risk of failure. For these students the university is an anglonormative (McKinney 2017), often hostile place. This paper discusses the academic literacy Thirdspace I created for at risk multilingual preservice science teachers to foster an awareness of learning beyond the university by introducing them to spaces such as a Science Center, Natural History Museum, a student conference and a play. This paper analyses one of the Science Center visits. Using Gutiérrez (2008) and Soja's (1996) theory of Thirdspace as a theoretical frame, the questions I seek to answer are: what awareness, capacities or identities did the preservice teachers develop after the visits and could these understandings move and shift across different settings? How did being in the Science Center influence preservice teachers access to texts and the texts they produced? Finally, how did the presence of working class multilingual students in the Science Center problematize this space? My study was a practitioner led action research intervention and I draw from data sources such as interviews, field notes, photographs and transcripts of video dialogue.

References
Gutierrez, K. (2008) 'Developing Sociocritical Literacy in the Third Space'. *Reading Research Quartely*, Vol. 43, No. 2, 148–164
McKinney, C. (2017) *Language and Power in Post-Colonial Schooling: Ideologies in Practice*. Routledge: New York.
Soja, E. (1996) *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places.* Massachusetts, USA: Blackwell Publishers.

4. Translanguaging as a pedagogic strategy for facilitating active learning among multilingual Occupational Therapy students

Matumo Ramafikeng
University of Cape Town

Attainment of educational outcomes remains disproportionate between population groups in South Africa, particularly in higher education. In Occupational therapy in the third and fourth year of study, African language students make up the majority of students that are referred for academic support in addition to the mainstream curriculum. Among others, they encounter linguistic, cultural and academic challenges. The aim of this presentation is to explore experiences of addressing some linguistic and social challenges using translanguaging and cognitive apprenticeship strategies in academic support tutorial spaces. These strategies have been useful in advancing understanding of content, critical dialogue about occupational therapy and occupational science concepts, identity development and academic confidence among African students. This extended their approach to learning beyond just rote learning that students with limited understanding often engaged in as compared to critically engaging with theory. Translanguaging could be useful as part of a strategy for improving academic performance and excellence among African students.

5. Translanguaging as a vehicle of active learning for multilingual students: A case study of a bilingual bachelor degree at the University of Limpopo

Reneilwe Malatji & Abram Mashatole
University of Limpopo

This paper reports on findings from a study that sought to investigate how translanguaging (as a framework and as practice) can assist educators to move from traditional teacher-centered practices towards active pedagogic practices that embody learner-centeredness. Otheguy, Garcia and Reid (2015) conceptualize Translanguaging as "... the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages". It is in this distinctive context that this paper explores how translanguaging pedagogies facilitate epistemic access, development and meaningful learning in multilingual contexts. The study is located within a dual instruction programme, Bachelor of Contemporary and Multilingual Studies (BA CEMS) at the University of Limpopo. The paper will explore work with students at all levels across the degree as they work with their home language, Sepedi, and English as languages of instruction. This context also allows the study to examine how the use of Translanguaging practices enhances experiential learning and learner-centred practices. Translanguaging is explored as a vehicle that opens up spaces for active, effective and meaningful learning. A qualitative approach with ethnographic focus was adopted in this exploration. Findings emerging from the study suggest among others that students learn better when they construct their own knowledge, when actively involved in the learning process and when supported by pedagogic practices allowing them to tap into languages they are conversant with. These findings are essential and are expected to feed into current discourses about pedagogy, practice and institutional planning process in re-thinking practices supporting collaborative and active learning and teaching in higher education. It is also anticipated that ideas emerging from this study will stimulate reflections among practitioners on their teaching, and philosophies underpinning their teaching practices.

6. Exploring translanguaging for epistemic access in a South African university classroom

Sisonke Mawonga, Pamela Maseko & Dion Nkomo
Rhodes University

In the South African university context, research illustrates that students who speak English as a home language have higher success rates than those with languages other than English (LOTE) as a primary language (CHE, 2010). This is supported by monolingual teaching practices that disregard the legislative mandate in education: to recognize the linguistic diversity of the students in teaching, learning and research practices, as well as furthering the intellectualization of African languages as languages of scholarship.
Given the centrality of language in learning, specifically its ability to facilitate effective learning, this paper discusses how students with LOTE can use their primary languages to facilitate epistemological access. Firstly, we reflect on the findings of Mawonga's earlier study on students' use of their primary languages, as well as English, in a Political Science class at Rhodes University, South Africa. Having been awarded tenure at the same university as an Economics first year lecturer in an Extended Studies Programme (ESP), the second part of the paper reflects on Mawonga's teaching practices where she draws on students' linguistic repertoires in ensuring meaningful learning. Thirdly, the paper discusses a multilingual intervention strategy, specifically translanguaging as a strategy planned for a first-year

Economics 1F class at Rhodes University (RU). Economics 1F is offered at RU to students in the (ESP); students who are enrolled in this programme speak LOTE as primary languages. Most of these students usually need interventions that can facilitate effective learning and it is common for the teacher to alternate between students' primary language and the LOTL in the teaching process, to facilitate learning. Lastly, the paper makes a proposal for translanguaging to be used, in the South African context, not as an end, but as a springboard for intellectualization of African languages to the extent that they can be used as fully fledged academic languages in their own right.

COLLOQUIA

Mobilising resources and practices: moving across media and urban spaces in contemporary networked societies

Organisers: Caroline Tagg (*Open University*) & Tereza Spilioti (*Cardiff University*)

Participants: Ana Deumert, Korina Giaxoglou, Rachel Hu, Frank Monaghan & Jaspal Singh

Wednesday 28th March, 10.45 – 11.15, G03 Alan Walters Building

Colloquium Abstract

Popular assumptions about communication in contemporary media-saturated societies draw heavily on a range of dichotomies and juxtapositions between old and new media, real and virtual life, offline and online spaces. A common trope among such discourses is the romanticisation of traditional and, particularly, face-to-face communication as real, authentic and genuine, while portraying new media communication as impoverished and dehumanising. Our starting point for this colloquium is that such popular framings fail to acknowledge the multiplicity and complexity in users' experience and engagement with social media and internet technologies in contemporary networked societies and cityscapes.

The aim of the colloquium is to explore the ways in which semiotic resources, social practices, identities and campaigns move across multiple media and urban spaces, as people express themselves, get things done and voice their protest in contemporary cities. To this effect we adopt analytic perspectives that converge towards a sociolinguistics of mobility, an approach which involves the destabilisation of traditional assumptions regarding social and linguistic categories (Blommaert et al 2015) and which highlights the need to revisit and remediate existing linguistic theories (Deumert 2014) in order to account for the complexity, unpredictability and change which characterise contemporary society. To this end, the colloquium includes papers that grapple with the ways in which urban and media spaces become increasingly integrated and interlinked through the mobilisation of a range of linguistic and other semiotic resources and practices.

Challenging popular assumptions of the detrimental effect that social media has on communication, the colloquium shows how new media – particularly, networked and mobile affordances, resources, and practices – are deeply embedded in and contribute to the ways in which people communicate, relate, and achieve a range of purposes in contemporary urban settings.

1. 'I'm an Aθenian too': trans-scripting practices in the urban landscape of Athens

Tereza Spilioti, *Cardiff University* & Korina Giaxoglou, *Open University*

This first talk explores how practices of trans-scripting are embedded in different communicative practices in social media environments and the urban linguistic landscape of Athens. Research on networked multilingual practices has argued about the fluidity and mobility of language forms as resources for creative play and identity performance (Deumert 2014; Androutsopoulos 2015). Among Greek-speaking internet users, trans-scripting phenomena that involve respelling of language forms in writing systems conventionally associated with other languages (e.g. Roman-Alphabet Greek or Greek-Alphabet English) have often been attributed to networked affordances of the media – particularly the reliance on visual and graphemic resources, as well as the complex and translocal networks they

afford. Such phenomena of creative language mixing and polygraphia appear to resist standard language ideologies that can be summarised in the triptych 'one nation - one language - one script'.

Following a linguistic landscape approach, this study revisits trans-scripting (typically associated with social media) and analyses instances of Greek-Alphabet English forms in advertising posters, shop signs, and graffiti, as they are attested in the streets of Athens. Our analysis focuses on (i) the physical and textual context in which such forms are present (or notably absent), (ii) the visual and discursive frames that accompany them, and (iii) the social symbolic meanings and histories invoked in the material environments in which they are emplaced. Our aim is to show how different forms of mixed language practices cut across social media spaces and the cityscape as typographical commodities and as cues of vernacularisation. As such they are found embedded in largely different - and, at times, conflicting - communicative practices which often involve semiotic acts of creatively subverting given language hierarchies in the cityscape.

2. Narrating cityscales: the internet and Delhi hip hop

Jaspal Naveel Singh
Cardiff University

In this talk I ask how contemporary networked cultures narratively construct cities as scalar (Blommaert 2015), or as operating on many levels of context or orders of indexicality. I introduce the concept of cityscales – adapted from cityscapes and inspired by Appadurai's (1996) five 'scapes' – to develop an analytical category with which to explore such narrative constructions in relation to media ideologies (Gershon 2010) about the internet. Rather than analysing actual online practices, I draw on oral narratives elicited through ethnographic interviewing with hip hop dancers, artists and musicians in Delhi in 2013 to show how narrators evoke the internet as a members' category and a discursive, metapragmatic resource, and to make two arguments about cityscales. First, narrators argue that the internet allowed the various hip hop scenes across India (Delhi, Mumbai, Bengaluru etc.) to become aware of each other, connect and build relationships. In this first meaning, the internet indexes a technological affordance which produces scales of intercity-connectivity, which in turn also constructs a national scene; an Indian type of hip hop evidenced by the existence of the various scenes in India's first-tier cities and thereby recognised as part of the global hip hop nation (Alim 2009). Secondly, the internet appears in interviews as an educational tool with which my participants narrated their access to hip hop's archive: its past, its general history, its major eras and localities, its artistic canon, its influences, offshoots, metaphors, morals, ways of sayin things and its internal and external debates about racialised authenticity. In this second meaning, the internet indexes a pedagogical affordance that allows participants to imagine their scene in contemporary Delhi within scales of a cross-chronotope (Agha 2007) urban history of global hip hop.

3. Protest on the move: talking up walking-out across multiple spaces

Frank Monaghan
Open University

The focus of this talk is how groups and individuals joined together using various modes and technologies to organise a successful campaign against ticket price rises at Liverpool Football Club. The aim is to show how people deployed social media and personal offline networks synergistically to achieve a common goal and that these modes should not be treated as inherently distinct, the offline being more 'real' and the online mere 'clicktivism'.

Central to the paper is the notion of 'space' conceived as both a locus of activity and of discourse. The ostensible cause of the protest was the cost of occupying the physical space of the stadium, but it was also about conflicting discourses concerning the 'true' ownership of the club – the 'sole' ownership by Fenway Sports Group versus the

'soul' ownership of the fans. The protest took place in the stadium but also in cyberspace where fans did much of the organising and dissemination across the globe.

These different fan spaces were brought together in a single trajectory despite their very different affordances, much as the conflicting trajectories of the supporters and owners met in the contested space of the stadium. As Doreen Massey puts it in For Space (2005: 61):

… space unfolds as interaction. In that sense space is the social dimension. …. It is the sphere of the continuous production and reconfiguration of heterogeneity in all its forms – diversity, subordination, conflicting interests.

Based on an analysis of the diverse but interconnected networks it will be argued that we are witnessing an increasingly sophisticated deployment of diverse semiotic resources by protesters who, to paraphrase Gupta and Ferguson (1992: 8), successfully use the power of topography to challenge the topography of power.

4. Mobile conversations: taking turns in contemporary networked society

Caroline Tagg, *Open University* & Rachel Hu, *University of Birmingham*

In the last talk of the colloquium, we move the focus from public social media to private communication mediated by mobile messaging apps to explore the impact of networked technologies on everyday conversation. The assumption that online exchanges constitute conversations lies behind earlier attempts to pinpoint key differences between face-to-face conversations and those mediated by digital and mobile technologies, usually centring round the latter's lack of structural coherence and synchronicity. In this paper, we build on this research to explore two emergent features of mobile conversations: the way in which interlocutors simultaneously conduct and move between multiple conversational threads; and the extent to which conversational turns comprise multimodal resources drawn from the web and other social media platforms, as well as photos and videos documenting concurrent physical activities. In analysing these practices, we address the question as to what constitutes a conversation in contemporary networked societies, and the implications for who can participate and how.

Our interactional data were collected as part of a large AHRC-funded project, Translation and Translanguaging. The four-year project used linguistic ethnography to explore how multilingual individuals living and working in socially

diverse urban settings draw on a range of modes, media, languages and styles to communicate and get things done. For this analysis, we focus on a subset of the dataset comprising 851 WhatsApp and SMS messages sent and received by one participant, J: a volleyball coach and beauty salon manager in Birmingham. J uses mobile messaging regularly with friends and to manage his business.

Based on conversation analysis of J's mobile conversations, we suggest that the diversity of networked resources that he and his interlocutors mobilise, and the ways in which they move across spaces and conversations, points to the possibility of new, and potentially enhanced, forms of social participation.

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Translanguaging: The collaborative construction of new linguistic realities

Organisers: James Simpson, *University of Leeds*, Jessica Bradley, *Leeds Trinity University* & Emilee Moore, *Universitat Autonoma de Barcelona*

Participants: Jane Andrews, Richard Fay, Katja Frimberger, Lou Harvey, Prue Holmes, Júlia Llompart, Luci Nussbaum, Sari Pöyhönen, Mirja Tarnanen, Gameli Tordzro & Claudia Vallejo Rubinstein

Wednesday 28th March, 1.15 – 2.45, G03 Alan Walters Building

Colloquium Abstract

This colloquium considers translanguaging as a paradigm bringing hidden and stigmatised communicative practices to the forefront of theory. Translanguaging research makes everyday translingual practices "'real': more credible, more viable as objects of policy and activism, and more present as everyday realities that touch our lives and dynamically shape our futures" (Gibson-Graham, 2008, p. 618). This we consider, following Gibson-Graham, as a *performative ontological project*, which involves seeing knowledge as always in a process of being and becoming, with scholars as privileged actors in this process of (re)inscribing meanings onto the world. Yet the reperformance of reality requires new academic subjects with a new orientation towards theory, or what can be considered as *new ethical practice*.

The possibility of re-imagining and re-constructing linguistic realities is where translanguaging research, we argue, holds most promise. García and Li Wei (2014) encourage scholars to engage in research that is *trans-system, trans-space, trans-disciplinary and transformative,* in seeking to go between and beyond socially constructed spaces, systems and practices of knowledge production in enacting novel ways of engaging with language, cognition, social relations, education, and social structures.

In this colloquium we consider translanguaging as the collaborative construction of new linguistic realities, focusing on studies which incorporate co-production and collaboration, within the broader framework of a performative ontological project. The colloquium starts with an introduction to translanguaging as a performative ontological project, followed by five short papers, each based on empirical projects from a range of contexts including Spain, Finland and the UK. The five short papers focus on a particular aspect of the project and respond to the question of how translanguaging research might contribute to change - through *collaborative relationships* (Pöyhönen & Tarnanen), *collaborative processes* (Andrews et al.), and *collaborative products* (Harvey, Llompart & Nussbaum, Vallejo).

1. "If we try we can fly" - Supporting multilingual repertoires among refugee and asylum seeker adolescents through participatory methods

Sari Pöyhönen & Mirja Tarnanen
University of Jyvaskyla, Finland

How to make sense of life trajectories and everyday experiences of adolescent refugees? How to avoid intimidating, going under the skin? How to build a relationship of mutual understanding? With these ontological questions we started collaborative team ethnography in a reception centre for asylum seekers. Our project is based on long-term partnerships with adolescent refugees seeking asylum, their counsellors in the group home for unaccompanied children and their teachers at the local school. We started the project in autumn 2015 in a situation when Finland received over ten times more refugees seeking asylum than the previous year. The local circumstances changed every month of our fieldwork until the end of 2016.

In this paper, we present our arts-based visual ethnography with ten adolescent boys from Iraq, Somalia and Afghanistan. We will specifically focus on the translanguaging practices through which the young people represent their experiences and relationships in their new locality. We approach these also from the counsellors' and teachers' points of view as we are interested in their role as significant adults in the daily life of the young people. Throughout the paper we will open-up our theoretical and methodological choices in order to describe our deliberate aim of collaboration – not just because it would bring a more dialogical view to the analysis – but because it foregrounds more ethically responsible practices in doing research with participants that are in a vulnerable life situation.

2. Theorising changing researching practices in multilingual and multimodal collaborations

Jane Andrews, *University of the West of England,* Katja Frimberger, *University of Manchester,* Richard Fay, *University of Manchester*, Gameli Tordzro, *University of Glasgow* & Prue Holmes *Durham University*

This presentation draws upon work undertaken between 2014 and 2017, involving a team of creative artists experienced in differing arts practices (poetry, dance, drama, working with textiles and music) and academics from different disciplines as part of an AHRC funded large grant "Researching Multilingually at the borders of language, the body, law and the state". From the early stages of the project creative arts practices were used to facilitate interactions between project team members and within fieldwork with research collaborators and participants. One of the goals of the academic-creative arts collaboration was to explore creative-led research practice in multilingual contexts marked by various forms of psychological, political or social precarity.

Simultaneously, the project saw collaborative conversations taking place across academic borders (to take two project examples: between law and modern languages, and global mental health and applied linguistics) that challenged the researchers to engage with each others' discourses and epistemologies.

In this presentation we, a group of artists and academics with a range of linguistic and artistic resources, theorise and exemplify how we a) reached understandings through what Littleton & Mercer (2013) identify as "interthinking" and also b) moved beyond language in our collaborative processes to develop our meanings and understandings through aesthetic modes such as movement, music, drama and work with textiles as well as poetry.

The works of new materialist thinkers (e.g. MacLure 2013, Dolphijn & van der Tuin, 2012) allow us to conceptualise the translingual potentialities that became visible to us through the arts-based engagement. We then explore the new linguistic and new material realities that emerged in the process of our collaborative, language and arts-based, constructions.

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3. Bridging across educational milieus through a collaborative Service-Learning project

Claudia Vallejo Rubinstein, *Universitat Autonoma de Barcelona*

I describe an ethnographic project building on translanguaging as practice and outcome in two educational milieus: an after-school literacy program in a multicultural primary school in Barcelona, and a service-learning project in which teacher trainers at a Catalan University develop resources incorporating a translanguaging approach for –and with– program participants.

Data from the after-school program show how children and volunteers collaboratively engage in fluid, plurilingual practices from a repertoire of multimodal resources to communicate and to learn. These are conceptualised as translanguaging, following Blackledge & Creese (2016) as "a form of communication that relies on a willingness to engage in communicative practice which blurs or breaks through apparent boundaries between languages, signs, codes, and cultures."

Data from the Service-Learning project demonstrate a translanguaging approach to literacy resources. Future Primary Education teachers created activities to incorporate, make visible, and value children's translanguaging practices, building on these as learning resources. Children carry out 'plurilingual challenges' with program volunteers and with their families, developing an extended support community, in what García et al. (2013) describe as transcollaboration.

The project findings acknowledge the potential of non-formal educational contexts as spaces in which participants can visibilise plurilingual/pluricultural/pluriliteracy competences, and research practice as social engagement. It seeks to improve the after-school program in collaboration with participants, prepare future teachers by incorporating a translanguaging approach to their training and praxis, and promote the emergence of transcollaborative networks involving teachers, students, their families and the community.

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4. Entangled trans-ing: Co-creating a performance of language and intercultural research

Lou Harvey
University of Leeds

This paper is a reflective account of the early stages of co-producing a piece of performance art with theatre company Cap-a-Pie. The performance is an adaptation of my research on motivation for language and intercultural learning, a dialogic narrative study that engaged with the Bakhtinian concept of authorship in the polyphonic novel (Bakhtin 1981) in order to theorise the relationship between myself as researcher and the research participants. As part of the process, Cap-a-Pie and I engaged in a series of collaborative creative inquiry activities which represented complex and multiple translanguaging processes (Blackledge and Creese 2016). These facilitated a knowledge-making process which I theorise as transcreation (following Huang and Fay 2016), 'a multi-directional and inter-transformative process of merging, encompassing and (re)creation' (n.p.) which challenges fixed and separate ways of understanding creativity and authorship, and which led to a product in which multiple dialogues and language practices were entangled. I conclude by reflecting on translanguaging, transcreation and transauthorship as new epistemological and ontological spaces for understanding communication and collaboration: more polyvalent, more polyphonic, more

caring spaces, which recognise our relationality and entanglements, and in which new and more socially just knowledge landscapes may evolve.

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5. Collaborative and participatory research for plurilingual language learning

Júlia Llompart, *Universidad Autónoma de Madrid &* Luci Nussbaum, *Universidad Autónoma de Barcelona*

In the city of Barcelona – as well as in other cosmopolitan cities – the school population is highly diverse, especially in certain neighbourhoods. Schools teach local languages (Catalan and Spanish) and one or two European languages. Although the educational authorities consider, in their official documents, that the linguistic heritage of their students is an asset to be valued, in the classroom teachers generally apply a 'one language only' rule. In fact, the ethnographic observations carried out in various educational institutions by our research team show that, in public and private conversations, students are highly competent at using their linguistic and communicative repertoires for various practical purposes, including acquiring new linguistic resources (Masats et al., 2007).

In this presentation, we will discuss the process of an educational intervention carried out by a researcher, a teacher and high school pupils in which students investigated and described their own communicative practices in various social domains. To do so, first, in the light of certain conceptualizations of plurilingualism as social practice and as a medium for language learning, we will present and justify the didactic options that guided the educational intervention and the proposed collaborative and participatory approach. Second, we will present data collected during the project's implementation process, the outcomes and the way in which the actors evaluated them. We will particularly highlight how actors conceptualize the communicative resources they use and their orientations (or not) towards the school norm.

References
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Translanguaging

Organisers: Adrian Blackledge, University of Birmingham, Angela Creese, University of Birmingham & Li Wei, University College London

Participants: Zhu Hua & Daria Jankowicz-Pytel, *Birkbeck, University of London*

Wednesday 28th March, 3.15 – 4.45, G03 Alan Walters Building

Colloquium Abstract

This colloquium takes perspectives on translanguaging as learning, as research practice, and as ideological orientation to communication. Each of three papers refers to different dimensions of a four-year research project funded by the Arts and Humanities Research Council, 'Translation and Translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities'.

Li Wei, Zhu Hua, and Daria Jankowicz–Pytel will present a paper which proposes translanguaging as a theoretical perspective on researching the transformative, multilingual process in which culture is translated in a multilingual karate club in an ethnically diverse area in East London. They argue that translanguaging practices contribute to the transformation of karate from a national martial art to a global one, which at the same time capitalises on the myth of karate as a Japanese martial art. Angela Creese views translation and translanguaging practices as key to the collection and analysis of linguistic ethnographic data, and considers how researchers' communicative practices shape research processes and outcomes. She demonstrates that analytical vignettes give researchers the opportunity to reflect on their relationships in the process of researching translangauging. Adrian Blackledge proposes that translanguaging refers to a way of being, acting, and languaging in social, cultural, and political contexts. Drawing on linguistic ethnographic material, he concludes that beyond being a set of communicative practices, translanguaging t is an ideological orientation to communication in changing space.

1. Translating Karate: A Translanguaging perspective on learning

Li Wei, *University College London*, Zhu Hua, *Birkbeck, University of London* & Daria Jankowicz–Pytel, *Birkbeck, University of London*

Translation is 'a way of thinking about how languages, people, and cultures are transformed as they move between different places' (Young, 2003, p.29). This paper discusses how culture is translated in a multilingual karate club in an ethnically diverse area in East London. We present a theoretical perspective on researching this transformative, multilingual process, namely, Translanguaging. The karate club is led by a 6th dan Polish Roma coach who speaks primarily Polish and Romani and started learning Karate in Poland in his teens and moved to London as an adult. The participants are local school children who speak a range of named languages. Using data collected through a 3-month linguistic ethnography, we found that there is an intersectional layer of cultures which are referenced, reiterated, ritualised or revered in coaching and learning practices, including karate culture, culture of learning, and culture of practice and their associated values such as respect, hierarchical social order, competitiveness, learning through modelling, repetition and whole-body pragmatics, and self-discipline. In the meanwhile, there is a certain level of subjectivity in the perceived ownership and origins of these cultures. The connection with Japaneseness may be lost in translation. Multiple languages and embodied cues are used in coaching but for different purposes: although certain Japanese language competence is required, the use of Japanese is limited to performativity and rituals, as a technical code, as command, and occasionally as an indicator of one's professional expertise. In

contrast, Polish, English and other linguistic, semiotic and physical acts are performed collaboratively as languages of instruction, elaboration, disciplines or information. We argue that such dynamic translanguaging practices contribute to the transformation of karate from a national martial art to a global one, which, paradoxically, capitalises on the myth of karate as a Japanese martial art.

2. Language learning in the superdiverse city: translanguaging as a learning resource

Angela Creese
University of Birmingham

This paper studies language learning in non-instructional, multilingual city environments. It reflects on the kind of communicative competence required for supporting moments of social inclusion in language learning episodes. Drawing on data from a four year linguistic ethnography of different multilingual city contexts it presents several extracts from an extensive data set which saw researchers observe, write-up field notes, audio, video and interview key participants, as well as photograph the changing semiotic landscape of city life. Extracts are illustrative of service encounters which take place every day between strangers as people interact in the city. The paper argues that a translanguaging competence develops where social and linguistic diversity is commonplace, and where a range of varieties and proficiencies of English are in play. It finds that translanguaging is a means of constructing linguistic difference as a resource rather than a problem.

3. Translanguaging and Ideology

Adrian Blackledge
University of Birmingham

Language ideologies are sets of beliefs about, attitudes to, and practices of language. As such language ideologies are key dimensions of semiotic repertoires. Language ideologies may be constraining or enabling forces in opening up space in which certain communicative practices may be realised. This presentation proposes that 'translanguaging' refers to a way of being, acting, and languaging in social, cultural, and political contexts, and that translanguaging is therefore an ideological orientation to communication.

The examples of translanguaging presented in this paper were observed and collected during a four-year research project funded by the Arts and Humanities Research Council, 'Translation and Translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities'. The multi-site, linguistic ethnographic project investigated how people communicate when they bring different histories, biographies, and trajectories to interaction. The research sites in which detailed observations were conducted included shops, market stalls, libraries, community centres, advice bureaux, and sports clubs. This paper focuses on the Birmingham section of the study.

This paper suggests that translanguaging is fundamentally ideological. That is, it is a form of communication which relies on the willingness of one or more participant in an encounter to engage in communicative practice which blurs or breaks through apparent or potential boundaries between languages, signs, and codes. Ideologies, or attitudes to, and practices of communication, are constituted in different but related layers. Ideologies that play out in (often fleeting) quotidian interactions between people are constituted in ideologies at (economic, political,) national and global levels; and ideologies that play out in (economic, political,) national and global levels are the stuff of everyday exchanges between people.

Translanguaging is therefore not merely a set of communicative practices. It is an ideological orientation to communication in changing space.

Creating objects that matter: How to expand communication through collaborative artistic approaches

Organisers: Gabriele Budach
University of Luxembourg

Thursday 29th March, 9.30 – 3.30, G11 Alan Walters Building

Participants: Jim Anderson, Bo Chapman, Zoé Flynn, Vicky Macleroy, Kate Pahl & Zanib Rasool

Colloquium Abstract

This panel investigates how collaborative artistic approaches can contribute to harnessing learning, communication and social cohesion across boundaries of language, culture and established ways of knowing. It brings together academics and practitioners working with museum collections, oral history, visual, performing and digital arts; and it encourages cross-cultural, interdisciplinary dialogue between educational scholars, sociolinguists, teachers, curators and artists exploring how artistic approaches can enable new understandings and possibilities for communicating in the multilingual city.

The shared focus of the presentations is on the creative process and the role of materiality in generating new forms of multimodal communication and identity spaces. These processes pertain to areas as diverse as multilingual language learning (Anderson & Macleroy), designing community history (Pahl & Rasool), and art therapy (Chapman & Flynn). In each of these case studies, the focus is on how the collaborative creation of artefacts (e.g. teaching materials, artwork, and digital stories) enables communication in contexts where it previously proved to be limiting, and excluding the voices of learners and community members.

Drawing on frameworks of 'artefactual literacies' (Pahl & Rowsell 2011) and multiliteracies, contributions in this panel show how through artistic approaches objects can become vibrant matter (Bennett 2011) mobilizing a range of semiotic, sensory and esthetic resources, and making new expressive means and sources of knowledge available.

In bringing together project work from different realms of life, members of this panel invite to discuss: (1) How arts-based approaches can help penetrating existing barriers to communication critically; and (2) how the creative engagement with materiality can make hidden potentials, needs, desires and stories of people visible. Finally, the panel aims to show how creative engagement with objects as a focus of joint knowledge construction enables communication among people of different background, profession and worldview.

Organisation of the panel: The panel includes an introduction by the convener (10 minutes) and three papers (20 min each). There will be 20 minutes discussion on all the papers in the end.

1. Connecting through objects: An Introduction to the panel

Gabriele Budach
University of Luxembourg

The aim of this contribution is twofold. As an introduction to the panel, I will highlight its aims and underlying concepts, and present one case study from my own work exemplifying how engaging with artefacts creatively can increase the creators' self-worth, expressive potential and reflective capacity. First, I pinpoint epistemological

connections between art, language and educational studies, underscored by concepts of 'materiality', 'multimodal creation', 'experiential learning' and 'criticality'. Based on a digital storytelling project around personally

meaningful objects with a group of multilingual MA-students, I will then illustrate aspects of the creative process, its stages, possible turning points and moments of 'eureka' which have emerged as significant from several projects and signal transformative experience across contexts.

While the purposes of engaging with objects can vary, all processes deriving from it open up spaces of fluidity. These are receptive for multiple interpretations and encourage the articulation of different viewpoints. They also free the mind through sensory engagement to refocus attention, sharpen perception, foster concentration and reconnect body and mind through creative play. Such an exercise is not (yet) framed in the same way as language use, often underpinned by ideologies of linguistic norms or normative behavior. It is in this indeterminacy, inherent in free explorative play that lies an important potential of crossing artistic approaches with more conventional ones. In the same way, collaborative artistic engagement with objects – as other collaborative artistic methods – can lead to challenging received ways of thinking and acting, which tend to create social divisions, sustain barriers to communication and nourish stereotypical representations, which position us and others in fixed and constraining terms.

2. Objects, imaginings and multilingual identity spaces

Jim Anderson & Vicky Macleroy
Goldsmiths College London

Part of our recent work in the field of multiliteracies has involved a close collaboration with the British Museum and Museum of London focusing on interactions with objects as a means of sharing alternative perspectives and constructing personal narratives. In this talk we report on the development of a set of pedagogical resources created in partnership with lead teachers and within a cross-curricular approach primarily for Arabic, Bengali, Chinese and Greek. Drawing on the potential of arts-based approaches, including drama and digital media, this work fosters intercultural, critical and aesthetic dimensions of language learning. The model of multiliteracies offers a scaffolded progression through stages of engagement with artefacts leading to creative work including digital storytelling. Multimodal composing provides many opportunities for creative and dialogic thinking as students work collaboratively and imaginatively across modes and languages. This pedagogical approach embraces a holistic view of language and literacy learning which promotes learner agency and voice. The young people's explorations of objects open up new multilingual identity spaces where they may forge strong links with the past, memories and stories and make new pathways through interpreting, speculating and imagining.

3. Artistic methodologies for social cohesion: Working with Pakistani Muslim women using a life story/artistic collaborative approach

Kate Pahl, *Metropolitan University Manchester* & Zanib Rasool, *University of Sheffield*

'An artist produces an image, a poem, a dance that brings human narratives and meaning making to life. Artists interpret, understand and make sense of life events through the images they produce. 'I can only speak through my art work; my ideas are generated by my passion for artistry' (Nazia Latif in conversation with Mariam Shah, August 2016).

Our AHRC follow on project called 'Taking Yourself Seriously' explored the role of artists in social cohesion, with a particular focus on intergenerational life history work. Working with Co-investigator Zanib Rasool, together with oral historian Mariam Shah and artist Nazia Latif the project team explored how artistic methodologies can surface new forms of knowledge within community contexts. The artist worked collaboratively with the oral historian to offer an emic lens to Pakistani women's experiences over two generations.

Artists and oral historians make great collaborators as they preserve in different ways our past, whether it though an image, a photograph, an artefact or an oral story, it is there for generations to remember us by when we are gone. (Zanib Rasool)

Objects from home, stories, memories and intergenerational narratives were the 'stuff' of this project. Drawing on an artefactual literacies approach (Pahl and Rowsell 2011) the project team focused on particular artefacts that called up stories of past memories from Pakistan and considered how artistic methodologies can develop a lens for exploring Pakistani women's multilingual heritage, using a multimodal lens. Our argument was that cohesion can only happen when people of all backgrounds and faiths have their rightful place in history and artists have a role to play in this, in capturing events and moments in history of the marginalised through visual narratives, through poetry and writing, through performing arts and making visible the invisible lives. We consider the implications of this sort of work for re-situating sociolinguistics within a perspective that values women's knowledge production practices in community contexts (Rasool 2017).

4. An Anthropomorphic journey: Stop frame animation a liberating platform for communication in multilingual and multicultural contexts

Bo Chapman & Zoé Flynn
Salmagundi Films, London

With the process of stop frame animation there is no right or wrong, no linear imperative anything can happen. This liberation from the literal provides a platform for creative expression that can transcend language, bridge realities and communicate sometimes sensitive and personal narratives. It involves a truly multimodal multidisciplinary methodology where process and outcome are both integral and symbiotic.

We pioneered the use of stop frame animation as a therapeutic communication and life story tool with people living with dementia using personal objects and photographs as a catalyst for dialogue. Anything can be animated – from peas to people – and as a very accessible art form, anyone can do it. The creative process of animation is

alchemic, immersive and transformative. It instinctively draws on the language of visual metaphors – juxtaposition, surprise, humour, to create an aesthetic anarchy.

In this talk, we will present some of our techniques of engagement using film, animation, digital media and meaningful objects to explore identity through artefactual literacy. We will discuss how an understanding of the language of film and visual metaphors can communicate a universal message, and how stop frame animation allows us tell unique personal stories in multiple, verbal and visual languages. We look specifically at how the anthropomorphic process challenges the way we see things and our links with broader social processes and issues of identity, and we ask how we can harness this potential to stimulate global dialogue and social cohesion.

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Encounters, interactions and communication in the changing superdiverse city

Organiser: Jenny Phillimore
University of Birmingham

Participants: Lisa Goodson, Rachel Humphris, Laurence Lessard-Phillips, Antje Lindenmeyer, Nando Sigona, Kiran Trehan & Susanne Wessendorf

Thursday 29th March, 2.00 – 3.30, 103 Alan Walters Building

Colloquium Abstract
Urban neighbourhoods are frequently at the front-line of increasingly complex demographic changes. Many urban neighbourhoods have ever more superdiverse populations accommodating both old ('established') and new ('more recently arrived') immigrants from multiple countries of origin, as well as, non-migrant populations (Pemberton & Phillimore, 2016). Such places are fast changing and often resource poor. This colloquium focuses upon encounters in different spaces within super-diverse neighbourhoods examining the ways in which communication is facilitated and how communication shapes and is shaped by social relations. Highlighting both approaches to communication and the ways in which communication barriers can or cannot be overcome, the presenters think about the implications of superdiversity for communication in different institutional and non-institutional contexts. Particular attention is paid to the ways that communication patterns influence equity of access to resources that aid social inclusion and social mobility. Short presentations will be followed by a roundtable type discussion facilitated by discussants who will engage presenters and their audience.

1. Communication in the Multilingual City'

Susanne Wessendorf
London School of Economics

Urban areas in Europe and beyond have seen significant changes in patterns of immigration, leading to profound diversification. This diversification is characterized by the multiplication of people of different national origins, but also differentiations regarding migration histories, religions, educational backgrounds, legal statuses and socio-economic backgrounds. This 'diversification of diversity' is now commonly described as super-diversity. Drawing on empirical examples from research undertaken in the London Borough of Hackney and in Birmingham, this paper describes encounters between people of different language backgrounds in super-diverse contexts. It illustrates how people routinely manage to communicate across language differences in places like markets and shops, a phenomenon I describe as corner-shop cosmopolitanism. However, despite these capacities of people to 'muddle through' and communicate across linguistic differences in everyday life, language continues to present one of the main barriers to integration. By drawing on research on recently arrived 'pioneer migrants' who, due to language difficulties, have experienced considerable deskilling in their professional lives, the paper shows how, while 'muddling through' in public spaces and being able get by, for these migrants language still presents the main barrier to successful integration in the professional realm.

2. "Roses" and "thorns"—healthcare encounters in the context of transnational health seeking

Antje Lindenmeyer & Jenny Phillimore
University of Birmingham

This paper will focus on encounters between migrants and healthcare practitioners. In healthcare encounters within a multilingual environment, misunderstandings and misalignments may occur (Roberts 2006). On the other hand, migrants, especially asylum seekers and refugees, may find it hard to build trust with health practitioners (O'Donnell 2008, Strang 2014). Additionally, each healthcare encounter has the potential to influence trust. In Feldman's (2007) study of Afghan refugees, healthcare encounters could be trust building 'roses' or 'thorns' which, reinforced by stories circulating in the refugee community, could seriously undermine trust.

We are drawing on migrants' accounts of healthcare encounters from two qualitative research studies: in one, 23 recent migrants, about half of them asylum seekers and refugees, recounted their experience of health and healthcare, including accessing formal care in the UK; in the other residents in superdiverse neighbourhoods in the UK, Germany, Sweden and Portugal discussed recent experiences of dealing with a health problem and the local, national and transnational resources they drew on. Participants discussed interactions where they felt that their painful symptoms and sense of urgency was not taken seriously. Some responded to this by 'inflating' symptoms to help them access the treatment they felt they needed. Understanding these encounters, and the way they develop into stories circulating within communities is very important as they contribute to forming 'orientations to care' (Lo 2008) that shape expectations and interactions in the following healthcare encounters. In the context of increasingly transnational lives, people may seek care elsewhere. This may be experienced positively (see de Freitas, 2007) but also lead to migrants spending resources that they can ill afford.

3. Recasting us and them: EU families and 'Eurochildren' in Brexiting Britain

Nando Sigona, Rachel Humphris & Laurence Lessard-Phillips
University of Birmingham

The UK has been a member of the European Union for 40 years. Throughout this time there has been intermingling of institutions and people, which can be clearly seen in the growing number of bi- and mixed-nationality EU families in the UK and their children, many of whom born in the UK and holding a British passport. In fact, data from recent birth statistics show that almost 12% of children born in England and Wales in 2015 had at least one EU-born parent (the figure rose from 8.1% in 2009). This is a growing, and yet understudied and underreported, segment of the British society. In post-EU referendum Britain the rhetoric about curbing EU immigration has permeated political, media, and popular discourses, producing a stark 'us and them' narrative. The paper offers some initial reflections on how these changes have impacted upon communication using the findings of our ongoing study (www.eurochildren.info)

4. Communication as facilitator of enterprise and business and community development

Kiran Trehan
University of Birmingham

Shaping and informing the notion of Superdiversity are the ideas of mobility and globalization and in no field is the impact of mobility and globalization felt more strongly than in business. Britain's social landscape has been transformed in the past two decades. The arrival of migrants from many different countries, combined with longer established minority populations, has resulted in an unprecedented variety of businesses developing, but we know comparatively little about the actual experience of migrant business owners and how these businesses operate in practice. Self-employment is reputed to be an important economic activity for migrants. Its scale, dynamics and interactions need to be understood if appropriate business support interventions are to be devised. In this presentation I explore the lived experience of business owners, unravel the niches and networks in which they operate and examine the nature of social relations and how people communicate when they bring different histories, biographies, and trajectories to interaction in the context of business enterprise. The presentation illuminates the ways in the business owners learn to develop their businesses through 'everyday routines and learning on and through the job', by this I mean the processes by which participants interact, access resources, develop communication skills and experience conducive to developing the business. The study provides important insights into the ways in which historical, cultural and social contexts both facilitate business development and community integration.

ROUNDTABLE

Signs beyond borders: Meaning-making across sign and spoken languages

Organiser: Elisabetta Adami
University of Leeds

Participants:, Jordan Fenlon, Annelies Kusters, Jemina Napier, Ruth Swanwick, Christopher Stone & Samantha Goodchild

Thursday 29th March, 9.30 – 11.00, 223 Alan Walters Building

Roundtable Abstract

The roundtable will bring together the participants of the 2017/2018 Signs Beyond Borders seminar series (funded by the Leeds Humanities Research Institute). In the series, we have gathered monthly to examine the daily life interactions between deaf and hearing people in different settings. The participants in the roundtable will discuss issues raised, findings and questions opened while trying to combine and integrate multimodality, sign-language studies, translanguaging, sign-interpreting and deaf education to identify ways in which people with different visual/gestural and auditory/oral experience of language communicate and understand each other.

By working together through close scrutiny of video-recorded data of sign/spoken language interactions among deaf/hearing children and adults in multilingual and cross-modal contexts, we have asked:

How do deaf and hearing interactants communicate when they share limited (sign and/or spoken) linguistic resources?

What semiotic resources do they draw upon and what communicative strategies do they use?

What can we learn from their practices about deaf/hearing interaction, and human communication in general?

How can the understanding of these practices empower (1) deaf/hearing participants in their daily life encounters, and (2) people who live, work and communicate in multilingual/multicultural contexts?

By bringing together researchers of sign-language, multimodality, translanguaging, and interpreting, the roundtable will discuss new transdisciplinary approaches and analytical methods for understanding sign/spoken language communication. We propose to move away from the traditional linguistic perspective on proficiency levels in given 'codes' (either sign-language or speech), to look at how interactants use semiotic resources and communicative strategies to co-construct situated understanding beyond cultural and linguistic barriers, to fulfil their communicative needs in daily life, in shops/streets, in families, at school, and in interpreter-mediated events.

The complexities involved in doing research in more than one language

Organiser: Naheed Arafat
Sheffield University

Participants: Beverley Costa, *CEO MotherTongue,* Jane Woodin, *Sheffield University* & Louise Rolland, *Birkbeck, University of London*

Thursday 29th March, 2.00 – 3.30, G11 Alan Walters Building

Roundtable Abstract

This round table discussion focuses on the complexities of doing research in more than one language. Inspired by Nahed's research context (language and cultural issues facing Pakistani, Somali and Yemeni patients when they access talking therapies in Sheffield), we aim to have an open discussion about the issues and decisions which are often under-reported in research projects, such as:

How can we represent data which is gathered in one language and reported in another? What principles can or should drive the decisions?

How can we develop insight into the issues when it is a language which we do not speak (where we are relying on interpreters?)

How can we account for recognised (perceived or assumed) loss of meaning in the translation process?
On what basis do we make decisions where the budget (e.g. for interpreters) is tight?

On what principles can we make decisions regarding the inclusion of texts in other languages where there are no institutional guidelines to support this?

I would like to share my experiences and I would welcome others involved in multilingual research projects with multilingual elements to join the discussion.

INDIVIDUAL PRESENTATIONS

The social semiotics of superdiversity: The case of sign-making practices in Leeds Kirkgate Market

Elisabetta Adami
University of Leeds

Wednesday 28th March, 3.45-4.15, room 111

How do people communicate when they share little cultural and linguistic background? Works on language and superdiversity (Arnaut et al., 2016), translanguaging (Canagarajah, 2011; Creese & Blackledge, 2010; Garcia & Wei, 2014), polylanguaging (Jørgensen, 2008) and metrolingualism (Pennycook & Otsuji, 2015) have increasingly acknowledged the multimodality of communication; yet the potential of a social semiotic multimodal approach (Kress, 2010) for understanding superdiverse communication has not been adequately explored and developed yet – and neither has the concept of superdiversity (Vertovec, 2007) been addressed in multimodal research. The paper aims to fill this two-faceted gap. It presents findings of a one-year ethnographic social semiotic study on sign-making practices in Leeds Kirkgate Market (UK), where traders use all meaning-making resources available to address an increasingly socio-culturally and linguistically diverse demographics of customers. Discussion of findings highlight the potential of a social semiotic multimodal approach for understanding communication in superdiversity, and the implications of current theorizing on superdiversity for research in multimodality, sketching directions for a social semiotic ethnography of superdiversity.

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The sociolinguistic identities and practices of multilingual language workers in Vienna

Elisabeth Barakos
Aston University

Wednesday 28th March, 3.15-3.45, room 111

In current times of neoliberalism and superdiversity, the conditions of communication-related work have changed due to technology, digitalisation and a mobile workforce, and with them the ways in which languages, cultures and workers are imagined (Heller 2010; Moyer 2016). Adult language training takes place in an increasingly marketized climate that demands varied skills of trainers as a necessary vehicle for participating in job markets and for creating a competitive edge.

This paper provides an insight into the complex configurations of language and work in the language training profession from a critical-sociolinguistic perspective. Specifically, I will focus on a Viennese education institute as an urban, multicultural work space. Through interview, ethnographic and institutional data I will interrogate how a set of Austrian and British language trainers construct their identities as 'native' and 'non-native' trainers and invest in a skills repertoire, and how these constructions and investments are shaped by the institution they work for.

Methodologically, I draw upon institutional ethnography (Smith 2005) and critical discourse studies (e.g. Krzyżanowski 2011) to highlight the different conceptions of what being a 'language worker' means and the way these trainers navigate the institutional construction of labels and social categories. The discourse-ethnographically informed approach offers an adequate way to zoom in and out of the linguistic and disrupt essentialist and commonsensical forms of knowledge creation at the crossroads of education and business in an urban, institutional context.

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The dominance of Standard Cairene in Egyptian public discourse

Reem Bassiouney
American University in Cairo

Thursday 29th March, 9.30-10.00, room 111

The large urban area which is commonly called 'Cairo' is regarded as Africa's most populous city, and indeed as one of the largest urban areas in the world with a total of 17.3 million inhabitants.

With migration to Cairo from rural areas, speakers of other forms of Egyptian Arabic have been brought to the capital for decades. At the same time, Standard Cairene Arabic (SCA) has been carried to the provinces by government officials, and professional who are frequently posted outside the capital. More important, however, is the role of the media, which broadcast almost exclusively in Cairene Arabic, to the extent that his variety can be described as an official standard.

Data for this study includes Egyptian movies, songs and TV shows. The article examines performance of SCA and other dialects and talk about SCA. The importance of performance and metalinguistic discourse in identifying a dialect are underscored in this work. Schilling-Estes (1998: 53) defines performance as the 'register' speakers use to 'display' to others a linguistic code/variety, whether this code is their own or that of another 'speech community'. That is when a linguistic code or dialect is objectified and displayed in relation to forms of speaking then it is performed.

Bauman contends that performance as 'an act of expression' is displayed, objectified by the performer and then scrutinized and evaluated by an audience (Bauman 2000: 1). The article argues that 'Standard Cairene Arabic' plays a central role in Egypt and in Egyptian public life, and that speakers of other local dialects are faced with pressure to use it even in their local area. This centralization cannot be understood without examination of the social and political context of Egypt, and Cairo in particular, and also an examination of the metalinguistic discourse and performance of SCA and other local dialects.

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Translanguaging as a Queer Practice

Mike Baynham
University of Leeds

Wednesday 28th March, 1.15-1.45, room G11

This paper, which might also be entitled "What's queer about translanguaging?" explores an increasingly visible construct in the study of multilingualism: translanguaging. Crucial to the notion of translanguaging is the idea of sociolinguistic repertoire as it entails a shift away from researching the relationship between languages towards a focus on how multilingual resources are deployed in a speaker's repertoire. I will argue that when such language crossing comes up against monolingual language ideologies it has the potential to become othered, seen as transgressive of boundaries. This is the point at which we might ask in general terms whether there is something queer about translanguaging or whether it simply aligns with other transgressive, border defying language practices. In linguistic terms, if we take the repertoire construct as central to the understanding of translanguaging we can see any instance of translanguaging as a selection of options, for example from the multilingual resources available to a speaker. However it has become clear that translanguaging, although the term originated in a rethinking of the deployment of multilingual resources, can be productively applied to other varieties and modalities available in the sociolinguistic repertoire: register, multimodality, interdiscursivity and in fact I argue the language/body interface itself. I will develop the argument from ongoing work on the role of translanguaging in the construction and representation of queer performativity, with illustrations from the plays of the Singaporean writer Alfian Sa'at and data on translanguaging in an interpreting events and sport from the TLANG project. The analysis presented will emphasize visual/verbal translanguaging and the language/body interface, showing how these satisfy the basic condition for translanguaging described here: the cross-modal selection from a range of available semiotic options in a speaker's repertoire.

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University Classroom Exchanges: Multilingual communication in Medicine

Begoña Bellés-Fortuño, *Universitat Jaume I* & Jill Haldane, *University of Edinburgh*

Thursday 29th March, 10.30-11.00, room 112

Internationalisation of European universities after the Bologna Declaration (1999) as regards to English language has resulted in an increasing concern to introduce tuition in English both, in undergraduate and postgraduate courses. In Spain, universities have enlarged the offer of content modules taught in English (Maljers et al. 2007); however, the adaptation of the curricular design to these multilingual programmes has been fragmentary and the new methodologies are not always broadly explained or clearly stated.

Learning in a multilingual environment is certainly challenging. It is about developing knowledge and understanding evidences, facts, processes, structures, as well as interpreting, comparing, contrasting and evaluating sources, and being able to explain the cause and consequence of those facts or processes. Translanguaging, understood as the way multilingual speakers utilize their language as an integrated communication system (Canagarajah, 2011) is a reality in the multilingual university classroom.

Taking into account the process of translanguaging as a myriad of multimodal ways in classrooms (García 2011), the current paper aims at analysing an audio corpus sample of 1st year Medicine students in their English for Medicine module when preparing a multimodal communicative activity consisting of the presentation of a disease or health topic. The context is that of a multilingual classroom where students are generally bilingual in Spanish and Valencian (a dialectal variation of Catalan) and using English as the language of instruction. By analysing students' language choices and patterns, the purpose is to find out if the presence or absence of the teacher alters the communicative contexts and whether there is any variation between language of instruction and language of interaction.

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Mapping multilingual Sydney: ethnographic observation, census data and linguistic landscapes

Phil Benson
Macquarie University

Thursday 29th March, 10.30-11.00, room 111

This presentation reflects on the contribution of three sources of data to an understanding of change in the 'map' of multilingualism in Sydney: ethnographic observation at local sites of language contact, census statistics on language use at home, and the varied linguistic landscapes of commercial neighbourhoods around the city. By most counts, Sydney is now a linguistically superdiverse city, notably due to ongoing arrival of migrants from many parts of the world across a range of visa categories. In popular media discourse, this translates into fear of certain ethnic minorities 'taking over' the city, or the formation of ethnolinguistic 'enclaves'. Ethnographic observation highlights the mobility and fluidity of language use and the interaction of languages at localised sites such as markets and restaurants. In contrast, reports of census statistics tend to reify languages and clump those who speak them together.
Nevertheless, census data show increasing dispersion of languages, rather than concentration; analysis at city, suburb and neighbourhood levels points to dispersion at every scale. Linguistic landscapes tend to be the most visible marker of the ethnolinguistic identities of particular neighbourhoods, but detailed analysis also tends to show diversity and interpenetration. Relationships between residential distributions of languages and their presence in linguistic landscapes are also shown to be complex. It is sometimes argued that ethnographic observation gives the best view of changing patterns of everyday communication in multilingual cities. Based on the available data from Sydney, I will argue for the value of integrating local ethnographic observation with city-wide analysis of census statistics and linguistic landscapes in ongoing research aimed at mapping changing patterns of communication in the multilingual city.

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Metrolanguaging in the Religious Market Place: Interreligious conversations about faith

Linda Sauer Bredvik
University of Heidelberg

Thursday 29th March, 2.30-3.00, room 204

The ever-increasing globalized mobility of people and linguistic resources has resulted in communicative encounters between people who interact in multi-layered and heterogeneous ways and societies which were once unimaginable. Multilingual diversity is now taken as the starting, rather than the end, point for research into discursive practices that both constitute and shape the communicative strategies people employ to navigate global cultural flows that include their research identities.

My research focuses on interactions in the religious market place between multi-faith interlocutors using multilingual resources in the context of interreligious dialogues. These communicative encounters take place across multiple spatial and temporal trajectories that encompass urban, as well as national, boundaries. Such encounters include not only metrolanguaging practices but also the use of heterogeneous metalinguistic resources as people attempt to achieve communicative effectiveness in superdiverse linguistic environments.
My data is drawn from a specialized corpus of some 48,000 words comprised of 33 hours of recordings made during participatory research amongst linguistically, culturally and religious diverse interreligious dialogue participants. These recordings were then transcribed and annotated to look for patterns in metrolanguaging practices and the use of metalinguistic indicators.

Using the transcripts from these various dialogues, I developed a framework which demonstrates the communicative effectiveness (or ineffectiveness) of dialogues by examining the use of metrolanguaging practices and heterogeneous metalinguistic indicators. Dialogues that contain a higher-than-average occurrence of metrolanguaging practices (switching from the L1 of that particular dialogue to any other L2) also demonstrate a greater prevalence of communicative effectiveness (as defined by the participants) in the overall dialogue. Certain metalinguistic indicators – unfilled pauses, some disfluency phenomena, and specific pragmatic markers – can also be indicators of communicative effectiveness when occurring at an above average (as compared to the overall corpus data) rate.

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"Clotting? How can I explain it?" Translanguaging, superdiversity and antenatal care

Emma Brooks
University College London

Wednesday 28th March, 3.15-3.45, room 204

Using a linguistic ethnographic lens, my research explores the range of linguistic and semiotic resources used by participants during antenatal consultations in a south London hospital. In the context of ongoing analysis, initial findings appear to reveal a micro reflection of the wider heterogeneous community and communicative practices seen to be characteristic of superdiverse populations. Building on previous research which has focused on repertoires used in everyday, informal, superdiverse settings, this study investigates the role of translanguaging in formal, medical situations.

The research comprises focus group and individual interviews, thirteen participant observations and extensive field notes, collated over a period of six months. All consultations were audio recorded and, although each session involved a medical professional and expectant mother, they differed in the number of participants. For the purpose of this presentation, I will focus on one encounter in which a Portuguese woman, Maria, is attending her 'booking-in' appointment: this is an hour-long session where a patient's medical history is taken, some routine tests are conducted, she is advised of her care plan and given information to ensure her health and that of her unborn child. Maria and her midwife are joined by a male family friend, an interpreter and a student midwife.

Maria's consultation exemplifies a typically convivial encounter, where there are lengthy discussions on language and nationality, opportunities for small talk, and plenty of laughter. Gesture and drawings are also used to clarify medical conditions and an interpreter is employed, for a short time, to navigate difficult and unfamiliar vocabulary. However, although negotiation of meaning-making is key to health outcomes, the data reveals areas of misunderstanding, challenging notions of informed consent and equity of care. Whilst translanguaging extends linguistic and semiotic repertoire, promoting conviviality in diverse multilingual settings, my research alerts us to the potential risks involved.

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Cross-cultural Pragmatic Failure between Police and Young African American Urban Males

Tanner Call, *Georgetown University* & William Eggington*, Brigham Young University*

Thursday 29th March, 2.30-3.00, room 224

Numerous studies have investigated how different cultural groups perceive, interpret, and mutually interact within the same set of communicative events (Cole & Leets, 1998). Instead of a speaker's words or actions being interpreted as intended, listeners often filter them within the pragmatic context of their own culture, sometimes creating severe miscommunication (Meyer, 2015). For example, Bailey (2000) has shown that service-encounter breakdowns in Los Angeles between Korean store clerks and African American customers were not based on racism, but rather on the Koreans functioning from a set of depersonalized, business schemas, whereas their customers were functioning from scripts aimed at building relationships and respect. The ensuing cross-cultural pragmatic failures (Thomas, 1983) resulted in false accusations of racism, or rudeness. These types of pragmatic failures have been severely understudied in U.S. contexts involving inner-city law enforcement encounters with racial and ethnic minorities, specifically, with young African American urban males.

Consequently, we present the results of a series of discourse analyses that examined cross-cultural pragmatic failures between law enforcement officers and young African American urban males. We hypothesize a conflict between the pragmatics of legality as demanded by law enforcement, and respect, as proffered by African American young men. Because each party is approaching the same tense and sometimes fearful situation with different assumptions and beliefs, they misinterpret the other's actions, often resulting in fatal consequences for the black young men and broader accusations of racism directed at law enforcement personnel. By studying and gaining a better understanding of police and African American encounters, we can foster improved communication between the two parties, potentially saving lives and healing racial divides. In so doing, we hope to present a research model that can be applied in other law-enforcement versus minority contexts.

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Communication in a multilingual city in the Kurdistan region of Iraq: Translanguaging and displacement in refugee settings

Tony Capstick
University of Reading

Thursday 29th March, 2.00-2.30, room 204

The city of Erbil in the Kurdistan region of Iraq remains the destination for many Syrian refugees as well as internally displaced people moving from northern and southern parts of Iraq into the city. In the midst of this displacement, education has been interrupted for many children and adolescents and the resources they bring to their classroom practices differ enormously. This paper investigates the role of one NGO in responding to this displacement and diversity. The research was carried out during three visits to the region over two years and applies a translanguaging lens to the analysis of the complex multilingual practices that refugees, IDPs and host community bring to their English language lessons. In this respect the paper conceptualises language use as drawn from users' repertoires and resources (Blommaert 2010) and seeks to understand how these resources are taken up at times of heightened mobility.

The overarching research questions were to identify which home languages were used when the communities described above came together to learn English and how these language varieties were taken up by teachers in the classroom. Secondly, the role of these language varieties in teachers' attempts to offer psycho-social support in their lessons is also explored as this support is given priority over language learning for most of the teachers. The data drawn on in this study include classroom observations and interviews with teachers and learners as well as interviews with the NGO non-teaching staff. The research includes analysis of the linguistic ideological dimension of learners' repertoires, understood as 'loaded cultural assumptions about the way that language works in social life and about the role of particular linguistic forms in a given society' (Woolard 2016: 7) given the significance of these assumptions in how teachers draw on their learners' entire repertoires in the classroom.

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Multilingual practices in a changing Cape Town

Nadine Chariatte
University of Cape Town

Thursday 29th March, 2.00-2.30, room 111

Cape Town is a highly dynamic, rapidly growing multilingual city. The spatiality of Cape Town has changed considerably over the past years: urban sprawl, implementation of the MyCiTi bus system, rezoning and redevelopment, gentrification, rise in property prices, gang war over turf, desegregation, rural-to-urban migration, which affect the different areas of Cape Town in different ways. In addition, Cape Town's demographics have also changed significantly: population growth, immigration from other sub-Saharan countries, shift in racial/ethnic composition. This study aims to analyse how the changes Cape Town has undergone influence multilingual practices. In other words, the use of multilingual practices is examined on a micro and macro level. The study is based on data collected through recordings and observation following an ethnographic sociolinguistics approach, and complemented with material from social media. Findings indicate that multilingual practices in general are widespread in Cape Town. On the one hand, the demographic changes in Cape Town have led to a greater variety of possible language combination making up multilingualism. In addition, the individual speakers' multilingual repertoires have increased, too. On the other hand, the changes in the city landscape affect how, where, when, by whom and with whom multilingual practices are used. That is, Cape Town is by no means a uniformly multilingual city. There are a multitude of micro-spaces with particular multilingual practices shaped by particular socio-spatial contexts. This paper aims to propose novel ways of how to factor in the complex social and spatial realities of multilingual cities (in the Global South) in sociolinguistic research.

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Multilingualism in urban areas: a new semantic space

Cinzia Colaiuda
University of Rome - Tor Vergata

Wednesday 28th March, 11.45-12.15, room 112

The main aim of this paper is to analyse the current Italian language landscape with its rich linguistic ramifications (dialects, historic minority languages, language varieties, new minority languages, etc) in order to identify those almost invisible instruments that have been used to hide the condition of superdiversity (Blommaert, 2013) of the country.

Italy is facing the challenges connected to strong waves of migration and the presence of new minority languages only in recent decades, monolingualism and monoculturalism can be observed everywhere also in big cities like Rome where other languages are used only for touristic purposes. This situation has been underlined also by the so called Lucide Report, in which the city of Rome has been defined essentially as a monolingual urban area.

The attempt to hide the condition of superdiversity that characterized the language landscape of Rome is particularly clear in Esquilino, one of most multiethnic area of the city, in which even Chinese shop signs are written in Italian. Furthermore, the official language of the State is also the main language in schools and in other public spaces as well as the main instrument of mass media communication.

The implicit condition of multilingualism has been emerging only in its suburbs thanks to new expression forms that are becoming an integral part of the urban landscape. Tor Pignattara, one of the poorest and most multiethnic quarters of Rome, is becoming the symbol of the rebirth of its suburban areas thanks to a revitalization project based on the concept of street art.

The analysis of artistic forms will show how they are contributing to change the external face of a big city like Rome in order to construct a new semiotic space characterized by cultural and language diversity, in which a new post-human dimension, based on a resilient and inclusive society, can be drawn.

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Translation Zone(s): transdisciplinary encounters in art-and-translation and linguistic hospitality

Heather Connelly
Birmingham City University

Thursday 29th March, 2.00-2.30, room 224

Translation Zones is an arts/research programme that mobilises the 'affective dimension of art' to create works and encounters that engage people in translation, intercultural communication and linguistic hospitality. To create opportunities, spaces and places where different linguistic communities, artists, translators, academics can experiment, explore and examine language through text, translation, sound and performance. During this presentation I will show examples of my arts projects and outline the dialogic, participatory and sensory methods that I use and the potential that they have for future transdisciplinary projects in this area. I will introduce my theoretical framework, focusing specifically upon Paul Ricœur's concept of Linguistic Hospitality (2006), its roots within Emile Beneviste's interlingual etymological investigation of the term hospitality (2016 [1969]) and its expansion by Jacques Derrida (2000, 2001, 2005), considering its relevance within todays socio-political climate, where linguistic competency and other's 'Englishes' are often used to denote and at times discriminate against others. This builds upon Alison Phipps' research into the ethical dimension of researching multilingually and her plea to pay more attention to the humanistic, sensory, performative and embodied aspects of language and the different types of knowledge that this affords (2012). As part of, or addition to (e.g. during comfort or lunch breaks), this presentation I propose to develop an artistic intervention to engage the delegates within my practice-based research to show my research 'in' process and practice. Building on previous collaborative work with translation studies scholar Gabriela Saldanha, the work will subject key words associated with the TLANG project to a process of linguistic translation into multiple languages and back translation to expose and explore the shifts that occur as it passes between languages, disciplines and contexts. The form and format of the work will depend upon where, how and when I could do this intervention and would ideally involve my working with members of the TLANG research team and their extended partners.

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Child language brokers managing conflict situations

Sarah Crafter, *Open University* & Humera Iqbal, *University College London*

Wednesday 28th March, 11.45-12.15, room G11

Previous research has shown that when children and young people translate and interpret for family members, it is not unusual for them to attempt to modify the nature of the message, attempt to affect some change in perception or provide some kind of advocacy for whom they act (Tse, 1995; Garcia Sanchez 2014). Sometimes described as child language brokering, this activity often takes place across a wide variety of contexts such as banks, retail, healthcare, law, housing and social care. It is not surprising then, that language brokering can sometimes mean that young people end up engaging in difficult or conflictual situations (see Nash, 2017; Kwon, 2014). While there have been examples given in previous research to date, language brokers' discussions about how they manage conflict situations has not been studied in depth. This presentation will draw on qualitative vignette interviews with young language brokers (aged between 14-18 years old) from 3 schools in London, UK.

Our participants were presented with four different vignette scenarios, each dealing with a different type of conflict situation between the child language broker and the adults for whom they were translating. In our analysis we discuss three strategies or positions that the language brokers took in relation to either the story character or their own related experience: (i) 'conflict avoidance' such as withdrawing from the situation, (ii), 'the neutral or passive broker' which was more akin professional translator role or, (iii) the 'active broker' who rephrased, made judgement calls and attempted to regulate the emotions of those involved. We argue that it was not unusual for participants to move fluidly through the different identity positions, even during one language brokering incidence. Moreover, their decision-making was not only contextual but linked to personal, social and moral judgements. The study provides evidence of the often complex and demanding nature of language brokering for young people.

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Investigating the teamwork practices of sign language interpreters in Australia

Kirri Dangerfield
La Trobe University

Wednesday 28th March, 11.15-11.45, room G11

Interpreting is a skilled performance of facilitating a communicative interaction between interlocutors who do not share the same linguistic or cultural background. Interpreters, therefore, should have expertise and understanding of both cultures and linguistic needs, and have superior skills in the art of communication. How then, does this skill translate to interpreters working in a collaborative team and provide the appropriate support to one another during an interpreting assignment?

This paper will discuss the preliminary findings of interaction between interpreting teams (9 case studies in total) and the types of supports that were given and received during an interpreted semi scripted mediation assignment. Recent studies have explored best practice for interpreting practitioners to work in courtroom and conference settings as a team (Bentley-Sassman & Dawson, 2012; Russell, 2008; Stone & Russell, 2014). To date, investigation into how interpreters achieve best practice in a variety of team interpreted situations particularly focusing on the interpreters supporting each other, has had limited exploration (Brueck, 2011; Cokely & Hawkins, 2003; Hoza, 2010; Russell, 2011).

A common viewpoint to approaching interpreting research is to consider the practice through a sociological lens. Further to this study, various theories with sociological underpinnings have been adopted, in particular the understanding of the act of performativity. This brings into question the perceptions interlocutors adopt when receiving information via the interpreter, in this case, the interpreting team. Considering the paradigms of performativity, this study aims to develop further understanding of the types of prompts and supports interpreters utilise and how this is communicated, providing a holistic and better understanding for interpreters working as a supportive team.

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Empirical exploration of 'translanguaging': multilingual children's creative language strategies at home

Chisato Danjo
York St John University

Wednesday 28th March, 11.15-11.45, room 112

Recent developments in multilingualism research have challenged the traditional view which sees language as a monolithic unit, and instead have proposed to treat languages as socially constructed linguistic resources that language users can deploy to make sense of their multilingual world. Despite such theoretical development, however, there is a strong monolithic ideology in multilingual childrearing, which influences the ways multilinguals see and use languages.

In order to explore this gap, this paper critically examines the translingual practice of bilingual children in family-home contexts, using data from a 16-month ethnographic fieldwork. This paper particularly focuses on the language practices of two Japanese-English bilingual siblings (aged 4 and 6) and their Japanese mother who reported that the family employs a One-Parent One-Language (OPOL) policy.
The paper firstly explores how the OPOL family language policy is maintained in the family home context, particularly the role it plays in creating a special sphere of shared meaning between the children and the Japanese-speaking mother, thus having a crucial role in the child-mother relationship. It then highlights the ways in which children strategically employ their unique linguistic resources in their situated language practices. This paper argues that although a monolithic language ideology is strongly upheld at the level of individual perceptions through the family language policy, it is almost impossible to separate 'languages' in actual interactions. Through a close ethnographic description of language interactions, the paper sheds lights on the creativity of multilingual children's strategic use of their linguistic resources in a way that challenges the strict monolithic family language policy.

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Responding to change: Language provisions in Manchester's health care system

Leonie Gaiser & Yaron Matras
University of Manchester

Thursday 29th March, 10.00-10.30, room 103

Rapid population change is a feature of globalised cities that is inherently connected to their super-diversity (Vertovec 2007, Blommaert 2010, 2013). Public service providers in such super-diverse settings face the challenge of responding to constant change to ensure accessibility (cf. Phillimore 2010, 2015; Schuster 2012). Based on observations on language provisions in Manchester's healthcare system, we outline an innovative model of micro-level language policy and planning that aims to deliver interpreter services to patients with insufficient knowledge of English. Responding to over 40,000 calls annually and covering around 100 languages, the model relies on networks of partnership between the public and private sector, and on local norms of protecting equality and diversity (cf. Matras & Robertson 2015). It is responsive rather than prescriptive, in that it is not principle-based but experienced-based. It is organic, in that it relies on the gradual accumulation of local knowledge and experience, on the contributions of multiple actors, and to a considerable extent on natural (non-scripted) response strategies, with a tiered structure representing the planning of priorities. Overall this model offers the flexibility that is required to address the constantly evolving needs of a global and diverse city, though at the same time it also bears certain risks around quality and competencies by relying on a loosening of the regulatory framework. We draw conclusions about the relevance of the notion of 'community of practice' (cf. Holmes & Meyerhoff 1999) to the planning of institutional communication in complex, urban multilingual settings, and discuss the methodological challenges involved in combining a unique participatory approach to ethnographic research that is facilitated by the 'civic university'.

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Communicative exchanges and issues of interpretation in the refugee status determination process in Bulgaria

Robert Gibb
University of Glasgow

Wednesday 28th March, 1.15-1.45, room 223

This presentation examines communicative exchanges involving interpretation in three different settings related to the refugee status determination process in Bulgaria. Drawing on AHRC-funded research conducted in Bulgaria from 2015-2016, it discusses issues of interpretation and communication that arose in (1) meetings between an asylum lawyer and her clients; (2) consultations between a non-governmental organisation's (NGO) legal team and foreign nationals held in a detention centre; and (3) everyday contact between social workers and asylum applicants in two accommodation centres. The presentation is particularly concerned to explore some of the difficulties encountered by lawyers, interpreters and social workers in their work with asylum applicants in these different contexts, and how they attempted to overcome problems of interpretation and communication.

For example, what challenges did the asylum lawyer face when advising her clients directly in one of the languages they spoke, without the assistance of an interpreter? How did the NGO team provide legal advice to speakers of many different languages held in a detention centre, when sometimes 100-200 people would have requested a consultation on a single day? How did the social workers in the accommodation centres attempt to carry out formal interviews with asylum applicants and to communicate with them on a more informal basis when the availability of interpreters was often limited? The presentation will end with a brief commentary on some of the issues of interpretation and communication the researcher himself encountered when undertaking observational research in the three settings.

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Multilingualism 'light': embracing diversity without relegating Dutch in a Brussels secondary school

Sue Goossens & Gemma Vilanova-Sanchez
Université Libre de Bruxelles

Wednesday 28th March, 2.15-2.45, room 204

Although officially a bilingual city with French as a lingua franca, education in Brussels is either in French or in Dutch. As a result of the growing importance of Dutch in the capital's bilingual service economy, Dutch-medium education has been welcoming an increasing number of pupils with non-Dutch speaking backgrounds who consider it to be an unofficial form of Dutch-language immersion. Faced with this new influx, many Dutch-medium schools have amplified their efforts to remain a Dutch island in a Francophone ocean.

In this presentation, we will focus on a Dutch-medium secondary school that, contrary to other schools, has decided to embrace multilingualism, albeit without abandoning its mission to provide high quality Dutch-medium education. On the basis of ethnographic fieldwork, we will argue that these contradictory concerns lead to a 'light' conception of multilingualism, in the sense that the policy does not envision hybrid language practices and only allows languages that are deemed economically valuable. We will show that pupils and teachers had ambivalent responses towards the school's linguistic diversity. While pupils perceived the school's multilingual mission as an opportunity to speak French frequently, they considered their Dutch language skills to be limited but would laugh at their classmates' imperfect use of Dutch. While teachers were open towards other languages, they also voiced concerns about pupils' slow progress in Dutch. The position of French in Brussels thus influenced the implementation of the school's language policy, in the sense that staff and pupils denounced the frequent use of French as often as they engaged in it and condoned it. Moreover, they equally tolerated and problematized imperfect use of Dutch.

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Language Practices and Ideologies in the Ukrainian Complementary School

Katie Harrison
University of Nottingham

Wednesday 28th March, 11.15-11.45, room 111

My research examines the link between language and identity in the Ukrainian diaspora in the UK, providing an insight into the current sociolinguistic situation in this community and thus contributing to our wider understanding of the role language plays in migrant groups in the UK. The Ukrainian diaspora in the UK comprises members of various generations and backgrounds, and from different migration waves. Broadly speaking, the Ukrainian diaspora today comprises two main groups: the descendants of the post-WWII migrants who were primarily Ukrainian-speaking Ukrainians from the west of Ukraine, and the post-Soviet wave of migrants, whose lives and linguistic practices have been influenced by their Soviet pasts. This diversity within the diaspora – linguistic and otherwise – makes for interesting sociolinguistic analysis.

This paper will focus on the data collected through ethnographic observations at Nottingham Ukrainian Language School throughout the 2016/17 academic year, in which 18 weeks' worth of field notes were collected. First, the community and the language that are the subject of this research project will be introduced: a brief overview of the history of the Ukrainian language and Ukrainians in the UK will be provided, and the research site will be described. This will be followed by a description of the language practices and ideologies observed during visits to the school. It will explore the translanguaging practices and linguistic creativity of pupils and teachers, and the interplay between the languages present in the school – Ukrainian, English and Russian – and will examine whether such practices are supported, accepted, or rejected. This paper will also examine the language ideologies held by participants, and whether such ideologies align with their linguistic practices. This is the first sociolinguistic study on this community, and it is hoped that this research can make a meaningful contribution to the literature on multilingualism in the UK.

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Challenging student-teachers' language ideologies in translingual contexts

Lavinia Hirsu & Sally Zacharias
University of Glasgow

Wednesday 28th March, 11.15-11.45, room 103

In this presentation, my colleague and I will report on an ongoing project in which we are mapping, challenging and tracing student-teachers' language ideologies while the students are moving through their post-graduate studies. The project acknowledges the translingual turn in current discourses around transcultural environments but aims to question to what extent student-teachers in the TESOL programme at our institution understand, embrace and enact translingual practices. The project builds on a multi-methods approach which includes interviews with ten student-teachers and the collection of materials (assignments, notes, etc.). These sources are complemented by visual captures of student-teachers' translanguaging practices in different locations, on campus as well as in other places around the city. The majority of our participants are new to the notion of translingual practices when they join the TESOL programme. As they progress through the programme, they become more aware of their own language ideologies. However, the aim of our project is to determine to what extent the TESOL programme, the student-teachers' experiences in the city and their language practices and networks contribute to sustained changes in their approach to teaching and language learning. The data collection and analysis stages are currently ongoing so we will be able to share fresh data and results at the time of the conference.

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Multilingual Inefficiency? Literacy and Language at the Lhasa Special School, Tibet Autonomous Region, China

Theresia Hofer
University of Bristol

Thursday 29th March, 9.30-10.00, room 112

This paper presents findings from my ongoing anthropological research with Tibetan signers in Lhasa. It will focus on the day-to-day classroom encounters between hearing teachers and deaf Tibetan students at the Lhasa Special School – effectively a school for the deaf – in relation to their teaching and learning of Tibetan and Chinese written languages at secondary school level. The findings suggest uneven and unequal status between teachers and students; written Tibetan and Chinese languages; Tibetan and Chinese sign; sign-supported Chinese and Tibetan; and oral, signed and written modes of instruction. Taking into consideration perspectives from both teachers and students, the wider context of ethno-linguistic as well as the space-related politics of the city and the region, my analysis suggests a range of different values that result from these uneven footings for different groups of students and teachers. While they foster new opportunities for a selected few, the educational and professional prospects of the majority of deaf Tibetan students remain severely curtailed. Based on long-term ethnographic and linguistic research in Lhasa, the paper however also highlights some successful (historic) initiatives in local deaf education, especially the presence of deaf teachers, the use of Tibetan sign language and aspects of art and crafts education.

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Moving from Cantonese to Putonghua for profit? The changing communicative dynamic in British Chinese diaspora

Jing Huang
University of Bath

Wednesday 28th March, 11.45-12.15, room 103

This paper aims to discuss the changing dynamic of daily multilingual communications in the context of British Chinese diaspora. It addresses the current shift between two Chinese varieties – Cantonese and Putonghua and the socio-economic power relation embedded in such a shift. It presents how multilingual Chinese migrants complexly use different Chinese varieties, together with English, to negotiate certain values, identities, relations, and social statuses in everyday communications. The discussion draws on a linguistic ethnographic study on the Chinese community and a Chinese community school in Birmingham, England, involving four generations and three ethnolinguistic groups of British Chinese migrants. Data used in this paper includes transcripts of audio-recorded observations and interviews, fieldnote vegnettes, images, and digital texts.

The discussion of findings focuses on two points: (1) a local ecology of various language ideologies including 'separate English-Chinese bilingualism', 'translanguaging', 'a preferred internal monolingualism of Chinese' and 'a hegemony of Putonghua at the intra-Chinese level' is dynamically constructed in daily communications among Chinese migrants. The ideology of 'Language as/for profit' (Heller and Duchêne, 2012) is significantly in play leading to a shift from Cantonese to Putonghua and a changing power relation among speakers of the two varieties. (2) this changing power relation gives rise to the local discourses of Putonghua becoming 'the new standard'. This new standardisation towards Putonghua, on one side, is embraced and celebrated by some Chinese migrants as 'practical', 'useful' for communication and 'inevitable' or 'necessary' for the pursuit of socio-economic profit; on the other side, it is also contested - sometimes silently - in tension-filled local interactions among various generations and groups of Chinese people. Moving from Cantonese to Putonghua for profit becomes an overwhelming neo-liberal discourse of global mobility in local communications, it features new norms of diasporic multilingual practices in terms of complexity and inequality.

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Movement real and imagined: English in Algiers

Camille Jacob
University of Portsmouth

Wednesday 28th March, 3.45-4.15, room 103

English has historically been "absent" from many former French colonies, but policy-makers and academics have suggested that there is an exponential growth in interest in the language, from increased demand for English tuition (Algeria) to changes in the education system (Cameroon, Madagascar) and a linguistic shift from French to English in the public sphere (Rwanda) (see for example Benrabah 2013 & 2014, Dyers & Abongdia 2010, Lefevre 2015, Pearson 2014). In Algeria, students and young professionals are seen as turning away from French-speaking countries and looking towards English-speaking countries for opportunities, and both domestic and international policy-makers are promoting English (and its links to mobility) as key to employment. Links with the Algerian diaspora in the UK have thickened and are contributing to transformations of the linguistic landscape in Algiers.

Meanwhile, English-speaking students from sub-Saharan Africa who come to study in the capital are often ignored. This paper explores how global discourses of English as the international language and the 'language of development' are reproduced, read and reconstructed in a multilingual and 'conflictual' linguistic context. It questions the extent to which these concepts can be used to understand the multiple ways English users talk about where their linguistic repertoire leads them, from transforming physical locations to performing in online spaces, from seeking change through personal growth to plans of migration.

Bringing together content analysis, corpus linguistics, geosemiotics and ethnography and based on year-long fieldwork in Algiers, I argue that users' contradictory discourses and practices both need to be taken into account in order to understand stories of change and how 'English' acts as signifier, promoter and gatekeeper of movement, both real and imagined.

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Changing pupil population, changing practices? Teachers' and pupils' ambiguous responses to a 'severe' monolingual policy.

Jürgen Jaspers & Kirsten Rosiers
Université Libre de Bruxelles

Thursday 29th March, 9.30-10.00, room 103

Many Dutch-medium schools in Brussels have recently been welcoming a massive influx of pupils speaking other languages than Dutch at home. Since such schools were once meant to assure the survival of Dutch in a predominantly Francophone city, and since more and more of their pupils are unfamiliar with this language, this has invited ample tensions on an ideological and pedagogical level. It has also led to various attempts to control or accommodate this increasingly multilingual populace.

Based on linguistic-ethnographic fieldwork, we focus on one Dutch-medium secondary school that positions itself as relatively 'severe' in terms of language policy, while in actual practice, teachers and pupils appeared to work with a fuzzy sense of compliance with linguistic regulations and adopted ambiguous strategies to reconcile monolingual expectations with the reality of multilingual pupils. Thus, while it had been a known practice that pupils could be given detention for not speaking Dutch, teachers often resorted to merely prefiguring the possibility of detention without following suit, to calling for silence regardless of what language pupils were speaking, besides drawing on pupils' home languages and cultures. Pupils in their turn legitimized their non-compliance with the language policy by hinting at the school's and the city's multilingual character; but they were also in favour of imposing restrictions to multilingualism in the context of acquiring the Dutch-French bilingualism that gives them an advantage over pupils going to Francophone schools.

So, contrary to views that picture them as inevitable opponents, teachers and pupils adopted ambivalent strategies as they tried to reconcile institutional expectations with pedagogical concerns (moving on with the lesson), parents' hopes, language learning goals (acquiring Dutch) and widespread social values (the protection of Dutch in Brussels, establishing non-authoritarian relations).

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Between repertoires and landscapes: Researching urban multilingualism on the move

Jackie Jia Lou
Birkbeck College, University of London

Thursday 29th March, 10.30-11.00, room 111

This paper explores walking as an ethnographic method in research on urban multilingualism. Along with the recent growth of theoretical interest in mobility in sociolinguistics (e.g.Pennycook 2016), researchers have begun to employ mobile methodology (e.g. Garvin 2010, McIllveny 2015, Stroud and Jegels 2014) to examine language and social interactions on the move. This approach is particularly advantageous in generating insights about people's relationship with place and thus enables a deeper understanding of how landscape, including linguistic landscape, is experienced by individuals. Drawing from two ethnographic projects in Washington, DC's Chinatown and in Hong Kong, this paper presents data collected with three types of mobile methods: participatory walks, walking with video (Pink 2007), and walking narratives, and discusses how they help to illuminate the interface between the linguistic landscape of a place and the linguistic repertoire of an individual. I suggest that it is whilst walking that the individual actively and continuously draws on their linguistic, semiotic, and cultural resources to make sense of the landscape around them, which has a profound impact on senses of belonging or alienation.

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Walks in Luxembourg: researching refugees' multilingual language practices

Erika Kalocsanyiova
University of Luxembourg

Thursday 29th March, 3.00-3.30, room 204

Luxembourg has a long-standing tradition of multilingualism: according to the 1984 language law, Luxembourgish, German and French are all acknowledged as languages of administration. This rich linguistic environment is further complexified by the languages and language varieties of the large international community – composed of 160 different nationalities – that resides in Luxembourg City. Hence, other languages such as English, Portuguese or Italian might be equally important for navigating local life. Most members of the local society move fluidly back and forth between a multitude of languages, often within a single speech event. Luxembourg's multilingualism is not territory-based; it is reflected in different patterns of language use that are intertwined with competing social positions and collective identities (Horner, 2015).

This contribution presents data from an ongoing doctoral research project that follows the language learning trajectory of five asylum applicants in Luxembourg. The project follows a linguistic ethnographic approach (Copland & Creese, 2015), which is well suited to reveal the participants' attitudes towards different languages, practices and (linguistic) identities. Based on participant observation, interviewing and go-alongs (Kusenbach, 2003), the present contribution examines how research participants draw on their linguistic resources as they move across different sites in their daily trajectories. Their language practices are analysed as in situ responses to specific situations/settings in Luxembourg's multilingual environment.

Our findings suggest that in their daily interactions, the research participants use both their old and newly-acquired language resources, without too much regard to the boundaries between them. This confirms the asylum applicants' positive attitude towards Luxembourg's languages and their wish to incorporate a wide range of local resources into their communicative repertoires (Kalocsányiová, 2017). By the same token, the participants' multilingual practices are indicative of new complex forms of linguistic identification.

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Emerging social norms in transient English conversation meetings in a community center for asylum seekers in Copenhagen

Katherine Kappa
University of Copenhagen

Wednesday 28th March, 1.45-2.15, room 112

This paper puts transience at the center stage of empirical enquiry and investigates the emergence of social norms during English conversation meetings with frequently changing social configurations.

The data was collected at a grassroots community center in Copenhagen which has been established to improve the daily life of asylum seekers, refugees, and rejected asylum seekers. In addition, it seeks to provide a space for cultural exchange, which qualifies the center as a site for 'organised cultural encounters' (Sprogforum 64, 2017). The community center is therefore characterized by a frequent turnover of both volunteers, the target group and other visitors, making it a rich site for studying mobility and transience.

Regular volunteer-run activities take place daily at the house. This paper is specifically based on 6 audio-recorded informal meetings where 4 rotating volunteers and 1-2 different asylum seekers come together to practice speaking in English once a week for a couple of hours. These meetings are offered as a way to assist the asylum seekers in dealing with the Danish asylum system which uses English as a lingua franca.

Employing ethnomethodological Conversation Analysis (Sacks, 1992), the analysis highlights how the participants display their shifting orientations to the English conversation meetings as settings for 'therapy talk' (Fitzgerald 2013) or language-practice. These shifts point to an emerging social norm around appropriate conversational contributions in these transient encounters. This finding brings to attention the ongoing negotiation of social norms that can take place in settings characterized by transience due to the diversity of resources and interpretations brought in by the different participants.

Finally, the paper suggests transience as a relevant lens for studying settings influenced by mobility as opposed to 'community of practice' (Lave & Wenger 1991) in which a certain sharedness around norms of appropriate conduct may have already been established.

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Constructing belonging in postapartheid Cape Town: the use of strategically deployable shifters

Caroline Kerfoot
Stockholm University

Thursday 29th March, 11.30-12.00, room G11

In postapartheid cities, the entanglements of historical and contemporary relations of inclusion and exclusion, integration and alienation, are often starkly visible in spatial layout and the differentiated flows of bodies. Inflows of migrants from other African counties further destabilise these oscillating relationalities, contributing to the ongoing and hypersubjective refraction, subversion, and reconstruction of categories of belonging.

Drawing on two six-year Linguistic Ethnographies using observations, interviews, and recorded peer interactions, this paper illuminates encounters across difference among multilingual South African and Cameroonian 10-16 year olds in diasporic and school settings on the periphery of Cape Town.

Work within linguistic anthropology and linguistic ethnography has shown that categories such as race, ethnicity, and class are interactional achievements grounded in social contexts and evolving with them. Influenced by both local contexts and wider ideologies in circulation, interactants align with, contest, or transform social categories. In these processes, racialised and ethnicised indexicalities and the sociolinguistic orders they construct are reworked. South African studies of integration tend to focus on sites of engagement with ideologies of whiteness. In the sites studied here, however, the white 'Other' is absent, thus relations of domination and subordination tend to be less asymmetrical and ideologies of language, legitimacy, and belonging less fixed.

Findings show how dynamic new multilingual practices result in frictions but also new forms of conviviality. They illuminate in particular how youngsters use 'strategically deployable shifters' (Urciuoli 2003) to construct new social orders, resignifying racial or ethnic categories, and subverting the indexicalities operating in the local social field, if not always unproblematically. The paper thus shows the potential of more heteroglossic and less stratified sites to enrich the sociological imagination, to offer insights about possibilities for change.

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Citizenship test preparation and the responsibilisation of learning

Kamran Khan
University of Lleida

Thursday 29th March, 11.30-12.00, room 111

In the UK, citizenship language requirements can no longer be satisfied via ESOL classes. The remaining route to satisfying the requirement is via the LUK (Life in the UK) test. The majority of LUK test preparation centres have closed down. The individual must prepare for the test away from institutional education settings and, through responsibilization, must take charge of one's own learning. This paper will demonstrate the ways in which such situations are negotiated.

This paper is based data from an ESRC (Economic and Social Research Council) citizenship project. 158 interviews took place in London and Leicester. Analysis was undertaken from numerous cycles of coding.

Responsiblization refers to the way in which responsibility is passed from the state to the individual. In the case of citizenship testing, test preparation centres are now highly regulated. Whereas before there was a free market open to accredited centres, now there are few providers. Furthermore, an ESOL route to citizenship, which demonstrates progress of lower levels of English proficiency, has been abolished. The responsibility to prepare for the test is firmly on the shoulders of test takers.

Faced with difficult socioeconomic situations, low levels of education and a demanding test, test-takers engage with the test alone or with the help of immediate networks. In some cases, learners are successful. However, others struggled and some felt discouraged by their concerns and fears about the test. Most commonly, women of colour were affected negatively by the demands of test preparation. Thus, while citizenship may promise equality the process of naturalisation can exacerbate underlying forms of discrimination.

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25 years of changes in the Brussels Linguistic Market: A real-time approach

Emmanuelle Labeau, *Aston University*, Helene Blondeau, *University of Florida*, Prisca Piccirilli, *University of Florida* & Mathilde Guardiola, *Aston University*

Thursday 29th March, 11.30-12.00, room 103

This paper, devoted to the competition of languages in the Brussels linguistic market, studies the representations of linguistic practices from the late 1980s to the present day by comparing two corpora collected 25 years apart, and integrating the results of a recent survey.

First, we will look at the ways Francophone inhabitants of Brussels impicture their own linguistic practices by comparing the recent data from the Corpus de français parlé à Bruxelles [CFPB] (http://cfpp2000.univ-paris3.fr/cfpb.html) to those of a heritage corpus collected in 1990. We also present results from a survey assessing attitudes towards languages in Brussels with a special focus on English.
Our analysis shows that the position of French is secure as it is not considered under threat in any of the two periods. However, the balance between languages evolves over time. In 1989, informants highlighted the competition between French and Dutch or the relationships between Brussels, Flanders and Wallonia. In the later corpus, the picture gets more complex as English takes over as second best known language (self report). In contemporary interviews, English appears as a mean of communication with expats but also as an emerging lingua franca between French- and Dutch-speaking Belgian youths. Finally, the local dialect, the so-called brusseleir, remains part of the linguistic identity in Brussels. The results reflect those of sociological studies that emphasize a decrease of monolingualism in favour of bilingual or multilingual practices (Janssens 2013). Besides, the survey indicates that the position of English is increasing, but not threatening official languages. However more than half of the Francophone respondents nonetheless consider English more useful than Dutch, even if they don't feel it necessary for English to become the third official language in Brussels.

By going back in time, we have sketched the recent evolution of the position of languages in Brussels linguistic market.

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Constructing Transnational Identities in Social Media – Digital Mobility and Polylanguaging in Gulu (Uganda)

Steffen Lorenz
University of Cologne

Wednesday 28th March, 2.15-2.45, room 111

The emergence of digital communication platforms and especially of social media platforms like Facebook has created spaces that transcend previous limitations for network formations and social interactions. These newly created digital social spaces in this 'post pan-optical' world (Baumann 2000) enable people to build networks reaching across the globe. In contexts of superdiversity these spaces can reflect the cultural and linguistic diversity and give room to heterogenous norms and practices (Stæhr 2016). In Gulu/Northern Uganda, the arrival of international aid workers, missionaries and researchers following the end of the civil war in 2006 created a highly diverse and multilingual community. Most people working in the development industry or with one of the many churches stay only for limited periods of time, usually not extending past one or two years before they exit the local networks and move either back to their place of origin or their next project. However, the rise of Facebook has allowed to maintain the networks formed in this time even following their departure. This talk will address the perspective of the people from Gulu that use Facebook to create and maintain their multinational and multilingual digital networks. Not only are they using it to stay in contact via Facebook Messenger or the comment function, they also publicly demonstrate the diversity of their networks by linking people into public pictures or mentioning them in posts on their Facebook wall. In the sense of de Mul (2005), they use social media to create a narrative that carries their identity as transnational, global individuals by displaying their connectedness and performing their diverse linguistic repertoires.

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Children breaking boundaries of monolingualism in an English dominant school context: Translanguaging as resource for learning and meaning-making

Pinky Makoe
University of South Africa

Wednesday 28th March, 11.15-11.45, room 204

Most postcolonial contexts have been marked by language regimes that (re) produce the imposition of one language (as English) as dominant over others, often with the formal standard variety being legitimized and promoted as linguistic capital (Bourdieu, 1991). Despite the reality of increasing linguistic and cultural diversity in the twenty-first century, multilingual practices are all too often silenced, rendered invisible and an impediment to standard language and literacy development. This paper aims to foreground the tension between deeply entrenched institutional ideologies favoring English, and the complex linguistic repertoires that children bring to their school experiences. The specific focus will be on ways in which children draw on and employ a range of linguistics repertoires available to them, in a strategic and integrated manner, to (re) construct knowledge and negotiate meaning. Using a translanguaging framework, this article aligns itself with the body of research in bi/multilingual education that challenges hegemonic monolingual and monocultural practices, and support initiatives that validate learners' plurilingualism in our classrooms (e.g. Creese and Martin 2003, García 2009, Probyn 2015). The research site is a racially de(re)segregated primary school in South Africa, where black working class learners have replaced white middle class learners. My analysis shows that the insertion of a range of multilingual resources here illuminates children's capacity to navigate the dominant monoglot strictures of the school and to carve out for themselves spaces for their own voices silenced in the classroom. I argue that the emergence of translanguaging practices in the public space of the classroom demonstrate children's agentic (re)positioning of themselves as meaning-makers and linguistically resourceful, competent. I conclude that children are not only transforming fixed notions of language in education, but recasting multilingual repertoires as resources and not as deficit – a stark contrast to education policies that tend to homogenize difference & diversity.

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'Unwanted' sites of permanence in metropolitan cities. Space, language practices, identities and ideologies within and beyond migrants' temporary shelters

Gerardo Mazzaferro
University of Turin

Wednesday 28th March, 3.15-3.45, room 103

For undocumented migrants, asylum-seekers, refugees travelling towards northern Europe, Mediterranean cities have become both destination and transit sites.

This presentation aims to investigate processes of human (im)mobility as embedded in everyday relations of power and control as well as strategies of resistance, mediation and change deployed by migrants within institutionalized sheltered temporary reception centres in what we can now consider as multilingual and superdiverse cities, namely Genoa and Turin (Italy).

The focus is on how migrants are able to (re)negotiate and make sense of their fragmented and suspended life trajectories, engaging in everyday language practices, which transcend the categorization of migrants as passive subjects, living a 'bare life', within alienating and de-humanizing institutions.

I am going to talk about these issues from my own theoretical background, namely translanguaging. The latter has attracted quite a bit of criticism for not being attentive enough to macro-structures, power and social inequality. However, though not always and for everyone, TL represents a strategy, a resource and a practice through which migrants articulate 'micropolitics', or 'moments' of mediation, negotiation as well as resistance and opposition to power structures within and beyond shelters' boundaries.

Data were collected over a period ranging from December 2016 to present. They involve a triangulation of participant observations, audio recordings and semi-guided interviews, included focus group interviews and narratives of personal experience.

From our analysis, it emerges that in the contexts under investigation, institutionalized temporary reception centres represent transitional 'webs' of daily exchanges and encounters, where migrants gradually and agentively reconsider their language practices, migratory trajectories and identity affiliation.

A TL approach to temporary shelters may contribute to debunk the vulgate, which depicts refugees, asylum seekers and migrants as helpless, passive subjects. It is worth to recall, in line with O. Garcia (2017) that: 'migrants have their own language(s) and meaning-making systems, and these are always with them'. Migrants: "resist identities that position them in undesirable ways, produce new identities", and most important they do it "[…].through linguistic practices available (or unavailable) to individuals at a particular point in time and place"(Blackledge, 2005: 35 and ff).

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Multimodality, Translation and Process in Dialogue

Ella McCartney
Independent Artist

Wednesday 28th March, 2.15-2.45, room 223

The piece I propose to present at the symposium offers an interdisciplinary approach to translation. It investigates process, embodiment and improvisation. I am a visual artist who has been exploring translation and multi-modality as part of a Leverhulme funded Artist Residency in the Department of Applied Linguists and Communication at Birkbeck, University of London (2016-17).

The piece I would like to present at the Symposium is a live performance that explores the creative process of translating a series of static images into a live choreography, performed by two professional dancers. During the performance I will read aloud an excerpt of a chapter I have recently authored: (Translating across Sensory and Linguistic Borders: Intersemiotic Journeys between Media, (2018) Ed. Dr Madeleine Campbell and Dr Ricarda Vidal, (London: Palgrave and McMillian).

The paper describes the many parallels between the live dance performance and processes in verbal communication. For example, the 'set phrases' in the piece are re-performed by the dancers in response to each other and are partly improvised. The paper also includes a transcribed conversation between the dancers and myself, which provides a first hand experience of those who will be translating and performing the material. The combination of the live dance performance with a narrated text aims to guide the audience through our working process, hopefully offering new insights into a visual form of translation and multi-modal communication.

The performance will last for approximately thirteen minutes and will be performed by two professional dancers. The text will be read aloud by myself and will last the duration of the performance. I will also make a professional audio recording of the narration with sound effects in case this is possible to play at the venue.

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'A Siubhal (Travelling): a method to explore translanguaging practices on the move among speakers of an endangered language

Joanna McPake
University of Strathclyde

Wednesday 28th March, 4.15-4.45, room 103

This paper presents findings from research to develop a method for exploring the linguistic practices of dà-chànanaich (fluent speakers of Gaelic and English), on the move, in their daily lives. The underlying premise is that translanguaging – using an extended repertoire which encompasses varieties of both languages – is a significant feature of such practices, but one which has been difficult to capture in existing studies of Gaelic in use. These have traditionally focused on distinguishing domains where Gaelic continues to be spoken from those which are or have become English dominant (Mackinnon, 1977; Euromosaic, 1995; McEwan-Fujita, 2003); and, in the process, have reproduced and reinforced an underlying narrative that Gaelic is 'dying' (McEwan-Fujita, 2006; 2010).

The 'sociolinguistic turn' (Heller, 2007) shifted attention from languages (deconstructed by Makoni & Pennycook, 2007) to speakers (reassessed by Pujolar & O'Rourke, 2016), and suggested that new methods may be required to understand the ways in which speakers deploy their linguistic repertoires. Linguistic ethnography has emerged as a significant theoretical and methodological orientation (Creese, 2008; Rampton, 2010; Rampton et al., 2014), emphasising speakers' ongoing and dynamic construction of meaning through interaction; and the interplay between the micro, the meso and the macro, as ways of exploring, understanding and theorising this. This paper describes an adaptation of the 'go-along' method (Kusenbach, 2003) as a form of ethnography by proxy (Plowman, 2017), to investigate the language practices of dà-chànanaich. It includes an account of method development, data collection, and analytical processes. The focus is on micro-mobilities – travelling from home to work, moving around a school, a tour of the croft – on the basis that understanding language practices on the move helps to theorise what keeps Gaelic 'alive' at a time of hyper-mobility associated with migration and digital communications. The findings have implications for language revitalisation initiatives.

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A multilingual emergency campaign: Networks of translanguaging in the production and reception of multilingual signs

Stephan Meyer, *University of Basel* & Edina Krompák, *University of Applied Sciences and Arts Northwestern Switzerland*

Wednesday 28th March, 10.45-11.15, room 204

Societies – such as Switzerland – that address the issue of multilingualism by officially recognising national languages cannot avoid the remaining question: how do public institutions and non-official languages relate to each other? Our contribution addresses this question by exploring one site where such non-official languages attain rare visibility in public space, namely the written linguistic landscape. Specifically, we examine a small corpus of multilingual written artefacts taken from a larger corpus of 300. This selection was part of a campaign with which a Swiss public hospital sought to strengthen patient confidence in its emergency services that reportedly faced downsizing. In this qualitative ethnographic study, we analysed the networks of translanguaging in which these signs in non-official languages in Kleinbasel, a part of the city of Basel are embedded. We argue that extending our attention beyond the sign to the networks of translanguaging, allows us to grasp some of the continuities and discontinuities between the production of multilingual signage, multilingual signage itself, and the reception of written multilingual signs in superdiverse communities. To frame our analyses, we draw, on the one side, on accounts of translanguaging as extended "repertoire of semiotic practices of individuals" (García and Li Wei 2014:18) that includes the production and reception of multilingual signs (Collins and Slembrouck 2007). On the other side, we draw on accounts of linguistic landscape that spatialize these signs, and links them to cosmopolitan ideals (Blommaert, 2013; Gorter & Cenoz, 2015; Canagarajah 2013). We illustrate how interviews with the initiators of such multilingual written signs as well as analyses of responses to such signs in multilingual focus groups can deepen our insight into such networks of translanguaging involving public service provision in a multilingual urban space.

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Gorter, D. & Cenoz, J. (2015). Translanguaging and linguistic landscapes. Linguistic Landscape, 1 (2): 54–74.

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Translating the Deaf Self: Translanguaging, interpreting & identities of deaf signers

Jemina Napier, *Heriot-Watt University*, Alys Young, *University of Manchester*, Rosemary Oram, *University of Manchester* & Robert Skinner, *Heriot-Watt University*

Wednesday 28th March, 10.45-11.15, room G11

Deaf people's lives are largely predicated on the use of interpreters. The self is mediated on an everyday basis and is a long-term state of being. Identity becomes known and performed through the interpreted self in the vast majority of interactions. (Hearing) others' experience of Deaf people, largely formed indirectly through the use of interpreters, is rarely understood as intercultural. Interactional, situational and performative understandings of Deaf culture(s) have been explored (e.g., Ladd, 2003). However, the influence of the translated state of being as a constant in deaf people's lives has not been considered as a component of cultural identity nor cultural formation. The possible impact on individual wellbeing is also absent from the socio-emotional development and mental health literatures.

This AHRC Translating Cultures theme funded research project sought to explore the following questions:

(1) How is translation/interpreting constitutive of Deaf culture(s) in their formation, projection and transformation?

(2) What is the impact of consistently experiencing existence to others as a translated (interpreted) self on identity, achievement and well-being?

There were several components and studies but this presentation will discuss findings from interviews with deaf signers who draw upon their linguistic repertoires and adopt bimodal translanguaging strategies in their work to assert or maintain their deaf-and-professional identities, including bypassing their representation through interpreters. This group we refer to as 'Deaf Contextual Speakers' (DCS). The DCS revealed the tensions experienced as deaf signers in reinforcing, contravening or perpetuating language ideologies, with respect to assumptions that hearing people make about deaf people, their language use and the status of sign language; as well as the perceptions of other deaf signers about their translanguaging choices.

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Monolingual ideologies and translanguaging practices: A study of educational encounters in the city of Delhi

Pallavi
Open University

Wednesday 28th March, 10.45-11.15, room 111

The influence of globalization on today's world has resulted in ever-increasing linguistic diversities and a worldwide recognition of the inherent value of linguistic pluralism (UNESCO, 2003). Education is being seen as a crucial tool for promoting and safeguarding these diversities. Keeping abreast with the global trend, India's education policy envisages the use of languages that children bring into classrooms as a "resource". Despite this, data indicates that the policy is being guided by monolingual ideologies (MIs) that disregard multilingual realities of India.
Steered by MIs, India's policy evaluates multilingual competence in terms of attaining monolingual-like proficiency in multiple languages. An inclination towards MIs is also indicated in its advocacy for the direct method of teaching-learning. The present research study shows that the method leads teachers to put on a garb of monolingual speaker/educator and avoid using mother-tongues to ensure that students get maximum exposure to the target language, hence jeopardizing their multilingual identities.

The data of the research study, which included audio recordings of spoken encounters between students and teachers and among students, was collected from primary schools located in the city of Delhi, India. The findings indicate that due to the dominance MIs, translanguaging practices, or natural and dynamic language practices like code-switching that are used as a resource in everyday conversations by multilingual students and teachers outside school premises, are invalidated when they occur in spoken conversations inside classroom situations; relapse into translanguaging practices in written conversations is considered illegitimate from grade one at Indian schools.

Hence, classroom discourses are marked by a conflict that occurs between natural language practices of multilinguals and MIs that underlie the education policy. Drawing from the study, this presentation unveils the implications of the conflict for the process of teaching-learning. It concludes by questioning the validity of the goal of developing monolingual-like proficiency in multiple languages within multilingual classrooms.

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"Against all odds": Practices of language socialisation at a Latin American community radio station in London

Adriana Patino-Santos
University of Southampton

Wednesday 28th March, 1.45-2.15, room 111

This paper aims to present some of the language socialisation practices involved in the production and circulation of the ethnic media produced by Latin Americans in the UK. Even though this is a part of a wider project covering the production and distribution of various ethnic media (i.e. newspapers, social media), I will focus on the ongoing practices in a community radio station located in central London. Language socialisation "refers to the process by which novices/newcomers in a community or culture gain communicative competence, membership, and legitimacy in the group. It is a process that is mediated by language and whose goal is the mastery of linguistic conventions, pragmatics, the adoption of appropriate identities, stances (e.g. epistemic or empathetic) or ideologies and other behaviours associated with the target group and its normative practices" (Duff 2008: 310).

Initial results allow us to observe the ways in which the media producers position themselves in the backstage and the frontstage of their broadcasting, and the ways in which the audience responds to such positioning. Through discourses on leadership and activism neoliberal selves emerge, throughout the planning steps and then during the broadcasting of the most important programmes transmitted on the internet. The role of community radio stations, as important ethnic institutions enabling various forms of social participation by minorities (Howley, 2010), will be central to the final discussion.

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Between affective and effective communication: using migrants and asylum seekers' languages in administrative and healthcare settings

Vanessa Piccoli
Laboratoire ICAR - ENS de Lyon

Wednesday 28th March, 3.45-4.15, room 204

In the last few years administrative and healthcare services in France – as well as in all over Europe – have been facing more and more problems, due to the increasing number of migrants and asylum seekers and to their complex personal and medical histories. In these contexts, effective communication is frequently hard to reach: migrants and asylum seekers and healthcare professionals do not always speak the same language, interpreters are not always available and, even when they are, difficulties in conversations are not solved. For instance, in plurilingual and intercultural encounters, participants can have different ways to display and conceptualise emotions (Dewaele 2010). These differences obstruct the communication of feelings such as empathy, which plays a very important part in the process of care – especially in mental health consultations (Peräkylä 2008). Furthermore, affective stances may be marginalized (or promoted) during the process of translation (Farini 2016).

Grounding on a conversation analytic approach (Sacks 1992), this contribution deals with communication between French-speaking administrative or healthcare professionals and migrants or asylum seekers (including or not interpreters). Through a sequential and fine-grained multimodal analysis of a large corpus of video-recorded naturally occurring interactions, it will focus on one conversational phenomenon that seems to be relevant for both effective and affective communication: the professional's ad hoc use of the asylum seeker's language. By mobilizing their (small) repertoires (Blommaert & Backus 2011) in the other's language, professionals seem to accomplish different actions: on the one hand, they display empathic involvement (Baraldi & Gavioli 2010), on the other hand, they try to facilitate intercomprehension. This study will show how such practices emerge and it will discuss implications for administrative and healthcare professionals' training.

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Believing through a screen: religious experience in the multilingual city

Stephen Pihlaja
Independent researcher

Wednesday 28th March, 11.45-12.15, room 204

A key part of a life in the multi-lingual city is access to diverse audiences through the internet and social media sites. Users for whom religion is an important part of their lives can access believers from a variety of other contexts from around the world, enriching their own religious experiences and equipping them in their beliefs. However, conflict can also occur when attempting to interact in online spaces when there users who are openly hostile to their beliefs. This presentation focuses on a discourse analysis of interaction among Christians, atheists, and Muslims on YouTube. I present a case study of responses to one Evangelical Christian Facebook preacher, Joshua Feuerstein, by a Muslim YouTuber and an atheist YouTuber, using a corpus of 67 video pages (including 6 hours and 47 minutes of talk and 60,888 comments). My analysis shows how user interaction, particularly hostile interaction around issues faith and belief, is affected in online contexts and suggest ways in which this online conflict informs how users navigate their own faith in superdiverse physical contexts, like the multi-lingual city. I focus on three main findings. First, given the open nature of public social media interaction, users are compelled to respond to a broader social context and this engagement requires some adaptation at least in the presentation of belief. Second, the content and themes of the arguments are not especially unique and are the result of ongoing interaction among people of different faiths. Third, talk about religious issues which is driven by and oriented towards popular personalities did not seem to support the growth of tangible affiliation among users or communities, with consequences for how users view themselves in local, physical contexts.

Communicating with stickers in urban semiotic landscapes

Gertrud Reershemius
Aston University

Wednesday 28th March, 10.45-11.15, room 112

Although normally small in size, stickers can dominate language in public places quantitatively in certain, specific parts of cities. This paper examines stickers as manifestations of social practices in urban semiotic landscapes, based on fieldwork data from the Digbeth area in Birmingham, UK. Stickers will be analysed as results of complex multimodal linguistic and thus social practices which include their design, production, posting in public space, reading and in rarer cases responding to them. An analysis of distribution of stickers, their content, agency, audience, as well as the linguistic and pictorial practices involved in their production shows that they link transgressive, artistic and commercial discourses and form a specific layer of urban communication.

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Narratives about mobility experiences. How school ethnography can show the many layers of Pakistani students' experiences of mobility

Charo Reyes
EMIGRA/CER-Migracions

Wednesday 28th March, 4.15-4.45, room 204

In this presentation, I will explore the narratives of 2 young people of Pakistani background experiencing mobility who live in Barcelona and how these narratives connect with or oppose the visions that the teachers have of them and their school trajectories. In the current context of superdiversity (Vertoveç, 2007), the lives of these youngsters are crossed by multiple experiences, to evaluate the impact of traveling to their country of origin requires not only an understanding of its more visible impact but also to delve into how this temporary mobility is constructed and what it constructs. This presentation, based on ethnographic work carried out in a school in Barcelona city, draws on the paradigm defined as régimes of mobility (Glick-Schiller and Salazar, 2013) and on the reconceptualization of sociolinguistic concepts that question the boundaries traditionally associated with different communities and their social practices (Blommaert and Rampton, 2011).

The data was gathered as part of my Ph.D. research on mobility and linguistic capital of the children of immigrants. In this presentation, I will focus on the analysis of 2 critical cases drawing on ethnographic data. The data discussed in this presentation has been gathered from participant and non-participant observation in schools, semi-structured and informal interviews with students and teachers and a collaborative research project with some of the students involved.

A preliminary analysis of the data reveals how, despite the fact that common school practice remains based on essentialist ideas about cultures, the different mobilities these youngsters experience connect with global economic circumstances. The school approach tends to understand mobility as a backward and senseless cultural phenomenon and obscures the factors involved in school trajectories of youngsters with migrant backgrounds, claiming low performance among these students it is often caused by the phenomenon of mobility itself as an extraordinary phenomenon. Nevertheless, the findings demonstrate how these mobilities generate a transcultural capital as other works about migrants in other contexts have revealed (Meinhof, 2009).

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Encountering the institutional: navigating the intertextual hierarchy of asylum law through legal advice interaction

Judith Reynolds
Durham University

Thursday 29th March, 10.00-10.30, room 112

This presentation will present empirical data from a linguistic ethnographic study of legal advice giving to refugees and asylum seekers in the UK. Using a transcontextual lens, the presentation will explore how legal advice is delivered. It will focus on the encounter that takes place between (a) the individuals involved in asylum legal advice meetings, and (b) the institutional and legal framework that surrounds the legal advice interaction.
The data were collected in a not-for-profit advice service in one of England's major cities during 2016. They comprise a corpus of audio recordings and observational notes of advice meetings between one immigration lawyer and a range of clients, and fieldwork notes created as part of ethnographic observation work. One sub-set of the data collected features individuals seeking advice on advanced asylum cases, and the presentation will draw from these data to explore how the institutional framework contextualizes the legal advice interaction.

Drawing on Smith's (2005) approach to institutional ethnography and, investigating how texts of various kinds feature as actors within institutional work processes, the presentation will explore the ways in which the institutional intertextual hierarchy of asylum law and immigration law enforcement bodies enters into legal advice interactions. It will seek to show how the intertextual hierarchy functions both as a constraint on the interaction, framing and defining what can be said, and as a resource for the structuring of discourse within the interaction.
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Making sport by making space: Space and movement in the construction and communication of football

Frances Rock
Cardiff University

Wednesday 28th March, 1.45-2.15, room G11

This paper considers ways in which space and movement become meaning-making resources in sports played in public, shared, city-centre locations. It also examines space as "a product and process of socially dynamic relations" (Sheehy and Leander 2004:1). In this way, the paper scrutinises interfaces between meaning-making resources and the very construction and (re-) constitution of those resources.

The paper examines data drawn from a linguistic ethnography which centred on a football coach in a British city. In two different city parks, he coached boys aged between 7 and 16 in school and club contexts. The participants brought multiple languages to the pitch yet their meaning-making was far from confined to use of these languages. The paper shows how space and movement through space became sedimented (Roswell and Pahl 2007) in the communicative practices of training sessions. In these sessions, space was constantly appropriated and re-appropriated to explain and create such fundamentals as the location of play and the legitimate playing pitch. Fluidity and fixity about playing spaces enabled players to try out their understandings of good play and enabled the coach to evaluate play.

After Andersson and Rusanganwa (2011) the assignment of space to various activities afforded discursive elision. This facilitated forms of interaction which evolved.
By examining training sessions over four months the paper illustrates ways in which meaning-making resources and social action are mutually constituted.

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Languages in life and therapy: to what extent is client multilingualism embraced?

Louise Rolland
Birkbeck, University of London

Wednesday 28th March, 1.45-2.15, room 204

Multilingualism may be hidden – or ignored – when speakers are fluent in the dominant language. Yet in psychotherapy clients' deepest memories and emotions may be expressed quite differently in different languages (Rolland, Dewaele & Costa, 2017). Emotional intensity and authenticity can vary with the age of acquisition or degree of socialisation in the language used. Matching the language of experiences and relationships under discussion is another factor. Indeed clients with a multilingual identity have reported code-switching in therapy when strong emotions are involved (Dewaele & Costa, 2013).

This paper reports on a small-scale interview study with adults who participated in an internet survey about language(s) in therapy. Five interviews were conducted with multilinguals who had therapy in a new country, investigating the reasons for their language choices. A thematic analysis identified four themes. This presentation will focus on the extent to which clients' language use in therapy matched that of their 'real' life and explore possible implications. I will contrast participants' language acquisition history, everyday speech pattern and the language(s) associated with therapy topics with the language(s) used in therapy. Participants' insights on whether language practices helped or hindered aspects such as disclosure or the therapeutic relationship will be discussed. Highlighting multilingual clients' experiences and their impact on therapeutic goals can inform therapists' practice.

This study provides further evidence of the benefits of fostering a multilingual environment as part of bringing the whole person into therapy. It contributes to research on autobiographical narratives and emotions in multilinguals, which is relevant to settings beyond the consultation room.

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Beyond the traditional scope of translanguaging - Comparing translanguaging practices in Belgian multilingual and monolingual classroom contexts

Kirsten Rosiers
Université Libre de Bruxelles

Wednesday 28th March, 1.15-1.45, room 204

This paper investigates communication in encounters, especially the interactional behavior and the socio-pedagogical valorization of translanguaging practices of teachers and pupils in a multilingual and a monolingual classroom in Belgium. Little is known about translanguaging among monolinguals, therefore, a monolingual classroom is included in the research as well, as the aim is to expand the scope of translanguaging research. We focus on teachers' and pupils' idiolects as an analytical lens in order to investigate whether and how translanguaging practices occur.

Linguistic-ethnographic fieldwork was executed in two classrooms. The first one was a primary classroom in Brussels, highly multilingual in practice, but monolingually Dutch in policy. The second one was a Dutch monolingual secondary classroom in Flanders, characterized by intralinguistic variation.

Our analyses demonstrate differences in the nature of translanguaging practices: norm-breaking in the multilingual classroom versus turning back to the norm in the monolingual classroom. In the multilingual classroom, we discovered mainly the inclusion of some words belonging to 'other' named languages (mainly French) into the Dutch default language, both by the teacher and pupils. Consistent moves between larger parts of different named languages were also possible from the part of the pupils, but seem to depend on the presence of different participants. Translanguaging practices also occur in a context where variation is primarily intralinguistic: either they consist of a substantial increase in the use of standard features by teachers and pupils, or they consist of the inclusion of one standard feature in an overall non-standard speech style. Translanguaging practices occur in the margins as well as in the centre of the classroom activity, with socio-emotional purposes in both classroom settings. Pedagogical goals, however, are only observed in the multilingual classroom.

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Translanguaging in Translation

Eriko Sato
Stony Brook University

Wednesday 28th March, 1.45-2.15, room 223

This paper takes a unique approach to the investigation of translanguaging (Garcia and Li, 2014) by studying translated texts. The study of translanguaging as a textual phenomenon is very limited. In addition, the concept of "translanguaging in translation" may at first appear unpromising because "translation" generally implies a clear boundary between two named languages, the source language (SL) and the target language (TL), and occurrences of linguistic features of the SL in a translation would put the translator's professional credibility at risk. However, translation is ultimately a bilingual's communicative act that involves interpretation and expression. Translators occasionally do push and flout language boundaries to effectively communicate their interpretation to their target readers. This risky but strategic use of language by translators is doubtlessly translanguaging.

This paper qualitatively and quantitatively studies excerpts from translations of English and Asian literary texts with focus on critical elements for translation, for example, onomatopoeia, scripts, terms of address, proper names, pronouns, culture-specific terms, puns, and markedness.

The study reveals that translanguaging in translation facilitates: (i) the generation of new concepts and new styles; (ii) the preservation of essential pragmatic meanings of the source text; (iii) rhetorical effectiveness; and (iv) a precious chance for translators to voice their critical views and ideologies. The study also empirically supports that translanguaging in translation transforms the norms of language use, showing the gradual change in pronoun systems, sentence structure and lexeme in languages such as Chinese and Japanese. These findings support creative and critical meaning-making and the transformative nature of translanguaging as discussed by García and Li (2014). Furthermore, it shows asymmetries between Anglophone contexts and Asian contexts in terms of translation practices due to socio-political imbalance as discussed by Venuti (1995) in the field of translation studies.

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Does Welsh-medium education constrain future mobility? From population data to ethnographic insights

Dave Sayers, *Sheffield Hallam University & Cardiff University* & Charlotte Selleck, *University of the West of England*

Wednesday 28th March, 1.15-1.45, room 112

Population data show that geographical mobility among young people in Wales is significantly lower among Welsh-speakers. Why?

Drinkwater & Blackaby describe a "net brain drain from Wales", an "outflow of well qualified Welsh residents" (2004:19) after education (see also Bristow et al. 2011); and that "Wales loses a disproportionate share of its younger and more educated people, even after controlling for other personal characteristics" (Drinkwater & Blackaby 2004: 21). H. Jones (2007) points out the exception to this rule, finding that "Welsh-speakers are less likely to out-migrate, especially as adults, than those who cannot speak Welsh". We aim to explore the reasons for this difference, comparing Welsh first-language speakers, second-language speakers, and non-speakers.

From the statistics above, it is unclear whether the difference in mobility represents a free choice or a limitation, i.e. whether Welsh speakers are keener to stay in Wales, or somehow less able to move; and vice versa for Welsh non-speakers. In fact, in other existing data sets, both of these can be inferred. For example, suggesting a free choice, Welsh-speakers in Wales have "higher employability and higher earnings than non-Welsh speakers", partly linked to Welsh being "in demand within the labour market" (Blackaby et al. 2006: 84). There are also survey data among final stage secondary school students showing that "competence in Welsh ... is significantly associated with level of affiliation [to Wales]" (Coupland et al. (2005:15).

But on the other hand, the most recent PISA educational attainment results put graduates of Welsh-medium schools lowest within Wales - indeed Wales overall ranks lowest in the UK (Jerrim & Shure 2016: 120). These data suggest that Welsh speakers are less competitive than their English-medium educated peers in Wales, and all their peers in the UK more broadly. That in turn suggests a constraint on mobility, not a free choice.

After reviewing these data we move on to our own primary data, a preliminary study among young people in Wales who have recently left full-time education (19-25), comparing those educated through English and Welsh. We explore their feelings about employment opportunities; their personal motivations to move to different areas (including outside Wales); and the perceived role of education in shaping these views.

This research is at an early stage and we hope for constructive feedback from colleagues as we progress the study.

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Language attitudes and language ideologies in a "bilingual" city

Claudio Scarvaglieri
University of Basel

Wednesday 28th March, 3.15-3.45, room G11

The talk investigates language attitudes and language ideologies in Swiss Biel/ Bienne the largest officially bilingual municipality in Switzerland. Aside from its official bilingualism, Biel/ Bienne is also characterized by a high density of migration-induced multilingualism, as 29% of its inhabitants hold a Non-Swiss passport. Biel/ Bienne thus offers a unique case of linguistic diversity, with various social factors combining to form a sociolinguistic constellation rarely found in Western Europe. After introducing the terrain of the study in more detail and shortly discussing critical sociolinguistics as the theoretical framework (Heller 2011, Duchêne et al. 2013), we describe a poster campaign advocating bilingual German-French signage in the public. The campaign explicitly expresses very positive evaluations of bilingualism, which, it is argued, hints at underlying language attitudes. Based on the campaign, hypotheses are therefore formulated about prevalent language attitudes in Biel/ Bienne. These hypotheses are then checked against data from language practice, i.e. actual publically visible signs of the city's Linguistic Landscape (Blommaert 2013, Blackwood et al. 2016). It is shown that, while German and French are represented almost equally in the public, the two languages are used for clearly different things: whereas German is used as the main language of communication in Biel/ Bienne, French is used as a symbol for bilingualism and as a sign of a general appreciation of French and of the francophone language group. German and French thus carry clearly distinct indexical values (cf. Silverstein 2003).

Based on the findings, the notion of a "bilingualism ideology" (cf. Heller 2007) and its characteristics are discussed. The question is brought up whether such a "bilingualism ideology" mirrors traditional monolingualism ideologies (Blommaert 2006).

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A reflexive approach to researching bilingualism

Charlotte Selleck, *University of the West of England* & Elisabeth Barakos, *Aston University*

Wednesday 28th March, 4.15-4.45, room G11

Sociologists have long debated the merits and payoffs of field research conducted by both 'outsiders' and 'insiders' (see Merton, 1972; Zinn, 2001) where insiderness is taken to mean a shared cultural, linguistic, ethnic, national and religious heritage. That said, both Junker (1960) and Spradley (1980) problematise the strict dualism between an 'insider' and an 'outsider', and question this over-simplistic distinction. Can you ever be fully participatory? Or a complete insider? If possible, is this desirable?

We seek to engage with the negotiation of insider and outsider researcher identities in the context of bilingual Wales.Taking the data as our starting point, we aim to present a self-reflexive account of our research experience with two distinct and yet familiar projects conducted in Wales, one in the field of education and another in the field of business. The underlying epistemological premise of this paper is grounded in a critical-sociolinguistic understanding of language in society (e.g. Heller 2002, 2007; Blackledge and Creese 2010; Martin Rojo 2010) and the reflexive turn in (critical) applied linguistics that calls for the need to further systematically and coherently explore reflexivity in researching language and society (e.g. Byrd Clark and Dervin 2014, Sarangi and Candlin 2003, Pérez-Milans 2015).

We argue that it is important to reflect on, problematise and criticise the negotiation between insider and outsider research identities on the following grounds. First, a reflexive approach generates necessary questions concerning the motivation for research, its selected research design and methods, the data collection, analysis, interpretation and presentation. Second, it is possible to provide a richer understanding of complex social phenomena such as bilingualism in minority language contexts and debates over the legitimacy, value and challenges of insider and outsider research practices.

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Translating Cultures, Adapting Lives: Polish Online Communities in the UK

Renata Seredynska-Abou Eid
University of Nottingham

Wednesday 28th March, 1.15-1.45, room 111

When Poland joined the EU in 2004, unprecedented numbers Polish migrants reached the United Kingdom (UK), where the labour market became fully accessible for new member states (A8 countries). Polish migrants settled in all parts of the target country and integrated into society as well as established their own communities.
Social networking and cyberspace provide numerous opportunities for migrants to have a 'home away home' and to advise each other on many aspects of everyday life in the UK. Hence online members of the immigrant community share thoughts, exchange ideas, and seek advice about any and all issues. Polish identity, allegedly a monolithic socio-cultural structure, might be of high importance to some migrants in the multicultural environment of the host country. In the times of a well-developed virtual reality, computer-mediated public spheres seem to develop rapidly and widely. Online forums, blogs, news rooms, chat rooms, photo galleries, and personal websites offer nearly infinite opportunities to share information of any kind.

This presentation focuses on contemporary Polish immigration to the UK as researched in the doctoral project Translating Cultures, Adapting Lives, conducted among Polish post-2004 first-generation migrants in the East Midlands. The observations of online communities were conducted in the years 2010-2014 and recorded to supplement other data gathered in the study. The function of a national and/or same language space in the virtual world emerged as an important finding; however, the abundance of topics observed in Polish online communities explicates the intent and need of migrants to adapt or even blend in, though an scale and fluidity of attitudes and opinions about life in the UK could constitute a number of separate research projects.

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Interaction with deaf asylum seekers in Finland

Nina Sivunen
University of Jyväskylä

Wednesday 28th March, 11.45-12.15, room 111

This paper focuses on the concept of linguistic resources and repertoires of deaf asylum seekers in interaction at reception centers. Language barriers in the process of seeking asylum is one of the greatest challenges as they meet many authorities while going through demanding asylum and integration procedure. They have no common shared language. Finnish law dictates that asylum seekers can get interpreter services in connection with their asylum application. Finnish Sign Language and/or International Sign (IS) service offer for the deaf asylum seekers, but these language and communication methods are difficult to understand. There are two kind of IS communication; an informal ad hoc signing method between people who do not share common national sign languages and the conventionalized form of IS, which was created and is developed by western world as a lingua franca and is widely promoted as an official "language" at Deaf international conferences, academia and sports. The second method, the conventionalized form, are commonly used for communicating with deaf asylum seekers in Finland during formal situations, sometimes also in informal situations. The narrative and ethnographic data of this longitudinal study consists of eight videotaped interviews of deaf asylum seekers, following their use of languages and linguistic resources in reception centers around Finland. The deaf asylum seekers and refugees were asked about their language background, thoughts and experiences of communicating and learning new languages in Finland. To find out how they are using linguistic and semiotic resources linked to the concept of (trans)languaging (Gargía & Wei 2014) in the interaction, the data were subjected to qualitative multimodal interaction analysis (Norris 2004).

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Infrastructures of superdiversity: The Negotiation of sociolinguistic regimes in an Asylum Seeking Centre

Massimiliano Spotti
Babylon Center

Wednesday 28th March, 3.45-4.15, room G11

The contribution dives into the spaces of an asylum seeking centre in Flanders. It emerges that through infrastructures of globalisation these spaces allow for fleeting encounters that grant participants the possibility to go beyond ascribed frames of ethnic, linguistic and religious otherness.

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The translanguaging space of craft beer cocreation in Brussels

Rita Temmerman
Vrije Universiteit Brussel - BIAL

Thursday 29th March, 3.00-3.30, room 224

The purpose of our study is to observe web 2.0 communication on cocreation and branding of new craft beers in a Brussels multilingual beer community in order to better understand the role of multilingualism in cocreation.

We observe meaning negotiation and neologism creation on websites, blogs and Facebook of a beer lovers community. In a sample corpus types of creative translanguaging are distinguished and linguistic interference is annotated. Brand names for new creations and sensory descriptors are listed.

Observations confirm the existence of a translanguaging space (French, Dutch, English) in a Brussels trendy beer lovers community. It is a space where the process of 'cultural translation' (Wei, Li 2011:1222) between beer traditions takes place.

The Brussels craft beer community is an interesting space for observing translanguaging and cocreation. Three aspects of language in cocreation are highlighted: one, neologism creation in branding new beers, two, descriptors in three dominant languages because a beer needs sensory specification and three,cultural translation emerges e.g. in cross-linguistic punning, cultural allusions and typical "zwanze" in the Brussels dialect, a semi-sarcastic style of humor.

Existing studies on differences in dominance of sensory descriptors in different languages seemed to suggest that the language one uses influences the product experience (Fenko et al. 2010). The results of our case study show that sensory experience does not need to depend on just one language and that communication in a translanguaging space enhances cocreation experiences and results.

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Theorising the ESOL-PSIT relation: migrant communication, integration and quality of life

Rebecca Tipton
University of Manchester

Thursday 29th March, 11.30-12.00, room 223

The relationship between language acquisition, translation and interpreting has long been a feature of the policy-making landscape and debates on integration of migrants from a wide range of backgrounds; however, the lack of empirical investigation into how individuals experience the relationship between the two has limited the debate. Furthermore, an unsubstantiated claim that recent (British) government policy has moved away from public service interpreting towards ESOL has led to the relationship being conceived in unhelpful binary terms. It also points to the privileging of a deficit model of communication. In the public domain, perceptions of public service interpreting and translation (PSIT) as a 'satiable good', that is, as a service that engenders dependence rather than communicative autonomy, risk undermining its societal role and professional status.

This paper examines the policy environment in relation to ESOL for adult migrants and public service interpreting and translation in seeking to (re-)theorise the relation. In so doing, it engages with academic discourses on integration (e.g. Ager and Strang 2008; Strang et al 2017; Grzymala-Kazlowska and Phillimore 2017) and problematizes what is understood by the language barrier, challenging the binary approach and promoting the two on a communicative continuum.

The paper will report on preliminary findings from a questionnaire and focus groups undertaken with different migrant communities in the city of Manchester. The emergent narratives shed light on the nature of language practices experienced by individuals in ways that have the potential to broaden our understanding of the nature of communicative need and government and community responses to it. The implications for policy development will also be discussed.

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Migrants narratives, trajectories and linguistics and semiotics resources: a multilingual city in South Brazil

Cloris Torquato
State University of Ponta Grossa

Thursday 29th March, 10.00-10.30, room 111

From 2002-2016 Brazil experienced new levels of economic and social development. This resulted in an influx to the country of different migrants from different regions of the globe. In addition, from 2002-2015, the Brazilian government sought to develop cooperative policies on a South-South basis. This initiative also resulted in the migration of Bolivians, Venezuelans, Argentinians, Peruvians, Colombians, Haitians, Congolese, Senegalese and Angolans to Brazil. These new and intense migration patterns have resulted in the emergence of new contact zones (Pratt 1991) in urban areas of Brazil and new social and linguistic diversities. These demographic and social changes have also led to the development of new kinds of translanguaging practices, similar to those described in recent sociolinguistic literature (Blackledge & Creese, 2010; Creese & Blackledge, 2010; Creese & Blackledge, 2015; Simpson, 2016; Creese, Blackledge & Hu, 2016). Ponta Grossa, a city in South Brazil, is one of main cities of Parana State. Its economy is related to agriculture and agro-commerce. This city is set up as a new contact zone where migrants draw on linguistics and semiotics resources in translanguaging practices. This paper aims to explore migrants narratives. In these narratives, migrants reported their trajectories and processes of migration. The narratives were produced as part of a course of Portuguese as Addictional Language and as part of the data generated in my research.

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Language and gender ideologies in the marketing of multilingual domestic workers in London

Rachelle Vessey
Birkbeck, University of London

Wednesday 28th March, 2.15-2.45, room 112

In the 'superdiverse' city, the forces of the globalised market are difficult to avoid. Families are under increased pressure to maximise their children's opportunities for success in a competitive international market and middle-class families who employ paid domestic and childcare workers have been identified as a group who are particularly likely to adopt child-rearing strategies aimed at securing their children's future economic success (Cox, 2011). The role of language in this context is particularly important, not just in terms of an ability to communicate clearly and effectively in a service-based economy, but also in terms of proficiency in multiple – and valuable – languages (Cameron, 2003, 2005; Heller & Duchêne, 2016). When domestic work is outsourced to the international market, the ideologies of language and gender underpinning the marketing and hiring of workers may have implications not only for local private, family-based language planning, but also for families internationally from which workers are drawn to fill gaps. For both, commonsense beliefs about gender, language proficiency and economic return help to naturalise linguistic and gender hierarchies. Perhaps more importantly, the internationalisation of ideologies of language commodification masks a range of important realities, central among which are (1) the reality that language proficiency does not necessarily result in economic return – especially across the board in all contexts – and (2) not all languages are equally valuable (Heller & Duchêne, 2016).

This paper critically examines domestic work within the British capital by exploring language and gender ideologies in 24 London-based agency websites. Using corpus linguistics, findings reveal highly traditional and conservative notions of language and gender underpinning contradictory arguments about the supposedly advantageous nature of multilingualism. A consideration of pay and fees shows that the agencies, rather than the domestic workers, tend to be remunerated for language skills. In revealing the linguistic and gendered dimensions of private spaces within British capital, this paper contributes to work on multilingualism within superdiverse urban contexts.

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Passing the test: Syrian newcomers driving in the UK

Stefan Vollmer
University of Leeds

Wednesday 28th March, 3.15-3.45, room 112

This paper offers insights into newly arrived Syrian refugees' everyday lives and their respective habitual digital literacy practices; more specifically, in this paper I investigate, how three male Syrian newcomers utilize mobile technologies and online resources, such as multilingual Facebook groups and theory test apps, to support processes of obtaining a UK driver's license. Drawing on data from my ongoing doctoral research, a visual ethnography of Syrian refugees in Leeds, I examine a range of interactional and visual data, such as audio-recorded, informal conversations and screen recordings of smartphones, which give insights into my key participants' diverse strategies to study for and pass the DVLA theory test. Data collection took place at different sites and in different spaces, varying noticeably in their statuses of authority and officialdom: community centres, ESOL classrooms, places of worship, and the private homes of my participants were among the data collection sites, which I visited regularly to meet and interact with my key participants. On the one hand, the analytical foci are positioned around three key themes, namely multimodality, capital, and space. On the other, the structure of this analysis is much informed by my participants' online and offline trajectories of re-claiming their right to drive: from voicing ambitions and aspirations to drive in the UK, to studying for and passing the theory test.

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Who's reading what? Superdiversity goes to the library

Louisa Willoughby, Simon Musgrave, Steve Wright & Tom Denison
Monash University

Wednesday 28th March, 10.45-11.15, room 103

Research in the sociolinguistics of superdiversity paradigm stresses that in many urban contexts boundaries between languages are porous – people use eclectically mixed language repertoires in interactions in order to achieve a range of communicative ends (Blommaert 2010; Pennycook & Otsuji 2015). However, when people turn to consume printed materials boundaries between languages become more relevant, since the publishing industry norm is still overwhelmingly to produce monolingual texts.

This paper seeks to shed light on the borrowing behaviour of patrons using the library services of a superdiverse local government area (LGA) of Melbourne. In this LGA the majority of residents speak a language other than English at home and the library carries collections in 17 languages. Drawing on a mix of borrowing records from the 2016-17 financial year and interviews with staff and patrons, we explore whether and why materials in some languages are much more popular than others, the extent to which patrons are co-borrowing across multiple languages and how borrowing behaviour maps onto what is known about the wider demographics of the area. Libraries face many challenges in catering to the needs of superdiverse populations and we see this work as a small step towards better understanding how staff and patrons conceptualise and negotiate language boundaries when interacting with library materials.

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Policing the city: police-citizen encounters in the urban space

Piotr Wegorowski
Cardiff University

Wednesday 28th March, 3.45-4.15, room 112

Now a decade-old, Neighbourhood Policing Programme, which aims to provide high visibility patrols and make the police accountable to local communities, has been one of the major reforms of policing in England and Wales in recent times. At the heart of neighbourhood policing are Police Community Support Officers (PCSOs), responsible for day-to-day contact with local communities and partner agencies. The research on language of the police-citizen encounters has mostly focused on more formal contexts, such as stop and search, and this paper focuses on more mundane aspects of police-citizen contact, underlining the importance of everyday encounters.

Scholars in disciplines such as organisational studies (Bartles 2013) or geography (Wilson 2016) have recognised the importance of studying the encounter as a distinct phenomenon, and some have suggested that fleeting encounters are important for negotiation of diversity in urban spaces (Peterson 2017). Drawing on linguistic microanalysis of interactions between PCSOs and citizens in a variety of contexts, including spontaneous encounters on the beat, I will demonstrate how space is actively co-constructed by individual officers and members of the public. The data, coming from a linguistic ethnographic project, which would normally be conceived as monolingual, shows a multitude of perspectives and interwoven voices. I adopt Bakhtin's (1981) notion of heteroglossia to show how the heteroglossic nature of space becomes evident during an encounter.

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POSTERS

Gender and Ethnicity Differences in German-language YouTube Comments

Louis Cotgrove
University of Nottingham

The poster illustrates the quantitative research that I carried out on a 20,000 word corpus of YouTube comments, examining discursive and linguistic differences in the online communication of German-speaking young people. The research examined language differences that occur based on the gender and ethnicity of the commenter, with a particular focus on intersectionality, in this case, the combination of gender and ethnicity (cf. Crenshaw 1989), as identified in line with Butler's (2006: 185-93) theory of 'performativity', which suggests how one displays or "does" gender (or ethnicity) is the result of a collection of sociocultural forces that create an identity, which in turn exerts pressure on an individual to repeatedly act (or talk, for example) in a particular manner, i.e. the expectation that girls should play with dolls. The poster displays how a commenter's gender or ethnicity affects language production (in this case, the binaries of male vs female and migration background to Germany vs non-migration background), as differentiated through 15 linguistic features. They can be categorised under four groups: syntactical, lexical, discursive, and orthographical. The poster explains how gender and ethnicity were assigned to the commenters, as well as the reasons behind the selection of the linguistic features to analyse the language. It briefly explains the statistical tests used to establish statistically significant differences between the use of linguistic features by the four intersections (male or female with non-migration background and male or female with a migration background) before discussing a selection of the results. The results explain either how the YouTube corpus confirmed or rejected previous important pieces of previous research, and outline what a typical comment from the four intersections might look like with examples from the corpus.

Leadership and Identity Construction in Everyday Communications in the Workplace: A Discursive Study of Three Female Chinese Senior Managers Living in Birmingham, United Kingdom

Rui Hu
University of Birmingham

Presently, women managers and leaders still remain in a small minority in the UK and Europe. With globalisation and superdiversity featuring in the contemporary social communications of metropolitans, the recently increased influx of immigrants into the UK and European cities has changed the workforce composition to a certain degree. Little is known about how women managers who are both migrants and belong to local minority ethnic groups establish and negotiate their leadership and identities in everyday interaction. With the social constructionist approach as the overarching theoretical framework, this research focuses on three female Chinese senior managers who are based in Birmingham, United Kingdom, to explore the dynamic process of leadership and identity construction. Through semi-structured interviews with the three Chinese senior managers as Research Participants (RP), this research is based on the accounts of the trajectories and current experiences of the three RPs in the UK workplace. Different analytic tools are adopted in analysing the interview transcripts including small stories, stand-taking of the story-tellers and meanings generated through the use of various linguistic resources. The research data have been examined by utilising the aforementioned analytical tools in order to establish the dynamic linguistic practices and strategies deployed in the everyday workplace interaction by the RPs to negotiate and maintain their leadership roles. Furthermore, Baxter's Double Voicing (DV) and Single Voicing (SV) are adopted as additional analytical tools to perceive and interpret the data from the social constructivist perspective. Through the above mentioned analytical theorisations, it is found that all three RPs have adopted various types of DV, and SV as effective linguistic practices to enact their leadership roles and identities. It is also observed that they all draw on their life experiences and a wide breadth of linguistic repertoire as discursive practices in constructing and performing their multifaceted social identities.

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Agents of change?' Exploring the role of third-sector family literacy in the being and belonging of migrant mothers

Mary-Rose Puttick
Birmingham City University

Migrant mothers arrive in the U.K. from diverse backgrounds; many have experienced traumatic upheavals, dispersals of family members, and complex trajectories. As women seek refuge they are faced with new demands as they establish themselves in a new society. As mothers they also respond to new obligations with regards to their children. The 'third-sector' is free from State regulations and funding restrictions. The sector's position, distinct from formalized contexts, opens up new potentialities, as well as challenges, providing educational and welfare support to diverse migrants from the outset of their arrival. With a social and humanistic learning approach at its roots, family literacy is an emerging area in the third-sector. This linguistic ethnographic research is set within a contemporary feminist critical race theoretical framework, carried out in two community spaces in Birmingham, U.K. Three perspectives of 'agency' are explored: the researcher/teacher; third-sector practitioners; and migrant mothers with low levels of formal literacy and language learning in both English and their native language. The research draws on the New Literacy Studies approach combined with challenges I identified from my thirteen years' experience of teaching ESOL and Family Literacy in an adult education context. The women use culturally-specific visual, textual, and oral methods to represent their socially and historically situated experiences of migrancy and literacies, interwoven with their politically racialized identities as mothers. The study aims to explore family literacy in the third-sector as a space for alternative and collaborative language and literacy pedagogies, influenced also from work outside the academy, to support the being and belonging of migrant mothers in the U.K. Moreover, I explore alternative literacy practices which they can use to support their children as well as potentially ease the transition to more formalized learning contexts.

'Open School Doors: Developing diverse school/ parent communities through innovative partnerships'

Alex Kendall & Mary-Rose Puttick
Birmingham City University

In this poster we share our work in progress on the Open School Doors project, a two-year, Erasmus funded, collaboration involving four EU countries (UK, Germany, Greece, and Austria), which aims to support education outcomes for young people by supporting schools and teachers to build positive and effective relationships with parents/carers of newly arrived refugee and migrant children. In the UK we have been working with primary and secondary schools in Birmingham with 'Schools of Sanctuary' status; a strand of the City of Sanctuary movement. Schools of Sanctuary carry out diverse creative projects to raise awareness of the challenges faced by newly arrived refugees, asylum seekers, and other newly arrived migrant families, many of which involve local community groups in order to build a network of hospitality and welcome to families who are experiencing change at a rapid rate. Our particular focus for this poster is the narratives teachers tell about practical challenges inside and outside the classroom for both the families and the teachers themselves, including the complex intergenerational identity negotiations as both child, parent and the wider family adapt to a new context. We focus on both digital and artefact-based storytelling to present these inspiring stories, as well as sharing examples from across the wider EU context.

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Malawian universities as translanguaging spaces

Colin Reilly
University of Glasgow

Recent language-in-education policy changes in Malawi have renewed debate on which languages are suitable to use in education in the country. A new English-only policy was announced in 2014, affecting the primary and secondary levels of education. While there is technically no specific language policy covering all university-level education in Malawi, a de facto English-only policy is often assumed. However, students at universities have been found to have inadequate English skills for pursuing a tertiary level education which adopts a monolingual English-only policy (Kamwendo 2003).

There are several factors present in higher education which makes the universities in Malawi spaces which could have the potential to adopt a translanguaging policy. The university offers a unique space in Malawi, a liminal space between education and employment, between the rural and the urban, between the global and the local. Students and staff come to the university with a diverse range of linguistic, cultural and national backgrounds and, as such, the universities are spaces in which a multiplicity of linguistic repertoires exist alongside each other and which are used to help individuals communicate and make meaning.

This poster will display initial findings into the ways in which Malawian universities can be considered translanguaging spaces. Based on a four-month linguistic ethnography at universities in Malawi this poster will highlight: the pedagogical and social functions of translanuaging in these spaces; how students use translanguaging to perform their identities and to navigate the educational and social contexts of university; and how translanguaging is regulated by individuals in the university space. Through analysing individuals' attitudes towards translanguaging, suggestions will be made on the potential for adopting a policy which adopts a translanguaging approach and how this could be effective for use in higher education in Malawi.

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Multilingual practices in the workplace: Migrant NGO practitioners in Finland

Sonya Sahradyan
University of Jyväskylä

The non-governmental organisations (NGOs) have recently become important agents in the Finnish context. Not only are they expected to recruit migrants with diverse backgrounds, but also become support structures for the integration of migrants into the Finnish society and professional life (see, Act on the Promotion of Immigrant Integration 1386/2010). Even though migrants are actively involved in the NGOs as a workplace, little attention has been paid to migrants working in NGOs or their language practices in workplace communication.

This poster presentation addresses one of the main themes of my ongoing doctoral research focused on migrant NGO practitioners' multilingual practices in the workplace. In particular, I examine migrant NGO practitioners' language choice and use in internal and external communication at work. The key participants are multilingual migrants working in the superdiverse NGO based in Finland. In addition to linguistic ethnography (Copland & Creese, 2015), the study presented here adopts multi-sited ethnography (Marcus 1995), and it draws upon participant observations and interviews conducted at the time of multi-sited ethnographic fieldwork (2014–2016).
The preliminary analysis shows that the migrant NGO practitioners employed Finnish, the language of the receiving country, in internal communication, whereas they made use of multiple linguistic repertoires in external communication. The findings also indicate that the language choice in communication with visitors, clients and participants of activities, services and meetings was usually negotiated and translanguaging was used as a vital resource at work. Overall, the initial findings illustrate that multilingual practices of migrant NGO practitioners play an important role in changing workplace communication, as well as promote integration into contemporary working life.

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