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## Language in trouble

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Insights from Superdiversity, Complexity and Multimodality

# ABSTRACT BOOK

**ABSTRACT BOOK**  
**ICS-1**

Edited by Alexandra Fodor and Tamás Eitler  
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## KEYNOTE PAPERS

Janus **Spindler Møller**, Department for Nordic Research, University of Copenhagen  
**Languaging and the ideological constructions of "languages" - ways of handling linguistic diversity in contemporary Copenhagen**

It is well-established in sociolinguistics that languages are not naturally given entities in their own right. When children learn to communicate through language they gain a repertoire of interactional possibilities to express needs, thoughts, moods, and so on. More generally, they develop abilities to engage in social life and change the social world - they develop the skills of languaging (Jørgensen 2010, Madsen et al. 2016). Somewhere along the way they also gain knowledge of the fact that some of these interactional resources are thought to belong together in certain ways of speaking such as for example languages. In this way languaging on the one hand and organizing language into languages on the other are separate activities, which of course interrelates in a number of ways.

These interrelations are particularly transparent in studies of languaging in heterogeneous areas characterized by linguistic diversity including a variety of different “languages”. The ideological constructions of languages can be observed to play central roles in how speakers more generally live with and handle diversity. In my talk I will address two aspects of this based in two different studies. In the Køge project (Jørgensen 2010) data were collected on a yearly basis among a cohort of speakers with a Turkish minority background throughout their school careers (1989 to 1998) and again in 2006-2007. This study provides knowledge about how practices of languaging and ideological constructions of languages and norms for their use develop over time among the group of speakers. In the other study (Madsen et al. 2016) a group of young speakers with a range of different linguistic backgrounds were followed across a range of different contexts in their everyday lives. Here I will focus on what happens when languaging practices developed among peers are brought into new settings such as school presentations.

Seen together the studies illustrate two important points. On the one hand, they show how speakers may exploit the ideological constructions of languages situationally in languaging practices with the potential of changing perceptions of the social world. On the other hand the studies also show how speakers learn to live with languages and how they are socialized into a languagized world (Jaspers & Madsen, forthcoming). Based in the empirical cases I will argue that both aspects need to be included when we theorize the relations between languaging and languages and discuss how this can be done.

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- Madsen, Lian Malai, Martha Sif Karrebæk & Janus Spindler Møller. 2016. *Everyday languaging: Collaborative research on the language of children and youth*. Berlin-New York: Mouton de Gruyter.

Sirpa **Leppänen**, University of Jyväskylä

**Sociolinguistics, complexity and mobilities in social media**

In this talk I will argue that for sociolinguistics social media interactions and activities constitute a significant object for enquiry that can help us understand their seminal role in social life and cultural participation in the contemporary world characterized by mobilities, turbulences and the diversification of diversity. While social media interactions and activities need to be seen as intertwined with social life in face-to-face situations, in this talk I also emphasize the importance of understanding and explaining them as key sites of social life in their own right.

I will show how sociolinguistic analyses can elucidate the ways in which participants in social media interactions and activities navigate in the socio-cultural niches afforded by the technological and discursive environments. In particular, I will discuss ways in which social media interactions and activities highlight complexity and mobility – increasingly crucial features in our media-saturated lives in the late modern globalized world. I will discuss how complexity and mobility characterize social media participants' engagement with (trans)locality and cultural flows; as well as their identificational possibilities and choices, discursive constructions of connectedness, groupness and communality; and mobilization and evaluation of linguistic and other semiotic resources and normativities.

I will conclude by arguing how, in contrast to how both popular and academic debates have often stigmatized social media interactions and activities as trivial, esoteric and cultist, their sociolinguistic investigation can help us design policies and practices that acknowledge and build on the expertise gained in social media and its potential for education, employment and active social participation.

Péter **Maitz**, University of Augsburg

**Unserdeutsch (Rabaul Creole German): The sociolinguistic and typological profile of a German-based creole in Papua New Guinea**

Unserdeutsch is the only German-lexifier creole language we know of. It had its beginnings in the Bismarck Archipelago in Papua New Guinea shortly before and after World War I. Nowadays, only a few elderly speakers living in Papua New Guinea and the eastern states of Australia are still proficient in the language. The paper describes the goals and some preliminary findings of a recently started international research and language documentation project based at the University of Augsburg. A particular focus of attention will be on the unique sociolinguistic features and major typological characteristics of Unserdeutsch.



## SECTION PAPERS

Elizabeth Olushola **Adeolu**, University of Edinburgh

## **The 'h' Factor: A Corpus-Based Study of /h/ Deletion in the Speech of Educated Speakers of English in Nigeria**

According to many popular, anecdotal and impressionistic accounts, /h/ deletion (henceforth referred to as h-deletion) is a shibboleth in Nigerian English, especially in the English spoken by Yoruba English speakers in Nigeria (Jowitt, 1991; Udofot, 2004; Gut, 2004). However, there have only been few quantitative and no comprehensive studies on this variable.

This study has sought to examine this phenomenon through auditory analysis of tokens spoken by the majority ethnic group speakers of Nigerian English – Yoruba, Hausa, and Igbo - across 15 social contexts in the International Corpus of English-Nigerian Section (ICE-NG).

The study seeks to see if h-deletion is as widespread as thought and whether this is indeed a preserve of the English spoken by Yoruba speakers of English in Nigeria. It also provides quantitative evidence to remedy the gap in the research on this variable in Educated Nigerian English. Furthermore, the study seeks to explore the environments in which h-deletion occurs in Nigerian English, beyond what already exists in the literature on this variable.

The findings revealed comparatively minimal h-deletion across contexts and reveals that h-deletion might not be as common and widespread, and also that h-deletion is not restricted to only Yoruba English speakers, as thought. It also reveals the role of inter and intra speaker variability in the phenomenon.

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Sadiq Altamimi **Almaged**, Swansea University, UK

## **The Ideological Representation of Social Exclusion in the British Politics**

For the past 20<sup>th</sup> century, British political parties have loaded their policies with promises to reduce social exclusion and empower the poor around the country. However, the UK has still been strongly marked by social exclusion, which in turn presupposes a shift in the treatment of those who are socially excluded. Yet, this is one of the areas of political discourse in which there has been less research to date. This study seeks to contribute to the understanding of the ideological representation of social exclusion by examining how it is talked about in British Political Party Speeches.

The main research question is; what are the textual strategies for representing social exclusion across time and political ideology? To answer this research question, I draw up on Lesley Jeffries' (2010) framework of textual ideology and Reisigl and Wodak's (2009) discourse-historical approach to investigate the relation between social exclusion and discourse through the notions of power and ideology in a corpus of approximately 1 million words.

The discourse analysis results in the findings that social exclusion is negatively represented in the corpus through two main discourses, finance discourse and hardship discourse, with the implication that the former being negatively oriented. Finance is reported to be a 'national crisis' for the UK government and the main cause of social exclusion. The lexical choices are found to be related to particular representational discourses, which in some cases employed to compete between the political parties for the purpose of better voting choices.

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Pedro Álvarez-Mosquera, University of Salamanca

### **The linguistic landscape of Soshanguve: A semiotic analysis of public space in a multilingual South African township**

Over the last two decades, studies of linguistic landscapes (LL) have captured the complexities of multilingual societies and generating valuable data; introducing therefore a new perspective into the linguistic field (Landry and Bourhis 1997; Shohamy and Gorter 2009). Within this analytical frame, this paper considers the LL in Soshanguve, a township located about 25 km north of the city of Pretoria, Gauteng (South Africa). Our primary goal is to explore the correlation between this area's social and ethnolinguistic diversity and visible linguistic phenomena from a sociolinguistic and social semiotic perspective. Composed of 99.1% black Africans from Nguni, Sotho, Tsonga and Venda origins (Statistics South Africa 2012), Soshanguve represents a propitious location to observe the linguistic expression of this type of multicultural communities that were established during the apartheid era. Moreover, its proximity to Pretoria, a former Afrikaans-dominated area of influence, together with the prevalent status of English in today's South Africa and the social vigor of Sepitori, a local black African mixed-language (Ditsele and Mann 2014) represent relevant factors which might be also reflected in public space. The semiotic analysis of signage in a delimited area of a central market in Soshanguve reveals that, in general, English is widely used despite not being a lingua franca in this area, while the use of local African languages and even Sepitori play an important role in the public arena for specific purposes which will be discussed in depth.

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Christine **Anthoissen**, Stellenbosch University and University of Johannesburg  
**The Higher Education Classroom as Contact Zone: multilingual repertoires of African Language speakers at two city universities**

African countries, generally, are recognised as being highly linguistically diverse (cf. Badejo 1989). In education however, the trend is to use former colonial languages (i.e. English or French) as language of teaching and learning (LoTL) – a circumstance which largely obscures the nature of the multilingualism of students and their communities. This paper will use data collected at two city universities, namely Makerere University, Uganda (cf. Bayiga 2015) and University of Johannesburg, South Africa, to illustrate the different kinds of multilingual repertoires represented in such urban student communities. It will highlight three of the findings recorded in a study of such repertoires, namely (i) the extent to which the LoTL obscures the linguistic diversity of the student body, (ii) the kinds of mobility which contribute to the development of multilingual repertoires such as those evidenced at these two research sites, and (iii) the different kinds of status speakers afford to the various languages that make up their repertoires.

Briefly, the paper will use the concept of the ‘contact zone’ (Pratt 1991) in presenting information about the high levels of mobility of students who register at well-established institutions of higher education. Also, it will refer to conceptions of “linguistic repertoire” (Busch 2012) in critically engaging with the denial of certain recorded uses of multilingual skills in higher education and with low status afforded local languages which are extensively used in everyday interactions.

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Argiris Archakis, University of Patras, Greece

## **National and post-national discourses and the construction of linguistic identities by students of Albanian origin in Greece**

Drawing on Critical Discourse Analysis and, more specifically, on the relationship between the macro-level of dominant discourses and the micro-level of individual positionings, we explore the ways linguistic identities are constructed by immigrant students of Albanian origin in Greece. To this end, we elaborate on two ‘competitive’ discourses: the national, homogenizing one and the post-national, deconstructing one (Blommaert and Rampton 2011).

For an in-depth investigation of immigrant students’ linguistic identities, we employ the membership categorization device (Sacks 1992) *living populations in Greece* which includes the categories *immigrant people* and *majority people* as a standardized relational pair. We focus on the category-bound predicates of the category *immigrant people* and particularly on those related to the knowledge of the majority language.

The data examined come from Lyceum immigrant students’ essays which are analyzed in order to trace students’ positionings towards the two ‘competitive’ discourses, and in particular, towards the linguistic dimension of these discourses. In this context, we pay particular attention to the migration experiences of Lyceum students of Albanian origin, as emerging in their school essays.

Our main findings point to the fact that immigrant students employ four bound predicates to the category *immigrant people* in juxtaposition to the category *majority population* and, more specifically, to its bound predicate *majority language awareness*. According to these four bound predicates, most immigrant students of Albanian origin position themselves positively in relation to the national homogenizing discourse and, more specifically, to the Greek monolingualism looking forward to the social benefits of speaking Greek. These findings confirm the dominance of the national, homogenizing discourse and the absence of a post-national, deconstructing discourse that would allow some space and *raison d’être* to the Albanian language.

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Argiris **Archakis** and Villy **Tsakona**, University of Patras and Democritus University of Thrace  
**Legitimizing and resistance identities in immigrant students' school essays**

The present study explores the discursive ways immigrant students attending Greek Lyceums (15-18 years old) position themselves towards the assimilationist, racist Discourses surrounding them. We focus on several versions of the disclaimer *I am adjusting myself, but...* found in immigrant students' school essays. There seems to be an intertextual link between the *I'm not a racist, but...* disclaimer (targeting immigrants) and the *I am adjusting myself, but...* (targeting the majority; van Dijk 1992). Our analytical framework combines critical discourse analysis, the social constructionist approach to identities (Benwell & Stokoe 2006), and the distinction between legitimizing and resistance identities (Castells 2010).

The data analysis suggests that, in their school essays and under the influence of their negative experiences in the host country, immigrant students recontextualise the original disclaimer *I'm not a racist, but...* used by the majority as an expression of latent racism. Immigrants' *I am adjusting myself, but...* disclaimer involves the construction of ambivalent identities revealing their wish to both "legitimize" themselves as members of the host community and resist its assimilationist and monoculturalist pressures. Furthermore, we propose the exploitation of such material for raising students' critical language awareness (Fairclough 1989). Analyzing such essays and identities in class could enhance immigrant and non-immigrant students' critical awareness of their latent assimilationist and monoculturalist ideologies, thus promoting a culturally sustaining pedagogy (Paris 2012).

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Miren Artetxe Sarasola, University of the Basque Country/Universidad del País Vasco  
**Being a Basque speaker, being a young girl. The influence of *bertsolaritza* on the empowering of young improvisers**

The Basque *bertsolaritza* is the art of singing extemporary composed songs according to various melodies and rhyming patterns.

Since oral improvisation is, essentially, a communicative act, and its main instrument is the language, the *bertsolaritza* has been regarded as inextricably linked to the Basque language. Thereby, this cultural practice is influenced by the language's sociolinguistic situation. Indeed, Basque is an endangered language, and then, *bertsolaritza*'s ties to the society are inherently related to language vitality. Now, the Basque language is severely endangered in the Northern Basque Country, even if it seems that the recent efforts to revitalize the language pay off, regarding the knowledge of Basque among new generations.

In the same way, as a performance of a public nature, *bertsolaritza* has historically been a male domain. Nevertheless, at the same time that the *bertsolaritza* has acquired more and more followers among young people, more and more girls are making this practice their own, by learning to improvise, and coming to the fore as young improvisers. Singing and improvising in public requires a certain degree of empowerment, which is acquired through practice -as regards the technical aspect-, but mainly through relationships of trust that are created in the workshops where those young people learn how to improvise.

On the other hand, it turns out that through the *bertsolaritza* workshops, these young people create communities of practice where they identify the Basque language with fun, brain-work and enjoyment. Hence, we observe that the *bertsolaritza* is a cultural practice that influences the identity building, and leads these young people to a higher degree of identification as “Basque”, empowering themselves as speakers of a minority language.

Applying the approach of feminist anthropology to sociolinguistics, we dare think that the practice of *bertsolaritza* can have a positive effect both on women empowerment and linguistic empowerment.



Sandra Ateljević, Eötvös Loránd University

## **Bilingual Education of Minorities in Serbia: The current Issues**

This paper will present findings on bilingual educational programs in Serbia, which are offered to minority groups. According to the formal educational system of Serbia the primary and the secondary education has been offered in: a) Serbian as L1 (native language); b) One of the minority languages (e.g. Hungarian, Slovakian, Roma etc.), c) Serbian as L2 (for ethnic minorities) and d) bilingual programme (Filipović et al. 2007). Most of the minority members choose to complete their educational process in their native languages with only a couple of hours a week of Serbian as L2. Since minorities must learn Serbian during the process of their formal education, a certain level of bilingualism should be developed. However, the assumption is that in homogeneous minority communities an unstable, subtractive bilingualism is developed, whereas in other communities there is a threat of assimilation. The aim of this paper is to explore whether a bilingual programme is a suitable educational model for some of the communities, to explore how bilingual educational model is perceived in the eyes of minorities and to give an insight on what kind of bilingualism can develop in these communities. This quantitative research based on surveys could distinguish certain educational and sociolinguistic tendencies in minority communities in Serbia.

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Berta **Badia Barrera**, University of Essex, the United Kingdom  
**T-glottalling Revisited: Variation and Change in Young RP**

Received Pronunciation (RP) has been widely described linguistically (Wells 1982, 1991, 1997), although little sociolinguistic research has been carried out on it (Fabricius 2000). Over the last few years, a new trend has been observed in young RP speakers to incorporate non-standard features in their accent, such as T-glottalling (Fabricius 2000).

This quantitative sociophonetic study analyses to what extent T-glottalling is present in the speech of young RP speakers and which are the linguistic and social constraints that affect its variability. The data is based on sociolinguistic interviews of 20 teenagers, aged between 13 and 17, from three different types of schools in the South of England: a major boarding public school, a non-boarding private school and an outstanding rated comprehensive school in a wealthy rural area. This data is compared to 15 older speakers, aged 27, who are alumni of the schools under study. The quantitative data is analysed through multivariate analysis.

The study aims at re-visiting t-glottalling, a widely researched linguistic variable, from an innovative perspective, by splitting the data set into word-medial and word-final and by analysing a wide range of linguistic factors, which have often been overlooked in previous studies of t-glottalling in British accents. The linguistic constraints analysed in the study are: preceding and following phonological environment (with types of consonants and types of vowels), style, grammatical category, stress, number of syllables and lexical frequency. As for the social constraints, they include type of school (used as a proxy for social class), age and gender.

Results show that t-glottalling in RP is a well-established feature in word-final contexts and change is in progress in the word-final pre-pausal and pre-vocalic (back vowels) environments. Language change in RP in word-final contexts is being influenced by a set of commonly occurring phrases in informal speech, which contain high frequency monosyllabic words. However, in word-medial contexts, RP speakers remain conservative and change is not visible. (t) Tokens in word-medial contexts mostly belong to low frequency words, therefore possibly contributing to the slow progression of t-glottalling in these environments. Type of school and age are crucial factors in explaining the variability of the glottal stop in RP, with teenage speakers belonging to the most elitist private boarding schools considerably resisting the adoption of t-glottalling and with teenage speakers from the private non-boarding and comprehensive schools leading the changes in word-final contexts.

This study examines how different RP is in middle and middle-upper class youth today, as well as analysing the state of RP in the current generation, to see if there are any changes in progress. Two other variants have been found in the analysis, which have shown a new and interesting development in young RP: taps and TH-fronting. This may suggest that new non-standard features might be making their way into young RP speech.

Csilla **Bartha**, Szabolcs **Varjasi** and Margit **Holecz**, Research Institute for Linguistics of the Hungarian Academy of Sciences

### **The SIGNificant Chance Project: Sociolinguistic challenges of the building of the first Hungarian Sign Language corpus**

The Act CXXV of 2009 on Hungarian Sign Language and the Use of Hungarian Sign Language recognizes Hungarian Sign Language (HSL) as an independent natural language, moreover it provides the legal framework to introduce bilingual education (HSL-Hungarian) in 2017. In order to establish the linguistic background for bilingual education it was crucial to carry out linguistic research on HSL, which research should be sociolinguistically underpinned and should include corpus-based research. This research also aims to standardize HSL for educational purposes with the highest possible degree of community engagement.

The SIGNificant Chance project, ended by 31 October 2015, was responsible to carry out the preparatory research needed. During the two-year project a sign language corpus (approximately 1750 hours) was created. A nation-wide fieldwork was conducted, in which five regions and nine venues were involved. 147 sociolinguistic interviews and 27 grammatical tests (with 54 participants) were recorded in multiple-camera settings.

In this paper we highlight some of the sociolinguistic challenges of building a multi-purpose corpus of a non-standard sign language and the language technological problems we had to face during our everyday work. We are using ELAN and three different templates to analyze the collected data for different purposes (sociolinguistic-grammatical template, another for short term project purposes, and one for the dictionary). We had to face many challenges during the processes of the building of this corpus, the translation and the adaptation of the annotation conventions to HSL.

Some parts of the annotation work have been finished which contributed to the writing of the basic grammar of HSL and the creation of a small corpus-based dictionary of HSL. We are currently working on the building of the ID Gloss database and the integration of metadata to the corpus. In the future our main aims are to annotate this corpus more widely and to use this collection of HSL as an education material besides the research-related application.

Noemi **Basanta Llanes**, University of Santiago de Compostela

**Ageing Across Gender: Styling Selves and Relationships in Same and Mixed Sex Galician Conversations**

The purpose of this paper is to define how femininities and masculinities are performed in an oral Galician corpus of three groups, lasting one hour and a half and involving conversations between three heterosexual couples from a same family. People were divided firstly in two separated groups according to their sexes and then assembled in a mixed group. This data supports empirically socioconstructionist and performance approaches which defend not only the existence of intragender differences but also the complexity of individual identities and their dependence on the interactional context. Moreover, it shows how gender categories are shifting and how they interact with other social aspects, particularly age.

Age stages are also socio-cultural constructions that cause people specific pressure and are related with chronological age only indirectly. Following this, I will analyse how a particular age stage is gendered in these conversations: all people ascribe themselves discursively to adulthood across gender in terms of the hunter-hunted traditional flirt system, especially in relation to feminine passivity and masculine virility.

Finally, I will explore the relevance of the interactional context comparing the analysis of three different groups of people. They show how age stage perceptions and gender are used to positioning the self not only in relation to interlocutors but also other social groups that are constructed in the interaction according to inclusion or exclusion dialectics.

Dominik **Baumgarten**, Ruhr-University Bochum  
**Linguistic landscapes in contemporary novels**

Linguistic investigation in linguistic landscape has traditionally been focussed on urban environments of real life. The research fields include city mapping with regard to multilingualism (Backhaus: 2007) or cultural intersections (Backhaus: 2008). All these projects put emphasis on the analysis of authentic footage such as street signs, posters, graffiti or advertising displays and use the different sign systems and languages as basis for the linguistic cartography of a specific area.

With the discovery of books as a possible medium for commercial purposes and advertisement, product placement in novels almost launches a proper word field (Baumgarten: 2013). This kind of either representative or fictional product placement carries a similar structure of culturally and language-wise diverse 'landscape' of items, products and brands into a coherent narrative. Linguistic landscapes then become part of an overall literary landscape, which can be seen as the artistic equivalent to real-city-mapping. Interestingly, both scenarios, real cities as well as fictional cities, can be divided into specific sections, milieus or spaces by using the same academic criteria such as language, sign category or style.

The planned talk aims to demonstrate the transfer of the phenomenon 'linguistic landscape' from into a fictional medium. A small corpus of contemporary American, British and German novels builds the basis for this investigation.

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Mirjana **Bautović** and Darija **Omrčen**, University of Applied Sciences VERN' and University of Zagreb

### **Comparison of Croatian Scientific Journals from Natural Sciences and Humanities – Their Domain and Language of Publication**

As for scholarly publications, the statement that English has established itself as a *lingua franca* in the last two or three decades may seem like reinventing the wheel. However, although this fact is more and more frequently criticised from various points of view, it seems that publication policies in scientific community still abide by the principle of publishing in the English language, thus making their texts 'visible' and understandable to a wider public. The aim of our research was to compare the domain and the language of publication of journals classified under *natural sciences* on the one hand and *humanities* on the other at *Hrčak, the portal of scientific journals of Croatia* (<http://hrcak.srce.hr>). The domains, as specified by journals themselves, were predominantly interdisciplinary in both areas. However, the language of publication was what differentiated between them. The journals in all subfields of *natural sciences* (biology, physics, geosciences, chemistry and mathematics) were predominantly published in the English language. This was not the case with the journals from humanities (history, archaeology, languages, philosophy, art sciences, ethnology and anthropology, theology, literature science and history of art) – those that considered themselves to be interdisciplinary were published predominantly in Croatian. Some journals in both areas have shown similar trends – publishing in English only; both in English and Croatian; in Croatian only; in other languages apart from English and Croatian as well. Linguistic journals showed a tendency of publishing in English, but also in Croatian. As for journals classified under *natural sciences*, departure from these trends appeared in mathematics in which only two journals were not exclusively mathematics-oriented.

Annamária **Bene**, University of Novi Sad

**"Nákolás" as standard – not necessarily a provocative idea**

The Hungarian language cultivation movement branded the use of conditional personal suffix -*nák* in first-person singular instead of conditional suffix -*nék* (widely known as *nákolás*) as „plain” (compare (1) and (2)):

- (1) én tanul-nák (non-standard form)  
I learn-3.sg.cond.def.  
I would learn (something)
- (2) a. én tanul-nék (standard form)  
I learn-1.sg.cond.indef.  
I would learn (something)
- b. ők tanul-nák (standard form)  
they learn-3.pl.cond.def.  
they would learn (that)

However, if we take some tools of modern (and not so modern) linguistics and analyze this language phenomenon by applying in this particular case the Principle of Economy and the rules of Hungarian vowel harmony to the linguistic data we may arrive at a (slightly provocative) conclusion that this rejected behavior of Hungarian language is in fact the proper behaviour.

Warintorn **Benjasri**, Asia Mahidol University, Thailand

## **Indian Thai Naming Traditions in Thailand: Characteristics and Culture Reflections**

This research aims to investigate the linguistic structure of Indian Thais' name and surname conventions, including the Thai name and surname conventions, in terms of syllable structures of names and surnames, form and content, language used for naming and their meanings and to study the reflections of the socio-cultural perspectives from Indian Thais naming among 500 Hindu Indian Thai people and 500 Sikh Indian Thai people.

The results show the semantic domain of Hindu Indian Thais' naming is divided into 3 types; 1) entities, 2) abstract and 3) events in sequence. The semantic domains of Sikh Indian Thais naming is 1) abstract, 2) entities and 3) events in sequence.

Syllable structure, was of Hindu Indian Thai popular names with two syllables, three syllables and monosyllable respectively and Sikh Indian Thai popular names with two syllables, three syllables and four syllables respectively.

Culture Reflections of Hindu Indian Thai people can be divided into four categories: 1) ecology 2) invention 3) belief 4) and the social value.

Culture Reflections of Sikh Indian Thai people can be divided into three categories: 1) ecology 2) artifacts 3) and faith.



Taryn **Bernard**, Stellenbosch University, South Africa

## **The construction of social actors in two textual representations of the 2012 Marikana strike**

In August and September 2012 a mineworkers strike took place at a mine operated by Lonmin, a British producer of platinum metals, in the Marikana area of the South African platinum belt. The strike received international attention after over 70 Lonmin employees were injured, 34 of which suffered fatal wounds. Drawing on a social constructivist view of language and discourse this research aims to critically investigate how social actors are represented in two contrasting text types, namely, Lonmin Corporate Social Responsibility (CSR) reports, and transcripts of verbal testimonies given at the Marikana Commission of Inquiry. Van Leeuwen's (2008) socio-semantic categories for the representation of social actors are incorporated as the primary methodological tool. A critical analysis of the texts reveals that, although the strikes were symbolic acts against a repressive economic and social system, during their testimonies the mine workers often adopt the same representational devices of the corporate actors they are reacting against. Since linguistic and discursive features are representative of ideologies (see Wodak 1989, Wodak 1996, Fairclough 2003 and van Dijk 2006), the research highlights the dominance of neoliberal ideologies in the South African mining industry and comments on the implications this may have for future transformation in this sector.

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Judit **Bóna**, Eötvös Loránd University

## **Realization of short/long vowels in Hungarian: the effect of gender and age**

Studies analysing the formant structure of vowels show that women's vowels are more similar to the expected configuration than men's ones. In various languages there are differences between males' and females' speech in the duration of vowels. These acoustic characteristics are affected by age, too.

The aim of this presentation is to analyse the pairs of Hungarian short/long vowels as regards formant structure and duration. The main questions of the analysis are: 1. Are there any differences in the degree of distinction of these vowels between men and women? 2. Are there any differences in the effect of ageing on the realization of men's and women's vowels? According to the hypotheses 1. women distinguish between short and long vowels in greater degree; and 2. there will be a difference between the pronunciation of young and old speakers. Young speakers differentiate the pronunciation of short and long vowels more than old speakers, independently of gender.

Continuous speech samples of 40 speakers were analysed (10 young men and 10 young women, aged between 20 and 30, and 10 old men and 10 old women, aged 70+). Duration and F1 and F2 of vowels were measured. Measurements were carried out manually in the middle of the steady-state phase of the vowel considering the visual information of the spectrograms and oscillograms as well as the audition of vowels. For measurements Praat and for statistics SPSS 20 were used.

Results show that duration of short/long vowels are mostly distinguished by young women, while the least distinguished by young men. In the distinction of formant structure of vowels there was no significant difference between the groups.

Results confirm that research on aging speech always should take the effect of gender into consideration, too.

Nadezda **Bratchikova**, Lomonosov Moscow State University  
**Color presentation in Finnish and Russian languages**

The investigation is devoted to studying of national-cultural area of the Finnish and Russian languages, the area of concepts and forms of its expression, that define the specifics of national consciousness of lingvo-cultural community. It compares national ways of seeing of the world that are fixed in a linguistic picture of representatives of two different ethnic groups. It also identifies common and different features in the Finnish and Russian systems of color terms. Practical interest of the research work is determined by the problems of the teaching of Finnish language and problems of improving lingvo-didactic and teaching methods of formation a linguistic personality. The linguistic awareness the Finnish and Russian speaking societies is considered as means of learning of another culture because differences of linguistic awareness and even a lack of a common language causes communicative conflicts and failures. The subject of the research work are lexical items that form the "color" picture of the world, contexts of their manifestations, observations on the etymology of the "color" word, in other words, whenever it is possible, the investigation gives the most complete information about color terms in the language system of the Finnish and Russian languages. The subject of the research are the principles of the organization of color picture of the world in the Finnish and Russian languages. Reconstruction of color images of the world is based on the analysis of cognitive models, correlated with different thematic groups; and on the analysis of prototypes and the area of concepts.

The research results affirm the validity of the provisions on the need for a parallel study of the language and culture.

Thomas **Brooks**, Vienna University  
**House of the Rising Pun. A study in discourse change**

The paper addresses a phenomenon which, while not having exactly gone unnoticed in the past, has not received quite the amount of attention it deserves: the rise of the pun from a *quantité négligeable* to a ubiquitous and powerful strategy exploited in a wide array of contemporary discourses. In the first section of the paper I endeavor to provide a workable definition of the term *pun*. I adopt the definition and the taxonomy developed (for very different purposes) by Wagenknecht (1975) but will plead for a more generous interpretation of what makes a given example of word play a valid instance of the category. The second section provides some empirical evidence for the central thesis of the paper. To illustrate the diversity of the discourses that have co-opted the strategy of the pun, I briefly touch on two areas, advertising and, more surprisingly perhaps, academic papers in linguistics, before going on to present the results of a longitudinal mini-study documenting the dramatic changes that can be observed in the ‘namescape’ of Viennese hair salons. The third section is concerned with placing this very contemporary phenomenon in a larger historical context. The multiple devaluations and revaluations the pun has gone through over the centuries inevitably raise the question: what is it that drives these processes? Any answer to such a question must remain highly speculative, but I will propose, albeit tentatively, an explanation that might shed a little light on this intriguing conundrum.

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Rita **Cancino**, Aalborg University, Denmark

**Legal language: a language with large-scale technicality**

Teaching comparative legal language to language students is often very challenging as the students consider this specific language as very difficult, boring and dry. It involves technical terms that are not part of every day language, some of them with cultural content. It may also mean that everyday words are used in a specialized sense. The students need to understand that law is an intercultural domain and that Legal Language represents a professional language in which culture is embedded in a large number of technical terms. Culture comes alive in the legal terms, fixed expressions, metaphors, collocations, etc. in the shape of historical, societal and legal knowledge from two different worlds. The legal institutions and their roles cannot be comprehended if not seen as part of their culture. At the same time, a culture cannot be completely understood if not taking into consideration its legal history and institutions.

In this paper I will discuss the importance of raising the students' awareness of the close relationship between law, culture, and communication in the case of Legal Language. As well, I will illustrate how legal language can be seen as treasure chest of cultural knowledge. Furthermore, I argue that legal Language should be considered a multipurpose language, not only a language for specific purpose. By means of some examples taken from my classes of Spanish Legal Communication, I will show some of the fundamental challenges when translating culture-bound legal terms.

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Miroslav Černý, University of Ostrava

## **Functions of English in the Linguistic Landscape of Kandy, Sri Lanka**

One of the most growing domains within the territory of sociolinguistics is called linguistic landscape. Generally speaking, this term refers to “the visibility and salience of languages on public and commercial signs in a given territory or region” (Landry and Bourhis 1997: 23), stressing the fact that language practices in public and commercial spaces and places indicate relevant information about our language attitudes. The present treatise draws attention to functions of languages as they are used in the city of Kandy (Sri Lanka), with the focus put on the role of the English language, trying to map and discuss motivations behind Sri Lankan language choices.

Tereza Cigánková, University of Ostrava

## **Art of Promotion: Multimodal Analysis of British Theatre Websites**

The presentation draws upon a long-term research project focussing on the websites of British theatre institutions, namely on their multimodal character and the way they constitute a new genre. The corpus analysed consists of websites of three institutions: a traditional great house – the *Royal Opera House*, an acclaimed dance group *Akram Khan Dance Company* and the *DV8* company, which represents the field of physical theatre. As each of the dance companies falls into a different sphere of dance art, their websites naturally provide diverse layout forms, graphic arrangements or photo placements. Exploring the mutual harmony and cooperation of the individual modes on the sites, the conference presentation will discuss primarily the modes of ‘layout’ and ‘text’ and their function within the meaning-making process and the overall image of the sites. The methodology of the analysis is grounded in two methodological contexts: Thibault and Bauldry’s (2006) and Bateman’s (2008) frameworks for the layout analysis, and Martin and White’s approach towards the system of evaluation in language (2005) for the textual elements. These two methodologies are very different but it is possible to observe at least some parallels between them. They both aim at pointing out the salient features of either the visual or the textual level of the site, even though they complete this objective using different paths and methods. Therefore, it can be seen as an interesting comparison of two approaches reaching the same goal.

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Alexandra Cotoc and Anamaria Radu, Babeş-Bolyai University, Cluj-Napoca, Romania  
**ELF on Wikispaces for an EAP Course versus Romanian as a (Micro-) Lingua Franca for Foreign Students in Romania**

Starting from the concept of lingua franca and using an interdisciplinary framework (sociolinguistics, discourse analysis and applied linguistics), we will observe a bilingual corpora: the corpus produced by Romanian students on wikispaces for the EAP course at Babeş-Bolyai university in parallel with the corpus produced by foreign students who are in the preparatory year at Babeş-Bolyai university. The focus of our exploration is to exemplify the concept of lingua franca and its role in communication at a macro and at a micro-level during the process of learning foreign languages.

We point out that the discourse produced by L2 learners can be perceived as an interlanguage, which is in fact autonomous and functions as an original and permanently changing system. Therefore, observing the patterns, the cognitive filters and the strategies that shape a certain interlanguage, we argue that it functions as a mere lingua franca in any exolingual environment.

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Diana Cotrău and Alexandra Cotoc, Babeş-Bolyai University, Cluj-Napoca, Romania  
**Revisiting Gender- and Age-Specific Communication Styles: Online Linguistic Strategies for Effecting Bonding and/or Distancing within Social Media Network Groups. A Case in Point: Social Militancy over National Drama(s)**

The paper explores from a joint Cultural Sociolinguistics and Social Media Studies perspective the ways in which linguistic strategies across, or specific to, age and gender foster solidarity or conflict within social networks against the backdrop of emotion-fraught contexts as triggered by dramatic incidents with national media coverage. We will focus on a particular newsworthy, yet infelicitous, local occurrence (Bucharest, October 30, 2015), which elicited high public positioning and social media online involvement, in an attempt at analyzing qualitatively if and how social media users foster solidarity and/or social distancing, by employing either offline ‘traditional’ linguistic prompts or online interactional conventions under the constraints, or alternately the affordance, of the medium, the context and locality. Our main interest lies with establishing how social media users effect bonding and manage conflict through language, and how they reach their conversational goals within a spontaneously aggregated online community of motivational interest.

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Sándor Czeglédi, University of Pannonia, Hungary

## **Diversity: Asset or Liability? Language-related Issues in the 2016 U.S. Presidential Election Documents**

The paper examines the documents related to the 2016 U.S. presidential elections in the American Presidency Project database (maintained by John Woolley and Gerhard Peters) from a language policy perspective. The corpus of analysis includes the official party platforms, debates, campaign speeches, statements and press releases made by the individual candidates.

The method of classifying the overt and covert language policy proposals concerning the English language, “foreign” and “minority” languages rests on Richard Ruíz’s three “orientations”; i.e. sets of “dispositions towards language and its role, and toward languages and their role in society” (Ruíz 1984, 16) complemented with Terrence G. Wiley’s extended comparative framework for formal language policy analysis (Wiley 1999, 21-22).

Besides classifying the overt and covert language policy proposals into “promotion”-, “expediency”-, “tolerance”-, “restriction”- and “repression”-oriented initiatives, the analysis also attempts to give a representative account of the areas of real and perceived language policy conflicts from the viewpoint of U.S. party politics.

Finally, a brief comparison is made between the current results and the findings of a similar research conducted in 2008 (Czeglédi 2010).

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István **Cserniczkó** and Kornélia **Hires-László**, Ferenc Rákóczi II Transcarpathian Hungarian Institute, Ukraine

### **Separatism or Something else? The Economic Value of Slavic Regional Dialects in Transcarpathia**

Close to two-thirds of the area of Transcarpathia is covered by mountains. Industry in the region is underdeveloped and arable agricultural land is scarce, which renders tourism as a possible area of economic breakthrough for the region. The demonstration of local values holds special importance in enhancing Transcarpathia's touristic appeal. Besides the local cuisine, which bears motives of the polyethnic environment, as well as untouched nature, romantic mountain scenery and comfortable public baths, these include the local Slavic dialect, differing from standard Ukrainian, neighboring dialects and surrounding Slavic and non-Slavic languages alike and carrying Hungarian, Polish, Slovak, Romanian, German, Russian and Yiddish linguistic elements. With Ukraine practically losing the Crimean Peninsula, its most favored destination for summer vacations, in March 2014, Transcarpathia's touristic appeal continues to grow.

Whether we consider these language variants as subordinates to the standard Ukrainian dialect or an independent Rusyn language separate from Ukrainian, the prestige of these is increasing continually in parallel to the growing appreciation of regional values.

In our paper we examine the language ideologies that are manifested in the realm of tourism in Transcarpathia's linguistic landscape. Language ideologies are a key concept for investigating people's assumptions and interpretations about the relationship of language to the social world. Language ideologies typically serve the interests of certain groups, whereas others are marginalized by dominant language ideologies in different societies and cultures. The study of language ideologies in touristic and cultural materials can explain why some languages and/or dialects are displayed, used in different functions or commodified and why others have been removed from different spaces in Transcarpathia.

Virág Csillagh, University of Geneva

## **Global identities and national values: Swiss teachers' and learners' language attitudes and representations**

Recent changes in cantonal policies have reopened debates in Swiss foreign language education. Economic and social considerations are central to the discussion that weighs the relative importance of Swiss official languages as opposed to an English-first (or even English-only) policy. In French-speaking cantons, the respective status of German and English rests on vastly different values. Proficiency in English is generally associated with the wealth and resources of the globalized world, while research shows that official languages are the lifeblood of the country's economy and central to national identity. The ideal of Swiss plurilingualism promotes complete equality among languages, not only at the institutional level but also in the daily life and identity of citizens. Indeed, findings indicate that individuals employ versatile strategies in order to negotiate these different linguistic spheres with ease, enjoying the benefits of inclusion in both local and global communities.

In French-speaking Geneva, French, German and English are at the heart of this bipolar lifestyle. The study presented in this paper investigates students' and teachers' representations of the two foreign languages, exploring their role in participants' identities. To do so, interview participants were asked to complete a Cue Sort task, which also aimed to elicit more complex narratives related to their linguistic history and habits. Two secondary teachers and one secondary and two university students participated in this first, pilot stage of the study. The analysis of their responses revealed interesting patterns of socially shared representations and showed that these impacted attitudes even when contested or defied. Moreover, comparisons between the two languages invoked strong references to social, economic and personal issues. Overall, these preliminary results are indicative of the influence of socially and institutionally transmitted representations and values on language practices and attitudes, bearing important implications for educators and policymakers alike.

Nino **Daraselia**, Ivane Javakhishvili Tbilisi State University

## **Headlines as Samples of Ostensive Behaviour in English and Georgian Internet News Discourse**

The paper examines headline-article relationship in English and Georgian internet news discourse. The works in sociolinguistics (Hymes 1964) cognitive science (Uznadze 1977, Sperber & Wilson 1986), discourse analysis (Brown & Yule 1983), and media studies (Fowler 1991, Hartley 1982, van Dijk 1988, Evans 1977) form the theoretical basis of the paper. The empirical data embrace news reports as well as features for 2015 (300 articles in all) from the following English and Georgian websites: yahoo.com, google.com, tabula.ge, droni.ge

In the paper the headline, as an essential element of a particular article, is viewed: as the result of thematization, the topmost as well as the key element of the topic framework of the article in question. If discussed from the standpoint of relevance theory, it can be said, that in news discourse headlines serve as ostensive stimuli: by means of a skillfully compiled headline (or a set of different types of headline) the addressor/the journalist performs an ostensive act that claims and maintains the addressee's/the reader's attention implying that the information communicated is relevant; i.e. the headline as an ostensive stimulus conveys the presumption/principle of relevance. By directing the reader's attention to the relevant piece(s) of information in the article, the headline guides him/her through the text, thus making information processing easier. As ostensive stimuli headlines combine verbal (i.e. ostension conveyed by *saying*) as well as non-verbal (i.e. ostension conveyed by *showing*) means; the latter include graphic representation of headlines - type size and shape, contrastive use of different types, graphical forms of headline arrangement, peculiar use of punctuation marks; hence the paper examines: (a) semantics and pragmatics of visual and verbal aspects of headlines against the background of the articles they are part of; (b) the ways verbal and non-verbal means are represented in news-style (linked to news reports) and free-style (linked to feature articles) headlines; (c) differences and commonalities between English and Georgian headline communication.

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Elizabeth **Dayton** and Michelle **Rosario**, University of Puerto Rico at Mayagüez  
**Language, Gender, and Sexuality: Course creation in the Department of English at the  
University of Puerto Rico at Mayagüez**

This paper focuses on professor and student collaboration in the creation of an undergraduate course on Language, Gender, and Sexuality for the Department of English at the University of Puerto Rico at Mayagüez (UPRM). The overarching question that this paper addresses is the challenge of focusing, in one course, on the intersection of language with both gender and sexuality (Cameron & Kulick, 2003; Erlich, Myerhoff & Holmes, 2014; Holmes & Myerhoff, 2003; Levon & Beline Mendes, 2016). In addition, while much of the previous research on language, gender, and sexuality focuses on the English language in primarily monolingual contexts, in the Commonwealth of Puerto Rico, English coexists with Spanish in a unique bilingual setting. Thus, this course seeks to fill the gap between the study of language, gender, and sexuality, on the one hand, and second language acquisition and bilingualism, on the other (Burton, Dyson, & Ardener, 1994; Pavlenko, Blackledge, Piller & Teutsch-Dwyer, 2001). This course builds on a foundation of academic research on gender, feminism (Lugo Lugo, 2010), and the LGBT movement in Puerto Rico, which points toward collaboration with other departments and future interdisciplinary research. The topics to be addressed in this paper include the justification for such a course in the Department of English at UPRM, course objectives, course outline and topics, and student research projects. Research methods which have been used in language, gender and sexuality studies in monolingual contexts and their adaptation to the bilingual context in Puerto Rico will also be discussed.

Robert **de Louw**, Adam Mickiewicz University, Poznań, Poland  
**Research into language awareness - pedagogical implications**

Language Awareness (LA) can be defined as “[...] explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (ALA 2012). Clearly placed in an educational context, this definition allows researchers and practitioners to address the notion from the point of view of both teaching/teachers and learning/learners. This seems justified considering that in recent years, LA has indeed evolved into an approach with the aim to make people sensitive to language, its nature and significance in everyday life. It is also in line with the Language Exploration and Awareness approach to language teaching and learning (Andrews 1998), which encourages development of reflective or metalinguistic awareness among learners.

The study I base this paper on was conducted among Polish students of Dutch and examined, among others, how (language) (variety) aware these students are of the differences between two varieties of the same language - Belgian and Netherlandic Dutch. Within this framework, therefore, LA refers to the awareness of linguistic varieties rather than to metalinguistic awareness.

In my talk, I will both present the results of the study, which show a limited awareness among the participants, and discuss them from the point of view of (explicit and implicit) language teaching/learning. Also, I will suggest specific awareness raising activities, including those which employ cognitive strategies (for their role, see Leow 2006).

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Ivo Antonio **de Matos Cruz** and Rosana Assef **Faciola**, Universidade Federal do Pará, Brazil  
**Including Linguistic Variation in English as a Foreign Language Classes through Warm-ups**

The purpose of this study is to identify the contributions of continuous use of warm-ups with focus in different linguistic variations in English as a foreign language classes. The first phase of the project involved elaborating quickly activities known as warm-ups and observing students while doing them in a course of academic presentations in English that happened at the Federal University of Pará (UFPA), Brazil. The activities were created based theoretically on the possible contributions of the Variationist Sociolinguistics for education (Bayley,2005) and the classifications of linguistics variations proposed by Alkmin (2001). The final phase involved students answering a questionnaire about the relevance of the activities for their knowledge. The findings show that students became more aware of the diversity in English Language. Besides, they created their own strategies to be in contact autonomously with more than one type of variation.

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Steven Delarue and Chloe Lybaert, Ghent University

## **The discursive construction of teacher identities: Flemish teachers' perceptions of Standard Dutch**

In recent studies, the linguistic landscape of Flanders is often described as diaglossic, with a range of intermediate varieties between Standard Dutch and the dialects. These intermediate varieties are often captured under the term *tussentaal* (lit. 'in-between-language'). *Tussentaal* enjoys rapid expansion, but is also heavily stigmatized by members of the political and cultural elite, who remain loyal to the official standard language ideology (SLI) and propagate the use of Standard Dutch. While the status of the standard in Flanders is problematic, due to its both non-endogenous and non-vital character, Flemish language education policies insist on Standard Dutch as the only acceptable norm in schools, adequate to respond to 'problems' of language deficiency and multilingualism, and the inequality and discrimination which ensue from them (Delarue & De Caluwe 2015).

This heavily polarized landscape presents Flemish teachers with increasing difficulties: while most of them indicate they feel more at ease in *tussentaal*, they are expected to adhere to Standard Dutch at all times. In this paper, we analyze a number of illustrative interview extracts from a corpus of interviews with 82 Flemish primary and secondary school teachers, in order to (1) discuss how Flemish teachers perceive (the importance of) Standard Dutch and other, non-standard varieties of Dutch, and (2) show how these perceptions discursively shape teacher identities of *authenticity*, *authority* and *professionalism* (Delarue & Lybaert accepted).

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Ágnes **Domonkosi** and Ágnes **Kuna**, Eszterházy Károly University of Applied Sciences -  
Pázmány Péter Catholic University – MTA, TKI

**Social meanings of the Hungarian politeness marker *tetszik*: The role of *tetszik* in doctor-patient communication**

A peculiar form of address in Hungarian, belonging to the polite register of language, is the use of the auxiliary *tetszik* ‘pleases (you)’ + infinitive (as in *Hogy tetszik lenni?* ‘How are you?’; literally: *How does it please you to be?*), an extra version of V-form used in addition to T-forms and proper V-forms. The aim of this presentation is to discuss the use of *tetszik* and the perception of its role by participants in doctor/patient communication. The possible roles of the use of *tetszik* are investigated on the basis of questionnaires filled in by 50 patients and 50 GPs.

Data concerning the use of *tetszik* are presented in four respects: (1) the proportions of the use of *tetszik* in doctor/patient communication; (2) style assessments and attitudes to the use of *tetszik* by doctors and patients; (3) the functions of *tetszik* among other V-forms; and (4) the probable strategies of its use. On the basis of the data, we conclude that the use of *tetszik* is a form of address that is prototypically respectful but still familiar and friendly, and one that takes the age, gender, and relative status of the interlocutors into consideration. Our report points out that different attitudes concerning the use of *tetszik* should not be interpreted on their own but rather as part of a process constituting the interlocutors’ mutual relationship in terms of the speakers’ strategies. As used by doctors, *tetszik* forms serve the reduction of social distance; in the case of patients, however, the avoidance of *tetszik* forms is dominant as a strategy for rejecting an inferior status.

Amelie **Dorn**, Eveline **Wandl-Vogt**, Jack **Bowers**, Barbara **Piringer** and Melanie **Seltmann**, Lexicography Laboratory @Austrian Center for Digital Humanities (ACDH), Austrian Academy of Sciences (ÖAW)

***exploreAT! – perspectives of exploring a dialect language resource in a framework of European digital infrastructures***

In this paper we present a detailed sketch of the project *exploreAT! - exploring austria's culture through the language glass*, its different perspectives of exploration and its place within Pan-European digital infrastructures and networks.

*exploreAT!* is a cooperative, multi-disciplinary Digital Humanities project carried out since April 2015 at the Austrian Academy of Sciences. The project data are drawn from the *Dictionary of Bavarian Dialects in Austria (WBÖ)* and the *database of Bavarian dialects in Austria (DBÖ)*, a collection of dialect data from the first half of the 20<sup>th</sup> century in the region of the former Austro-Hungarian monarchy. The digitized data is currently in the process of being encoded in TEI/XML and enriched with semantic concepts for lexicographic but also for potential interdisciplinary use. The application of visual analysis and the integration of citizen science offer new ways of exploring this non-standard language resource from different perspectives, for scholars and non-scholars alike. Apart from the application and use of DH tools, *exploreAT!* also connects to a number of other projects that, for example, make use of shared information such as geo-tagged place names (APIS) or plant names (BioLing). Further, it is firmly embedded in number of Pan-European infrastructures and initiatives, dealing with digital infrastructures (EGI ENGAGE/DARIAH-CC), research infrastructures (CLARIN DARIAH), lexicographic standards (COST ENeL), and linked data (EU LIDER).

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Ina **Druviete**, University of Latvia

**Preambles to the Constitutions of the States: comparative sociolinguistic aspects**

Preamble to the Constitution is the introductory part containing the basic concepts of the main legislative act of the states and having both symbolic and political value. Very few Constitutions have the official state languages mentioned in their preambles (e.g. Mali, Vanuatu, Cameroon, Spain, Hungary, the Baltic States). For instance, Estonia enacted its present constitution in 1992, including a brief preamble establishing continuity with the independent state proclaimed in 1918 and guaranteeing “the preservation of the Estonian nation, language and culture through the ages.” Lithuania also passed a new constitution in 1992 to establish continuity with the historic Lithuanian nation and the State of Lithuania established “many centuries ago.” The Lithuanian preamble adopts and proclaims this “ having preserved its spirit, native language, writing, and customs”. The Fundamental Law of Hungary (adopted 25 April 2011) has extended introduction stating that “we commit to promoting and safeguarding our heritage, our unique language, Hungarian culture, the languages and cultures of nationalities living in Hungary”. In 2014 Latvia joined to the most of countries having at least some introductory statement of purpose or spirit of their Constitutions. In the Preamble of the Constitution of Latvia the Latvian language has been mentioned three times making Latvia a unique case. It defines the existence and development of the Latvian language through the centuries as one of the goals of the state. The Preamble of the Constitution’s also states that the Latvian language is one of the factors constituting the identity of Latvia in the European cultural space. The legislator also deemed necessary to define that the Latvian language as the only official language is one of the foundations of a united society. The paper analyses the sociolinguistic context of Preambles in comparative aspects.

Zsuzsa Duray, Csilla Horváth and Zsuzsa Várnai, RIL-HAS  
**Promoting Uralic indigenous minority identity and multilingual/multicultural societies in Arctic urban centres**

In our paper we concentrate on the situation of three northern minorities in Russia and in Finland. We analyze the linguistic landscape in urban centers which comprises the visual linguistic and semiotic representation of minority identity.

In *Enontekiö* (Finland) Sámi in its written form has only been approved of the majority for only a few decades. Sámi signage and semiotic elements in public spaces and in schools is thus a recent phenomenon and is fundamental in fostering the revitalization of Sámi, the positive attitudes of minority and majority.

In *Khanty-Mansiysk* (Russia) the representations of Ob-Ugric identities has been part of urban public spaces and schools for a short period, as well. Ob-Ugric ornaments and other design elements are widely supported and used by the majority society, while the Ob-Ugric languages in their written forms are mostly present in minority spaces and schools.

North to the Ob-Ugric territories lies *Dudinka*, a multilingual city which is inhabited by Tundra Nenets, Enets, Nganasan and Dolgan minorities. The representation of these minorities, as well as semiotic elements and signage have been part of the urban public space sporadically and mainly appear in minority spaces.

The aim of our ongoing project (*Minority languages in the process of urbanization: A comparative study of urban multilingualism in Arctic indigenous communities* NKFI K-112476) is to investigate linguistic and cultural identity among North-Uralic minorities in urban settings and to explore the ways minority members engage in multilingual urban communities and adapt to multilingual contexts.

In our paper we seek to answer the following questions:

(1) How urban centres in territories inhabited by indigenous Uralic peoples can promote indigenous minority identity and the idea of a multicultural/multilingual Finnish/Russian society?

(2) How schoolscapes can promote indigenous minority identity and the idea of a multicultural/multilingual Finnish/Russian society?

Alan **Dykstra**, University of Constantine the Philosopher in Nitra  
**Online political commentary: strategies for connecting with readers**

This presentation explores how online political commentary is written in particular ways to attract and engage readers. By examining websites from the United States, specialized in providing political commentary articles, the research looks closely at the strategies the writers use to create and maintain relationships with online readers, particularly through the use of ‘clickable’ headlines. Sociolinguistic and cultural perspectives are combined to expose the rich cultural dynamics and creative linguistic interplay in some modern political commentary online. The strategies of writers are shown as attempts to be particularly crafted and designed in a highly contextual manner. The focus is on how online writing and reading about politics involves multiple levels of understanding, and assemblages of cultural influences and linguistic strategies to construct shared meanings.

Kristina **Dziallas**, University of Vienna

## **Sexist and Homophobic Metaphors in English, German, Spanish and French**

To what extent are English, German, Spanish and French discriminatory towards hetero- and homosexual men and women? In times of women's and homosexuals' increasing quests for gender equality it is crucial to find an answer to this question in order to promote non-discriminatory language use. In my dissertation project I will attempt to do so by analysing metaphors used for the four groups of people based on the cognitive metaphor theory by Lakoff/Johnson 1980. In order to conclude on both the intensity of a discriminatory expression and the perceived frequency of its appearance in everyday language, I will design respective online questionnaires in which native speakers of both sexes rate the expressions (regarding perceptive variety linguistics cf. Krefeld/Pustka 2010).

By doing so, I will expand my previous research in which I compiled and analysed a corpus of 436 degrading Spanish metaphors and metonymies for women and gay men. 36 native speakers participated in the online questionnaire. The major findings showed that both sexes feel women are more intensely and frequently degraded than homosexual men. Additionally females find insults for both women and gay men more intense than males and feel that they encounter both of them more often in everyday language use. The latter correlates with Gauger 2012, who explains that it is men rather than women who provide language of sexuality. Since they are the 'creators' of such language they perceive it as less degrading and frequent.

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The present paper aims to advance a synthesis of how symbolic representations, non-linear arrangements, compositional discontinuities and modality choices alike inevitably result in decontextualisation in a great variety of multimodal documents and across disparate domains. Though sporadically discussed in Kress and van Leeuwen (2006) and Machin (2007), and implied by Jaworski and Thurlow (2012), the multimodal means of decontextualisation (here tentatively defined as (1) a process resulting in the lack or relative scarcity of factual and circumstantial (spatial, temporal, etc.) content and context, and (2) the resulting state) have not yet come under scrutiny. While addressing this situation, the present paper claims that decontextualisation is closely associated with the clearly observable shift over the past decades from factual/fact-based representations to increasingly abstract, overly symbolic communication. The domains affected include political discourse (symbolic politics; see Eitler forthcoming), brand and corporate identity communication (especially where the brand name is not descriptive but rather fanciful or suggestive; Eitler 2012a), university websites (especially mastheads and content regions; Eitler 2011, 2012b) and new ways of news reporting (Eitler 2014) including the image-nuclear news story (Caple and Bednarek 2010).

The corpus-based study reported on in the present paper investigates how exactly the aforementioned various decontextualisation processes result in highly elaborate, yet at the same time considerably minimalistic abstract compositions and content in various domains and genres. The multimodal corpus of the case study consists of print and online advertisements, university websites, movie posters and product packaging. The investigated non-domain-specific and non-genre-specific tendency will be argued (1) to not simply convey altogether less content but also rather less factual content and context, and, simultaneously, (2) to feature more content designed multimodally to activate emotional, attitudinal and value-based appeals. These appeals include *inter alia* escape, lifestyle, and beauty/sex appeal. The discussion of the findings will show how the seductive nature of late modern capitalism is fostered by subtle as well as blatant decontextualisation, which has become the norm rather the exception even for some downmarket brands and in informal domains.



Zuzana Elliott, University of Edinburgh

## **A sociophonetic investigation of FACE and GOAT production and Scottish identity construction in Slovak immigrants in Edinburgh**

Recent studies have found that second language learners' experiences may significantly influence their identities and motivation towards integrating into their host countries. These results contrast with established norms; some studies found only little evidence of second-language learners' successful integration. This study compared linguistic and language attitude data between three groups of female speakers: long-term Slovak immigrants (N=20), Edinburgh local and native-born English speakers (N=8), and fluent learners of RP English living in Slovakia (N=8). Preliminary results of my study suggest that motivation and positive attitudes towards integration are linked with accent acquisition and target identities. Participants' language backgrounds as well as their place of residence had a combined effect on pronunciation patterns: immigrants' pronunciation patterns were distinct from their local Edinburgh peers and English-speaking Slovaks in Slovakia [5]. FACE and GOAT vowel production data from a structured interview questionnaire, a reading passage, and a word list were used to examine pronunciation patterns across all three groups. Language attitudes and cultural identity data were collected through responses to the questionnaire, a vocabulary task, and a verbal guise task. Rates of monophthongal pronunciation were calculated via Euclidean distances between F1, F2 vowel onsets and glides. With regard to speech style, only the word list appeared to elicit significantly different directions for all three language groups: it resulted in more monophthongal realisations of FACE and GOAT vowel classes for the Scottish natives but more diphthongal for the two Slovak groups. Subsequent attitude analyses suggest a similar result, in that long-term immigrants form blended identities that reflect values from both home and local cultures, but remain distinct from both. Preliminary results suggest that immigrants found Scottish and Slovak-accented RP varieties most attractive, although they still evaluated the RP accent highest in the linguistic quality category. Continued residence in a region appears to have a significant effect on immigrants' awareness of local language varieties.

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Johanna Ennser-Kananen, Boston University

## **“My right to speak, my chance to participate”: Finnish-Russian youth negotiate their linguistic legitimacy and social participation**

The largest group of dual citizens in Finland, Finnish-Russians, navigate a social environment that is characterized by widespread stereotypes about Russians, ineffective policies to maintain the Russian language, and political(ly amplified) tensions between Russia and Finland (Lähteenmäki & Vanhala-Aniszewski, 2012; Protassova, 2008; Rynkänen & Pöyhönen, 2010).

Although the importance of language use for identity constructions of Russian immigrant youth in Finland has been established (Jasinskaja-Lahti & Liebkind, 1998) there is a dearth of research that examines how dual citizens discursively construct spaces of linguistic legitimacy (Ennser-Kananen, under review) and social participation: We lack knowledge about how Finnish-Russian youth negotiate validation for their linguistic practices, how they engage in civic processes, and how both of the latter interact. These insights are critical to support the well-being and integration of dual-citizen youth in Finland.

This case study brings together two levels of data: A survey (n=30) of Russian-Finnish youth and an analysis of policy documents examine the sociopolitical and linguistic context of Finnish-Russian youth in Finland. Against this backdrop, three in-depth, semi-structured interviews with one participant from South Savonia are conducted. Themes that emerge from statistical (survey) and thematic (policies, interviews) analyses are triangulated across and within data sources.

Preliminary findings of the ongoing study illustrate the shortcomings of a live-and-let-live approach to integration and language education. These and other findings will inform the researchers’ efforts to start local initiatives that support both Finnish-Russian youth and members of a local community in South Savonia to engage in successful, bidirectional integration processes.

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Etiquette lexis in modern English functions and develops in close relationship with the society. It meets all the requirements put by the latter. At the same time societal norms represent the present state of the society's development. Its further progress much depends on the extent to which the rules of polite behaviour are observed. Individual as well as social character of etiquette appears to be essential for the society's functioning, presupposing constant various links between people in their everyday lives and activities.

The primary aim of this paper is to discuss and analyze the sociolinguistic character of etiquette lexis in modern English, specifying both the ways and means of language and society's interactions. By revealing the changes in the language's structure due to its different social functions, an in-depth and all-round research of etiquette lexis, treating it firstly, as a part of the person's active vocabulary, and secondly, as an important fragment of human behavioural system which is regulated by the tradition and culture, has been carried out. Significantly, the social nature of linguistic units denoting etiquette expresses itself differently. Therefore, we distinguish between the outer, extra-linguistic factors of direct influence of etiquette lexis on the English vocabulary, and inner, semantic ones which are connected with the mechanism of the lexical system formation. The correlation between these two factors is qualified as the relations of necessity and possibility. The former give rise to changes, whereas the latter represent all possibilities the etiquette lexis possesses in the system of the language under study. To simplify a great deal, among the outer factors of great significance are the society's present state and development, level of people's social needs, content of their social consciousness, etc. To the inner factors belong language and thought relationship, peculiarities of language's structure, mechanism of its functioning, etc. Moreover, outer social factors help enrich the lexical stock of etiquette semantics' expression, and the inner ones design this enrichment's material realization.

Consequently, the paper focuses on lexico-semantic analysis of the nouns denoting etiquette in modern English to describe, on the one hand, the main characteristics of the societal norms of behaviour, and the ways as well as the means of their expression, on the other. Being one of the most complicated ones, the system of etiquette lexis' language means is diverse and makes the processes of communication and cognition possible.

Andrea **Favia**, University of Pavia

## **Roles of Barese Dialect in Social Identity and Integration in the High School Student Body**

This research tries to answer different social questions through the phonological and syntactic study on 16 informants from different classes in a high school in the city of Bari (Italy). It shows how much dialect knowledge can influence standard Italian in teen-agers, their integration with other schoolmates and their relation with teachers.

In order to obtain a diverse pool of data students from different social classes (Lower Class, Middle Class and Upper Middle Class) were chosen with random criteria. The only parameter followed was to have parents born and raised in the city of Bari for the 75% of the informants, while the remaining 25% could have their parents from outside the city. However, the informants themselves had to be born and raised in the province of Bari.

The method used was the one-on-one open interview with 12 of the informants, while a group interview was carried with the remaining 4 informants. Nonetheless, a list of words to elicit phonological items presented to the informants along with some questions which directly ask for the meaning of some Barese lexical items. These lists provided data to show that the back vowel merging typical of the area is still predominant but not as much as the mid front vowel merging. The presence of the mid-central-unrounded vowel in final word position is also analyzed in both the word lists and open interview.

Regarding the consonants the main variations analyzed are the devoicing of /s/ and the geminated /b/ in VCV context along with the voicing of /t/ after nasals.

The interview provided not only much more reliable phonological items after its first part, but it also elicited indirectly conjunctive and conditional tenses substitution with indicative tenses and verb transitivity alteration.

Finally, the aim of this research is to show that, in this quite unique dialectic environment in Southern Italy, local vernacular is more of a key to integration than social class is. This will demonstrate that even though in formal circumstances Standard Italian is preferred, dialect plays a big and fundamental role in social interactions especially between teenagers and teachers.

Milan Ferenčík, University of Prešov, Slovakia

**English in a place: English signage in the visual semiotics of a Slovakia's tourist landscape**

The ubiquity of English-based signage marking visual sceneries of the world's cityscapes testifies to the incessant flows of cultural forms attached to this global code. By looking at the ways how practices of using English are embedded within other social practices in a Slovakia's prime holiday resort, the paper seeks to go beyond the mere registration of the deployment of 'English as a lingua franca' in tourism industry. While being the centre of Slovakia's mountain tourism, the resort is in many aspects on the periphery; yet it has not been immune to the processes of 'geocultural globalisation'. Resulting from a synchronisation of intersecting historical, geopolitical, socioeconomic and cultural influences is its unique semiotic 'ecology' which is marked by the hybridity and amalgamation of linguistic resources and discourse practices which index both globally-uniform (familiar) and locally-endemic (authentic, vernacular) discursal features. The data to be analysed, i.e. photographs taken with the GPS-equipped digital camera and processed through the use of geo-referencing methods, come from the public signage of the place which forms a recognisable multimodal semiotic layer of the 'linguistic landscape' of the place. While drawing on the approaches of geo-semiotics and linguistic landscape, the study of the 'local linguistic landscape' of Slovakia's major centre of year-round tourism attempts to problematize the 'lingua franca' understanding of its English signage: the paper seeks to argue that English in the given place, rather than being simply transported from its 'inner circle', is to a large extent 'produced locally' through the practices of actors involved in its making. In that manner, English in a place not only conveys the taste of the location, and thus adds local flavour to the overall tourists' experience, but is also bound with global transcultural flows.

Péter **Furkó**, Károli Gáspár University of the Reformed Church in Hungary

## **A variational pragmatic approach to reformulation markers in English and Hungarian**

It is well known that the variationist paradigm was originally developed for the analysis of the social stratification of phonological features, and the methodology was later extended for the study of morpho-syntactic and lexical features. Variationist studies of discourse-pragmatic features are even more recent. Moreover, as Pichler notes, studies of phonological and morpho-syntactic variation and change have been “relatively homogeneous and congruent in focus and methodology” (2010: 582), while there is remarkable heterogeneity in the study of discourse-pragmatic variation due to the “lack of a coherent set of methodological principles” (ibid.).

Accordingly, the present paper will attempt to develop and test a methodology for the variationist analysis of Hungarian reformulation markers (RMs) across a variety of speech situations and genres. The study will map the functional spectrum of over a thousand tokens of RMs in the 7.89-million-word Hungarian National Corpus (MNSZ) in five registers (news, literary, scientific, political and private discourse) across five regional varieties of Hungarian (those spoken in Hungary, Slovakia, Subcarpathia, Transylvania and Vojvodina) and compare the results with previous research into the use of English RMs across regional varieties and registers (cf. del Saz Rubio: 2003). The individual tokens will be tagged for the following features: collocations and co-occurrence patterns (including discourse marker clusters), speaker roles (interviewer, interviewee, equal/unequal encounters), speech act of the host utterance and the preceding utterance, position in the utterance, position in the turn, and the host unit’s position in conversational structure.

The preliminary results, based on two types of ELAN corpus queries (find overlapping labels, N-gram with annotations), suggest that the correlations we can find between the functional features and the sociolinguistic parameters mostly reflect register variation and institutional norms, and to a lesser degree regional variation and social norms.

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Giorgos V. Georgiou, University of Cyprus

### **Language struggle in a diglossic setting: code-switching and power in the court**

There is a gap in the existing literature examining the use of dialect as style or as a mechanism, especially in the domain of court speech, even though there have been some late studies moderating this shortcoming (e.g., Bell, 2001; Coupland, 2007; Soukup, 2009). In these recent approaches to style shifting, stylistic variation is characterized as creative and strategic, and as essential to displaying and shaping identity and furthering situational goals, thus providing a fuller picture of people's stylistic choices.

In this paper this early discussion goes further to examine in what ways code-switching between a Standard (Standard Modern Greek: the official language) and a Dialect (Cypriot Greek) can serve as a communicative tool. Although unconscious or habitual code-switching is difficult to distinguish from strategic, conscious language use, data analysis revealed that Cypriot Greek can function as strategy both for law practitioners who use it systematically, and also for the disempowered such as lay witnesses and court-case defendants who fight for influence within the language arena.

Additionally, in this paper code-switching is seen as a new code by itself (Meeuwis & Bloomaert, 1998) offering a whole new perspective for our analysis of code-switching as a strategy.

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## The Language of English Indie Music

In the mid-20<sup>th</sup> century many British artists sang in an ‘American accent’ (Trudgill 1983; Simpson 1999), yet with the emergence of the music genre ‘indie’ a range of artists started singing in their local accents, indexing authenticity, locality and/or independence from big record labels (O’Hanlon 2006). Former studies focusing on the language behaviour of indie artists lack a diachronic approach and neglect the complexity of the indexicalities of singing styles. Therefore, this paper adopts a multi-faceted approach including a phonetic/phonological, lexical and content-oriented analysis of the language behaviour of the English indie pop singer Kate Nash, combining qualitative and quantitative research methods. This approach aims at finding out whether her singing style changes over the years, if she addresses a specific target group, and what values are being indexed.

Results show that Nash continually diverges from the “mid-Atlantic pronunciation of popular music” (Beal 2009) by singing in a mixed accent consisting of Cockney and RP features. Furthermore, by deploying numerous instances of youth language she addresses adolescents and indexes authenticity and resistance to the standardisation of popular music. These findings suggest that a change of attitudes towards ‘non-standard’ varieties of English is occurring and that the sociolinguistic indexicality of class might become less significant, leading to a geographic and social spread of former working-class features.

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Siria **Guzzo** and Anna **Gallo**, University of Salerno - University of Naples Federico II  
**Diasporic identities in social practices: language & food in the Loughborough Italian Community**

Since culture is a societal set of human competences and language is at core of CoP (Eckert, 2000), food and social practices can provide interesting insights into diasporic identities. This paper investigates language maintenance and shift processes in the Anglo-Italian ethnolect of Italians in the UK as far as food and social practices are concerned.

Earlier investigations done by Guzzo (2007, 2014) have shown that a significant amount of variation is found in the speech of Anglo-Italians in the UK, especially remarkable regarding the speech of adolescents in Bedford and Peterborough. Starting from previous findings, this research concentrates on the third related Italian community of Loughborough.

Analysing a corpus consisting of menus and questionnaires, this preliminary work analyses the process of the hybrid Anglo-Italian identity construction in food and social practices. A sociolinguistic approach will be mainly drawn upon, by focusing on (1) typical linguistic devices coming into play in food practices, and (2) the maintenance or loss of Italian language and heritage in the community identity-making process. Despite some expected phenomena (code-switching, misspellings), Englishness and Italianess vary to different degrees in food practices, with menus even displaying diverse layouts and language according to Bell's (1984) audience design. Special attention will be paid to morphosyntax and lexicon. Importantly, questionnaires alongside some narratives will provide essential cultural insights into the community life, habits and language variation of Italians in England.

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Eva Hänsel, University of Münster

### **Attitudes toward different accents of Standard English in Grenadian schools**

Traditionally, attitude research in the Anglophone Caribbean has focused on attitudes toward Standard English versus Creole English (e.g., Beckford-Wassink 1999). In light of the growing awareness of local standards of English and the continuing importance of foreign norm-providing standard varieties, especially American and British English, recent studies have investigated attitudes toward different accents of Standard English. For the news media context of Trinidad and Jamaica, Deuber & Leung (2013) and Westphal (2015) detected positive attitudes toward a variety of standard accents including both endonormative and exonormative ones, while they reported that accents that included many Creole features were disfavoured.

However, it cannot be taken for granted that both local and also foreign accents are equally accepted in other contexts of standard use in the Caribbean. Therefore, this study aims at determining which accents are preferred in a more 'local' environment associated with standard use, namely in the education system. It focuses on students' attitudes toward different teacher accents in the small Caribbean country of Grenada.

Students' attitudes are elicited by means of a quantitative questionnaire-based attitude survey that uses authentic sound samples. Recordings of eight teachers from Grenada, Trinidad, Jamaica, the US, and the UK are rated by Grenadian students according to different criteria related to standardness and appropriateness in the educational context. The study will shed light on the domain-specific dynamics of Standard English in the Caribbean.

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Magdalena **Hanusková**, University of Ostrava

**Strategies of Repair in ELF Academic Discourse: a case study of repair strategies in spoken ELF communication**

The presentation discusses the results of research which studies the use of English as a lingua franca in spoken academic discourse interactions in a country where English is neither the local language nor that of most of the participants, offering a deeper insight into the interactional practices utilized in the process of constructing shared understanding within the genre of international university seminar. Drawing on audio-recorded data collected from English-taught seminars at the University of Ostrava and using conversation analysis procedures, the research identifies the repair strategies which occur in the participants' interactions and observes the participants' preferences in the use of the strategies, analysing the factors governing their choices. It also assesses the role individual strategies play in increasing the communicative effectiveness with respect to the extent to which they help prevent disturbance and breakdown in communication. The research helps us gain a better understanding of how ELF discourse participants achieve mutual comprehensibility and are able to effectively communicate to fulfil the purposes of the university seminar genre despite the frequent non-standardness on the morphosyntactic level and allowance for "varied values" and "diverse experiences".

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The number of Anglicisms entering the Czech language has increased noticeably over the past decades, as has the English language awareness among Czech speakers. This paper investigates the various ways in which Czech speakers pronounce and perceptually evaluate these Anglicisms. Loanwords are frequently pronounced by Czech speakers differently from their original pronunciation; as such, some phonological adaptation of Anglicisms occurs in Czech. Duběda et al. (2014) have proposed the “principle of phonological approximation”, which suggests that the adapted pronunciation should be based on the source language pronunciation. However, implementation of this principle requires some knowledge of the original pronunciation, which varies among Czech speakers. We thus examine the impact of English proficiency level, age and education on the production and perception of Anglicisms.

Nowadays, Czech speakers try to apply their relatively newly gained knowledge of English to a greater extent in their pronunciation of Anglicisms. Thus, while some Czech words have been adapted both phonologically and orthographically (for example, *volejbal*, *fotbal*, *kameraman* and *barman*), similarly formed words that were borrowed later are pronounced with a higher fidelity to their original pronunciation, e.g.: /'bejzbol/ or /'bejzbo:l/ and /'spajdʒmen/; in such cases, the original spelling is also preserved (*baseball*, *Spiderman*). Our results show, nevertheless, that the production and perception of Anglicisms in Czech continues to exhibit a high degree of variation based on different sociolinguistic factors.

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Mary Lynne **Hill**, St. Mary's University, San Antonio  
**Peace and Conversation: Indirectness in Irish-English**

In this paper, I present initial findings regarding the challenges posed by the usage of indirectness strategies characteristic of Irish-English in the work of peace-building in a multi-cultural, multi-lingual environment. Strategies of indirectness that are highlighted include indirect requests and indirect compliment responses in relation to the use of “like” and “sure” as markers of self-deprecation in mixed-community and cross-cultural conversation. This research is based upon conversations, from the summer of 2015, with Irish-English speakers at the Corrymeela Peace and Reconciliation Centre in Northern Ireland, at which individuals from across the globe come together to participate in a wide-range of peace programs. The Centre is partially staffed by volunteers, who also come from around the world, to live in a community setting at the Centre. Several current and past volunteers have contributed to this project with an age range of 19-70. Among the participants was an emerging awareness of how indirect strategies, associated with polite usage in Irish-English, can inhibit cross-cultural understanding, and thus, peace-building.

Florian **Hiss**, University of Tromsø – The Arctic University of Norway  
**Multilingualism and responsibility at work**

Multilingualism is a fact rather than an exception in modern workplaces. The paper maps the linguistic diversity, language practices, and ideologies in a number of different companies and investigates the use of language and diversity to index, manage, and negotiate responsibilities.

This paper focuses on the North of Norway, a region which unites traditional minority languages and various immigrant languages in addition to global English and the Norwegian majority language. A series of short telephone interviews with representatives of small and medium-sized businesses is analyzed both quantitatively and qualitatively; the analysis gives an overview of the linguistic diversity and practices in the companies and reveals a variety of discursive approaches to handle such diversity.

Special attention is paid to the informants' and companies' management of responsibilities in the face of linguistic diversity and differences. Personal responsibility, financial accountability, social welfare, safety and risk management, and other types of responsibility are central concerns of modern workplaces. Language is a means and object of responsible action: Taking or refusing such responsibilities involves language use; but language (diversity) is also construed as an obstacle to certain responsibilities (e.g., when communicating safety instructions to a linguistically diverse workforce); and some take or refuse responsibilities for language use and diversity (including the preservation of traditional minority languages as well as statements about certain styles of speaking). When taking, refusing, allocating, or negotiating responsibilities, informants (as active agents) respond to both ideologies and practical experiences. Diversity can index differences as well as cohesion.

The paper maps the languages, varieties, diversities, and practices in the particular context, the conceptions, ideologies, and practical experiences informants refer to, and the discursive means by which these are connected and made relevant in the telephone interviews. The focus on responsibility thus also reveals how these issues are connected in language use.

Mirka **Honkanen**, University of Freiburg

## **Multilingual resources in the online communication of U.S.-Nigerians: African American English in the repertoire**

In the past 30 years, new forms of mass migration and the rise of the Internet have cut the ties between particular geographical locations, communities, and linguistic varieties taken for granted in earlier dialectological and variationist sociolinguistic studies. Inspired by the sociolinguistics of globalization advocated by Jan Blommaert (2010), my PhD project explores one context emblematic of this mobility of people and linguistic resources, examining the computer-mediated communication of Nigerians in the United States. The aim is to describe the role of different varieties of English and other relevant languages in the digital ethnolinguistic repertoires (Benor 2010, Heyd & Mair 2014) of U.S.-Nigerians, and how these people employ their multilingual language resources in negotiating their race, ethnicity, identity, and authenticity (Bucholtz 2003) in online interactions with a global Nigerian audience.

My dataset is in the form of a very large corpus (>840 million words) downloaded from the Nigerian online discussion forum *nairaland.com*, spanning 2005–2014. The data are written, informal, very rich, and multilingual. They can be accessed and searched through using a Net Corpora Administration Tool developed at the University of Freiburg. My analysis zooms in on the most active members of the community of practice located in the U.S., describing their multilingual repertoires, mainly qualitatively but also quantitatively when the ‘messy’ data allow for it. In this talk, I present my findings concerning the use of African American Vernacular English (AAVE) by U.S.-Nigerians. The role of AAVE in their repertoire is discussed through different user types identified among the participants, highlighting particularly the identity, authenticity, and appropriation aspects of emigrated Nigerians’ usage of linguistic features associated with African Americans (e.g. Green 2002).

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Christopher **Hopkinson**, University of Ostrava

**The customer isn't always right... Antagonistic and aggressive responses to negative customer reviews on TripAdvisor**

This paper reports on a socio-pragmatic study of hoteliers' antagonistic and aggressive responses to negative customer reviews on the *TripAdvisor* website. Institutional responses to customer complaints are prototypically characterized by a high degree of deference towards the complainant. Antagonistic and aggressive responses are a radical departure from this norm, and represent a marginal type of behaviour. However, this paper rests on the premise that such behaviour is not merely destructive in nature, but also plays a profoundly constructive role in the discourse – especially in a public forum such as a customer review website. I seek to offer an insight into this constructive potential and to account for the reasons which may motivate respondents (hoteliers) to engage in verbal antagonism and aggression against complainants. Drawing on socio-pragmatic concepts of facework, rapport management (Spencer-Oatey, e.g. 2007), and relational work (Locher & Watts, e.g. 2005, 2008), the paper first identifies the main types of antagonistic and/or aggressive behaviour found in a corpus of TripAdvisor responses, and then proceeds to explore the face effects and relational effects that such behaviour may have on the participants. Besides damaging the face of the target (the complainant), this behaviour also enables respondents to construct their own face in the discourse, and – crucially – to build relationships with third-party readers (potential guests of the hotel).

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Ildikó **Hortobágyi**, University of Pannonia

## **Meaning and Multimodal Medialects: Exploring new online writing spaces**

Nowadays most forms and instances of communication are positioned in relation to social media, and web-users communicate predominantly through texts. In order to be successful in interpreting discourse used on the new media platforms, when examining the components of computer-mediated communication, the multicultural stance and multilingual activities of the participants should also be considered. Since people of different ages and from various cultural and linguistic backgrounds conceptualize and dissect the world along different lines, a novel interpretation of the linguistic input and language resources employed in communication – dubbing Marcel Danesi’s “e-sociolinguistic” approach (2016) – can lead to a better understanding of how the multimodality of media texts generates new meanings through the usage of different semiotic modes. Drawing on recent related literature (Hesmondhalgh 2013, Tannen and Trester 2015), my paper explores multilingual literacy practices specific of new online writing spaces and investigates multilingual behavior, social interaction and user-generated content on different online platforms (Facebook, LinkedIn and White House Blog). Multilingual expression specific of formal and informal environments as well as levels of foreign language proficiency are also analyzed. The mixed-method study aims to collect a textual database, and by using quantitative and qualitative methods, to identify how similar discursive constructs and new vernacular literacies level off cultural and linguistic differences. The findings of this research can also help instructors design relevant teaching material to illustrate the emergence and importance of medialects.

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Magdalena **Hromadová** and Helena **Özörencik**, Charles University in Prague – Academy of Sciences of the Czech Republic

**Emerging plurilingualism – evolving reflexivity: Monolingual mothers’ experiences of family plurilingualism in a monolingual society**

Although the Czech Republic is by no means a linguistically homogenous society and has in the recent years gone through a transition from an emigration to an immigration country (cf. Drbohlav, 2011), the dominant language ideology strongly builds upon monolingualism and reinforced linguistic homogeneity (Sloboda, 2010).

The purpose of this paper is to show how the specific local context influences the way individual metalanguage reflexivity evolves and changes throughout time, including the varying attitude towards the dominant monolingual ideology.

Our paper departs from an exploratory study of intergenerational language transmission in plurilingual families settled in Prague. The data analysed in the paper consist of narrative, biographically oriented interviews (Schütze, 1984) conducted with Czech mothers of families where multiple languages are used and transmitted. Our data suggest that the plurilingualism emerging in families, where mothers with predominantly monolingual background bring up plurilingual children, can be identified as one of the sites where dominant monolingual ideology is contested and possibly substituted by more differentiated metalanguage concepts.

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Erzsébet Fábiánkovits **Huszár** Attiláné, Eötvös Lorány University

**Cultural Identity of Learners of the Primary School of an Ethnic Croatian Settlement in the West of Hungary**

This study is based on a survey carried out at the primary school of an ethnic Burgenland Croatian settlement in the West of Hungary. It aims at providing empirical evidence on the attitudes of 13-14-year-old learners towards the minority language and culture, which is losing territory in the given community. As opposed to many young learners of ethnic origin all over the world, who face home-school language mismatch, ethnic Croatian children use Hungarian as a first language due to an advanced level of language shift, and learn their heritage language almost as a foreign language. The paper also deals with language maintenance contexts, including the grassroots language maintenance and revival efforts by local teachers and activists, as well as the role of the religious and cultural events and the media in maintaining the language and culture minority society of the village.

This study explores the association between social identity and voice quality variation in Japanese. More specifically, it focuses on the emerging use of nasal voice quality variant observed among young urban shop clerks in Japan, and attempts to answer the following research questions: (i) whether such prosodic variation is socially motivated and used as an occupational identity marker, and (ii) how such variation is perceived and recognized in the society—i.e., whether the members of the community perceive the difference and the nasal variant is recognized as a cue to judge the speakers' occupation.

The method of analysis is both qualitative and quantitative. First, intra-speaker variation is discursively analyzed to reveal that the nasal variant is used when the speaker is engaging in their occupational activity, and occasionally regular vernacular (non-nasal) form appears when the speaker is speaking as a non-professional self. The result suggests that such a voice quality can be used as a marker of occupational identity and as a tool for differentiation or “self-styling (Eckert 1996)” by posh urban shop clerks.

Second, the variation is examined quantitatively from a perceptual perspective. A perception test is conducted to investigate whether and how such a variation affects listeners' judgment of the speakers' occupation. Using four different voice samples uttering the same sales formula, one of which containing the nasal variant, the test examined the listeners' ability to identify the speakers' age and occupation/workplace. The result indicates that the respondents, who are native speaker non-linguists, are well aware of the association between a nasal variant and a particular kind of social identity.

The British Prime Minister's description of the opposition leader Jeremy Corbyn and his allies as "a bunch of terrorist sympathisers" prior to the marathon parliamentary debate about air strikes in Syria on 2 December 2015 caused an uproar across the political spectrum in Britain. Despite repeated requests by numerous MPs during the debate, David Cameron failed to issue an apology to those concerned.

The present paper aims to investigate the different ways in which MPs tried at various stages of the debate to force the Prime Minister to perform an act which threatened both his positive and negative face (Brown & Levinson, 1978). The analysis of the various attempts includes how some MPs challenged conventional power relations and positioned (Weizman, 2013) themselves vis-à-vis the Prime Minister and different groups of MPs when demanding an apology. The discursive (nomination, predication, framing, mitigation, intensification, etc.) (Wodak & Reisigl, 2009) as well as the politeness strategies MPs exploited to achieve the desired perlocutionary effect will also be investigated. In addition, the talk will examine the effectiveness of the two strategies – flouting the maxim of relevance (Grice, 1975) and silence (Nakane, 2006) – Cameron mainly used to ward off MPs' repeated face threatening acts. By looking at the particular parliamentary context (Fairclough & Wodak, 1997) and the MPs' response, the question of whether Cameron's use of these two strategies has indeed resulted in face-saving will also be addressed.

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Martina Irsara, Free University of Bozen-Bolzano

## **Lexicalisation patterns in the description of a motion event by multilingual language learners**

This contribution aims at presenting the main results obtained from an analysis of lexicalisation patterns in the written narration of a motion event by one hundred and seventy-five South-Tyrolean multilingual teenagers who all speak the Rhaeto-Romance minority language Ladin as their first language (L1).

Meyer's (1969) picture-story *Frog, where are you?* was used to elicit narrative texts from the participants, who were asked to read the beginning of the story and to complete it. Fifty-seven participants wrote their stories in Ladin (L1). Twenty-two pupils produced Italian narratives, and another twenty-two learners wrote in German. Italian and German are learnt as second languages (L2), and are used as mediums of instruction in the schools that provided the data. Seventy-four participants compiled their stories in English, which is learnt as a fourth language (L4) after Ladin, Italian, and German.

Talmy's (1985, 2000) typological framework for the encoding of motion events is the guideline in the analysis of the narrative event presented in this paper, namely a pet frog's escape from a jar. The investigation aims at determining the predominant lexicalisation patterns in the participants' first and further languages (Ln).

The findings might highlight the need to place linguistic varieties on a continuum, rather than attribute them to specific typological categories. Multilingual subjects bring to bear composite typological and cognitive systems when they construct task-based responses in their Ln.

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Lisa **Jansen**, University of Münster, Germany

### **Attitudes towards English Pop and Rock Performances**

Singers and audience alike are used to hearing an "American-influenced accent" in singing. The majority of studies dealing with the sociolinguistics of music have focused on the production side of performances and discussed various motivations of artists to change or stick to their accent against the backdrop of language ideological processes (cf. Trudgill 1982, Simpson 1999, Beal 2009). However, the audiences' perception and reception have been widely neglected. In light of this research gap, folk perceptions towards accents in singing were ascertained. In a performance-based mode of communication where creativity, individuality and originality are crucial prerequisites for success, evaluation criteria need to be re-examined. British students' attitudes towards accents in British pop and rock music were elicited with 24 guided interviews based on ten music samples. A qualitative content analysis of the interview transcripts generates codes and categories and a subsequent clustering of the coded material leads to the identification of attitude groups. The major aim is to find out which features, language-wise and other, Britons perceive as "American" in music today and which associations are triggered in connection with such performed accents. Preliminary results have already shown that determining an artist's origin based on a performed accent is a highly challenging task for native speakers. Apart from phonetic features such as rhoticity and t-flapping, genre and content prove especially crucial for the evaluative process. Attitudes e.g. expressed through metalinguistic labels show that an Americanized singing style is often associated with "slang" and relaxed pronunciation but is considered more marketable and universally popular. On the other hand, local British accents are a welcome change that promote authenticity and support British pop-culture.

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Elzbieta **Jendrych**, Kozminski University, Warsaw

## **Towards Sociolinguistic Competence: Teaching Formulaic Sequences as a Component of Business Rituals and a Tool for Developing Speaking Fluency**

Formulaic sequences are an important element of business communication rituals and routines – without them students will find it difficult to achieve high levels of sociolinguistic competence. Research shows that much of the language we actually use in a discourse is of formulaic nature. Wood (2010) is of the opinion that formulaic language is basic to language learning, processing and production. Erman and Warren (2000) say that language formulae account for 52-58% of discourse language and Foster (2001) estimates the proportion to reach 32%. If one third or a half of what we say is formulaic in character, language learners need to be exposed to formulaic expressions more frequently than they seem to be now. Otherwise they will find it difficult to develop their sociolinguistic competence and to achieve high levels of speaking fluency. The aim of the paper is to stress the importance of formulaic sequences in developing speaking skills needed in real-life business communication, to show the need for teaching formulaic language in ESP courses and to give some recommendations on what and how to teach. First, the article presents various classifications of language formulae and shows the most common categories of formulaic sequences used in routine business communication. Next, it concentrates on real-life examples of high-frequency business formulae and their role in communication rituals. Finally, it discusses various aspects of teaching formulaic sequences with the aim to develop sociolinguistic competence and improve students' speaking skills.



Sviatlana **Karpava**, University of Central Lancashire

### **Multilingualism: identity and language use of Russian-speaking community in Cyprus**

This study examines identity and language use of Russian-speaking community in Cyprus. Both questionnaires and oral interviews were implemented for data collection.

The participants of the study were 10 international Russian-speaking students studying and residing in Cyprus (17-26 years old) and 27 adult females, native speakers of Russian, members of mixed-marriage families (31-65 years old). They come from Russia, Ukraine and Moldova and belong to middle socio-economic class.

The analysis of the data revealed that female adults have either Russian or mixed (Russian and Cypriot Greek) cultural and linguistic identity, while students have mainly mixed (Russian and English) identity. The first group of the participants has come to Cyprus mainly due to family and work reasons, while the second group is in Cyprus for education. All the participants believe that people in Cyprus are tolerant to multilingualism and they have nearly never experienced discrimination or bad attitude towards them due to their L1.

L1 Russian adult females believe that they need to learn Greek in order to integrate into Cyprus society, to improve their knowledge and to be successful at work, while young L1 Russian people do not feel the necessity to learn Greek. Societal linguistic affordances shape individual linguistic affordances (Gibson 1977, 1979; Singleton and Aronin 2007; Aronin and Singleton 2010, 2012). The wide-spread use of English in Cyprus discourages immigrants to learn Greek as they can easily live and work without knowing local language.

It was found that members of mixed-marriage families use Russian, English and Greek as their Dominant Language Constellation (Aronin and Singleton 2012), while for students these languages are Russian and English. As for language maintenance, nearly all female adult participants try to teach their children Russian at home and send their children to Russian lessons, where they learn to write and read in Russian.

Barry **Kavanagh**, Tohoku University

**A contrastive analysis of bicultural children's identity and bilingual development within the UK and Japan**

The purpose of the study was to examine how ethnic and social identity along with heritage language exposure; the expat community and parental guidance interact with and influence the identity of bicultural bilingual children who live in the monolingual countries of Japan and the UK.

17 families (7 from the UK and 10 from Japan) comprising of 26 children aged 4-15 and born to a native speaking English and Japanese parent took part in this contrastive study that consisted of questionnaires sent to parents followed up with home visits to Japan and the UK for further interviews and observations with the parents and children.

Parents within both the UK and Japan all suggested that their child has a strong interest in their heritage language and culture. To what degree however was determined by L2 language exposure, socializing patterns the child has with the second language and the value attached to the language and culture for the child. These factors were heavily influenced by the home and outside environment that the child is brought up in. Some of the children in Japan warmed to their identity as being a 'haafu' but objected to being labeled a gaijin or foreigner. Within the UK, which is not a homogeneous country like Japan, children of bicultural backgrounds are not labeled as being different as there are in Japan and the Japanese expat community of mothers within this study nurture a strong bond with Japan through volunteer schools and cultural activities.

Both the UK and Japan families adopted the use of the one language one parent approach but to varying degrees of success which was based on parent roles and their L2 language ability, schooling and home environment.

Matthias Klumm, University of Munich

**Address Behaviour in the Caribbean: A Sociolinguistic Study of Nominal and Pronominal Address Patterns in Jamaica as well as Trinidad and Tobago**

This paper investigates socio-geographic variation in the use of nominal and pronominal address terms in the Englishes of Jamaica as well as Trinidad and Tobago. Ever since the advent of sociolinguistics in the 1950s, address behaviour has been a major object of research in numerous languages and varieties (e.g. BROWN/FORD (1961) on American English, KEE-VALLIK (1999) on Estonian, etc.). However, this socio-pragmatic issue has been largely neglected in the Caribbean context (for two exceptions see MÜHLEISEN (2005, 2011)), which is all the more surprising given the diversity of ethno-cultural and social practices within this region.

This paper constitutes an attempt to fill this research gap by investigating to what extent the use of address patterns varies between Jamaica and Trinidad and Tobago, and which socio-geographic factors (e.g. the speakers' sex, age, ethnicity, place of birth) can account for such variation. A presentation of the results of two fieldwork studies recently conducted in both countries will show that in addition to several similarities in the address behaviour between Jamaicans and Trinidadians, there are also numerous differences which can be attributed to the varying influence of social variables: For instance, kinship terms such as 'Ma', 'Pa' and 'Tantie' are frequently used by Indo-Trinidadians, which is why they hardly occur within the predominantly African-based population of Jamaica. Apart from nominal address, the use of the second-person pronouns 'unu' (Jamaica) and 'allyuh' (Trinidad) will also be discussed. The ultimate goal of the analysis is to provide an understanding of the complex dynamics of Caribbean societies from a sociolinguistic perspective.

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Zuzana **Komrsková** and Petra **Poukarová**, Charles University, Prague  
**When two people speak simultaneously: a corpus study**

Speech overlaps are viewed as a situation in spoken unprepared conversation, when at least two speakers speak simultaneously. Our paper follows the definition of one type of simultaneous speech, called interruption. It can be viewed as violations of the turn-taking system rules.

Although it may seem that overlaps are chaotic and disorganized, previous studies have tried to classify them. One of the classifications distinguishes cooperative and competitive overlaps. The first type expresses a supportive agreement and signals „I still listen to you“. The second type has a disruptive character, because the overlapper wants to divert attention to another topic or to express his opinion. Both types can signalize sociological status of speakers or relationship between overlapper and overlappee.

The aim of our paper is a research of speech overlaps between two Czech speakers with regard to gender. Some previous studies showed that women make slightly more speech overlaps than men. However, we found more interruptions by male speakers. Besides the comparison of overlap types in the same-sex and cross-sex pairs, we focus on lexis and frequency of overlaps with regard to conversation topic. The research is based on spoken corpus data; both quantitative and qualitative approaches will be applied.

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Eleonóra **Kovács Rác**, University of Novi Sad

**Minority attitudes towards dialects (a case study of 5th and 8th grade Hungarian pupils in Vojvodina)**

The study summarizes the results of a 5-year research by presenting the most prominent features along which the attitudes of native Hungarian elementary school pupils studying in Vojvodina vary. The data were collected in eight towns in Vojvodina, employing the research method of stratified sampling and questionnaires in which a total of 300 informants expressed their attitude towards their own dialect. The present paper focuses on the following topics: the dialects of Hungarian spoken in Vojvodina (Serbia), the reasons why in the case of the Hungarian population in Vojvodina we can speak of attitudes towards dialect as mother tongue, what points of view 5th and 8th grade pupils in Vojvodina use to define their dialect, as well as the formal or informal settings in which the dialects are used, according to the responses obtained by studying attitudes towards dialects among 5th and 8th grade Hungarian pupils in Vojvodina. The paper also reveals how frequently the informants use dialects in a familiar setting.

Studying attitudes towards dialects in an ethnic minority is an extremely important task as attitudes towards the spoken vernacular as mother tongue are closely connected to a sense of identity (to a local sense of identity in the case of the Hungarian population living in the Pannonian basin) and to the retention of the mother tongue. The results of the study should contribute to developing an additive methodology for syllabi for Hungarian as a mother tongue in Vojvodina, thereby making a step towards incorporating functional-situational bilingualism in schools.

Fruzsina **Krizsai**, Eötvös Loránd University

## **Construals of the Community in the Text Type of Funeral Valediction**

Funeral valediction is a special text type which helps the social-cognitive process of accepting and getting over one's death. Primarily written by a cantor but based on the expectations of the community of practice each poem can be a realization of a pattern of the text type including its features but integrating personal details of the deceased into it as well.

In my presentation I will show different ways of constructing of the social networks, especially family relationships in 3 communities. I will present the members of the community as participants in the discourse of the farewell ceremony and as characters in the scenes made accessible by the language expressions through 110 analysed poems collected systematically by folklorists from different regions (Csanytelek, Felsőnyék and Dél-Gömör). I will use a multidisciplinary methodology following a basic principle of pragmatics in which sociolinguistics can be fruitfully applied in functional cognitive linguistic research. I will show the connections between the vantage point and the roles within the family and I will highlight its characteristics in each communities.

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Ryszard **Kurpiel**, Jagiellonian University, Kraków

## **The stylistics of recontextualized Italian and Polish vlogs on YouTube**

YouTube, a platform on which it is possible to upload and watch hundreds of thousands of amateur videos, is becoming more and more popular. One striking aspect of the YouTube aesthetic is that it appears to constantly allow space for a great number of similar, repetitive content to be adapted by different vloggers and recontextualized (cf. Rymes 2012) to suit specific needs. This seems to be so because of processes related to the development of celebrity culture. Nayar (2009: 4) states that “[...] celebrity culture is the consequence of a public recognition of some qualities that a person possesses or is deemed to possess.” In this sense the public recognition of a YouTuber puts their personality, their idiolect included, into prominence. This phenomenon appears to shift focus from the content itself to the way that content is presented by a particular YouTuber. These recontextualizations may occur both on the level of a single language and culture and on an interlingual and cross-cultural level. The author of the present paper will attempt to analyze selected Italian and Polish vlogs which were recontextualized on the basis of American vlogs in search for common linguistic and non-linguistic features. The paper will further contribute to the developing area of research dedicated to the language of vlogs and will constitute one of the few attempts, to date, to examine the phenomenon in three different languages.

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Samu **Kytölä**, University of Jyväskylä

**Discourses of homosexuality in the ‘fields’ of male football: combining insights from the locker room and social media**

This paper outlines my research project on multisemiotic representations and discourses of homosexuality in male football, aiming to contribute to our understanding of why sexual minorities are grossly under-represented, almost non-existent, in men’s and boys’ football culture. While the issue of gays in team sports has emerged strongly in gender/sexuality studies, changing masculinities in particular (Milani 2013, Anderson 2015), and the sociology of sports (Anderson 2011, Magrath et al. 2013), the potential of new sociolinguistics or critical (multimodal) discourse analysis – orientations holding a strong track record in qualitative understandings of minorities and mechanisms of mundane discrimination – have hardly been fully harnessed in such research. For instance, recent sociolinguistics of superdiversity (Blommaert et al. 2011; Blackledge, Creese & Takhi 2013; Arnaut et al. 2016), has drawn our attention to fundamental, unpredictable linguistic, semiotic and discursal transformations of societies and communities in our accelerated globalization, complex mediational chains and increased mobility of people and cultural flows. However, issues of gender and sexuality have so far played a minor role in that research line – despite their central position in contemporary social change. With my methodological position in the nexus of those strands and orientations, this multi-sited study focuses on discourses of homosexuality in metaphorical and concrete ‘fields’ of male football in the light of complementary datasets from two key sites of men’s football-as-social-action: (1) the “locker room” (as a metaphor for teams’ training sessions, matches, social gatherings, etc.), and (2) the digital social media (where multiple voices speaking about gays can be present with different degrees of anonymity and audience engagement). My specific focus is on methodological issues arising from such multi-sited, multisemiotic ethnographies of digital discourses and “embodied communities”.



Anna **Ladilova**, Justus-Liebig University, Gießen

## **Multimodal (inter)action analysis of multilingual conversations of Brazilian migrants in Germany**

Gesture does not only go along with speech in communicative settings, the two modalities are also known to fulfill different function and to be better at carrying certain kinds of information. The so called “semiotic versatility” refers to this modality specific information transmission, which makes communication more efficient (cf. Wagner et. al. 2014: 209). In language contact situation different linguistic varieties are also affordable to transmit different kinds of information. The preference for different modalities or language practices are not only motivated by content specific issues, but can also have social meaning in an interactional setting.

The present talk will focus on naturalistic interactions of Brazilian migrants in Germany. Applying the multimodal (interaction)analysis (Norris 2015: 276) it will look at the verbal and non-verbal actions in the different language varieties available to the speakers (Brazilian Portuguese and German), as well as at the use of objects in the material world and the at psychological notions such as feelings and levels of attention/awareness of the speakers as they reveal themselves phenomenologically in (inter)action. This analysis will be integrated in the sociolinguistic context of the focus group, in order to provide a more complex interpretation of the interaction practices.

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Per **Ledin**, Södertörn University

### **The strategic diagram and the technologization of work life**

Strategic diagrams are becoming ubiquitous across all form of social practices, used to map out core elements and processes in private and public institutions and also for more localized and individual activities. These diagrams, called ‘strategy maps’ and easy to produce with cheap software providing templates, were introduced in by Kaplan & Norton (2004) as a way for the efficient communication of management rationale arguing that a diagram “converts intangible assets into tangible outcomes” by vividly establishing the objectives and measures. This paper shows how these diagrams must be placed in the ideological shift to neoliberal governance with its emphasis on the market, flexibility and competition. All things and processes, however intangible, are viewed as assets to be converted into tangible outcomes. The analysis is social semiotic and departs from the affordances of graphic representation. It is based on a corpus of 65 diagrams sampled from universities and schools in 14 different countries around the world. The results show how these diagrams take complex and interrelated processes and agents and fragment and recontextualize them, to the need to create a clear logic of cause and effect required to show that all parts of the organisation are harmonised to meeting the overall goals which are to increase outputs.

Heini Lehtonen, University of Helsinki

**“They’re just like that, really” Stance, social practice, and the enregisterment of “pissis” style**

In this paper I will analyse sociolinguistic practices among adolescents in two Helsinki junior high schools. I will concentrate on metapragmatic accounts on so called “pissis girls” and on stylisations, where linguistic resources associated with this style are employed. I will shed light on enregisterment processes, some of which date back to the first half of the 20<sup>th</sup> century, and I will show how shared ideas of a style are employed for displaying stance in interaction, even if the speaker would not necessarily affiliate with the style.

My research represents interactional sociolinguistics, and my data were gathered ethnographically. They consist of a field diary, interviews, several spontaneous audio and video recordings, as well as of retrospective interviews. The participants were 13 – 18 years old, and they speak 16 different first languages altogether.

The participants have similar ideas of a typical “pissis” girl: they are interested in beauty and fashion, prefer the pink colour, have blond hair, pretend to be older than they are, and engage in gossiping. Certain linguistic features are repeatedly mentioned in metapragmatic accounts on “pissis” girls. These include pre-alveolaric or “hissing” /s/ sounds, high rising pitch final pitch, as well as lexical resources such as *pliis* ‘please’, *oumaigaad* ‘oh my god’, and *ihku* ‘cute, neat’. These resources function as social indexicals of “pissis” style, and I will show how they are used in interaction for displaying stance. I will also discuss how gender, ethnicity, and local and global intertwine in the enregisterment of style.

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Rotem Leshem and Rakefet Sela-Sheffy, Tel-Aviv University

## Anger talk in managing emotional manhood: Young Israeli men's accounts on offensive past events

Recently studies in Conversation & Discourse Analysis and Sociology of emotions converge to examine how emotion management related to identity tasks is performed through talk in specific verbal interactions (Ruusuvouri 2012). Proceeding from this perspective, we examine retrospective accounts of 48 young Israeli men on an offensive bargaining-encounter, where their manhood was challenged. These accounts were produced during a qualitative interview conducted shortly after the reported event, in two different time-points (with circa six months between them). We focus on these men's strategies of using emotion talk in framing the offensive event so as to restore their self-worth in the interview setting. Analysis shows that in the first time-point all interviewees used *anger instantiations* (Staske 1996) in their accounts. However, they split in their framing of the reported offence: in one framework anger is invoked as a moral justification to one's reaction to 'improper' *personal relations*, whereas in the other framework anger talk is avoided, to maintain *social order*. In the second time-point interviewees showed consistency in using the same framework as they did in the first time-point, however moderated. We explain these two discursive-emotional framings in terms of cultural models-of-self (Hammack 2008) – an 'independent' ('individualist-oriented') model versus an 'interdependent' ('collectivist-oriented') one. We discuss these two models-of-self as competing meta-communicative models of emotional manhood (Vaccaro et al 2011) which shape how anger is managed in personal narratives dealing with identity threats, and suggest they are instrumental in the broader context of domineering praxis of Israeli manhood.

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Amanda Foo **Limin**, Nanyang Technological University

## **A Matter of National (In)security: English Language Policy in Singapore**

Linguistic insecurity is a sociolinguistic phenomenon that has been well-documented and studied since the mid-twentieth century. A speaker's negative perception of their own speech in comparison to the 'superior' variety can lead to an obsession with the 'standard' form and a discrimination against those who do not conform to it.

What then, when linguistic insecurity is not just manifested on a national scale, but is created and reinforced by the state? Such is the case with Singapore. The idea that her people speak sub-standard English is so ingrained amongst the populace that it seems part of the national identity, despite the nation's high proficiency in English. The nation's leaders have been heard bemoaning Singaporeans' poor command of the language since the 1980's, which ultimately culminated in the 2000 launch of The Speak Good English Movement (SGEM) language campaign.

The state's quiet but steady exonormative orientation towards its ex-colonial masters also raises important issues about regarding linguistic ownership of English, an international language in today's globalized world. This paper seeks to understand the nature and role of linguistic insecurity in Singapore through three areas of investigation: 1) language policies and policy makers, the 'producers' of the narrative of linguistic insecurity, 2) mass media and language campaigns, the 'medium' through which the narrative is disseminated and 3) the citizenry and language educators, the 'target audience'.

Initial findings suggest that while the people seem to have internalized the narrative of linguistic insecurity, their linguistic behaviors paint a dissonant picture. The population continue to negatively perceive the nation's standard of English, yet they also display confidence in their English language proficiency. More importantly, the findings show an ever-growing number of Singaporeans are exercising their linguistic ownership of English, in direct contrast to the state's categorization of English as purely a 'working language'.

Jie **Lin** and Daming **Xu**, University of Macau

### **Whose university? Language management in Macau's multilingual universities**

Macau was colonized by the Portuguese until 1999 when China resumed its sovereignty and Macau became a Special Administrative Region. Although Macau remains a multilingual metropolis after the turnover, it has a changed sociolinguistic picture, proportions of its three written languages and four spoken languages now different. The tertiary education presents an even more complex mosaic use of languages, reflecting the interplay of globalization, nationalism and Macanese' local identity. Universities are faced with more challenges implementing multilingualism. This paper reports a mixed-method investigation, focusing on medium of instruction, into the multilingual use and language policies at different levels of tertiary institutes in Macau. The findings show consistencies and discrepancies among the students and the staffs on their multilingual beliefs and practices. Behind the competing agendas of political, economic and cultural forces, the language policy formulation and management of Macau universities are drawn by de facto forces from a hierarchy of overlapping communities, i.e. the small local students'/staffs' community, the larger Chinese students'/staffs' community, and the largest international students'/staffs' community. Different communities impose overt or covert influences onto the universities' language management.

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Kinga Lis, John Paul II Catholic University of Lublin

### **An etymological inquiry into most frequently employed English words**

From the fourth updated edition onwards, the *Longman Dictionary of Contemporary English* contains two lists: the *Longman Communication 3000* and the *Longman Defining Vocabulary*. The former, created on the basis of four corpora, enumerates 3000 most frequently employed words of the English language, with the division into its spoken and written modes. The latter comprises 2000 items employed in the definitions provided by the dictionary and assumed to be understandable to students of at least intermediate level since the list was consulted against the *Longman Learner's Corpus*. The two lists overlap to an extent but 2000 most frequently used words from the *Longman Communication 3000* are by no means the same items as those enumerated in the *Longman Defining Vocabulary*. The objective of the paper will be to study the two lists from an etymological perspective in order to determine the percentage participation of borrowings in each, taking into consideration their distribution across different grammatical categories. Since the two lists differ, one focusing on the native speaker's core vocabulary and the other reflecting learner's vocabulary, it is interesting to investigate to what extent the variation is visible at the etymological level. Additionally, the dates of the first attestations of the analysed items in English will be determined on the basis of the *Oxford English Dictionary* and will serve as a means of establishing the participation of *new* vocabulary in each of the Longman lists.

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Chloé Lybaert, Ghent University

## **Only Standard Dutch in the L2 classroom? Perceptions of teachers towards language-in-education policy in Flanders**

Newcomers settling in Flanders, the Dutch-speaking part of Belgium, face a complex language situation and experience a strong contrast between Standard Dutch advocated in policy documents and education on the one hand (Homans 2014; Vandenbroucke 2007) and the multitude of non-standard language use they encounter in daily interaction on the other hand (see e.g. De Caluwe 2009). This contrast between policy and language reality leads to high levels of frustration amongst newcomers who feel that their efforts to meet the imposed standard language requirements do not translate into better communication and integration in linguistic reality (as indicated by e.g. Jaspers 2012).

The heavily polarized landscape and newcomers' feelings of frustration present L2 teachers of Dutch with difficulties: should they solely focus on Standard Dutch in class or should they take the actual language situation more into account? To shed some light on this issue, I conducted and analysed interviews with twenty L2 teachers. During my talk, I will elaborate on the way(s) in which these teachers perceive and evaluate the gap between policy and practice.

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Mai Yen **Low**, Eileen **Lee** and Tze Jien **Khoo**, Sunway University - University of Eastern Finland

### **Phonological convergence amongst G4 and lexical loss in G5 Hubei speakers in Malaysia**

Chinese mass migration to Malaya (now Malaysia) between the 1850s and 1920s imported various Chinese dialects such as Hokkien, Cantonese, Teochew, Hainanese, Hubei, to name a few, into the country. Kinship ties, cultural identity, past migration history including occupational preferences were some of the reasons that contributed to the usage of Chinese dialects among the different Chinese linguistic groups (Sim, 2012; Tan, 2004). However, a change from English medium schools (a legacy of British rule in Malaya) to a Malay medium education in accordance with the national language policy in the 1970s caused a surge in Chinese school enrollments by the majority of the Chinese population in the country. Thus, by the twenty-first century, most Malaysian Chinese had begun to use Mandarin in the home and social domains as a result of selective formal education in Mandarin. The rise of Mandarin as the dominant language for communication among most of the Chinese population in Malaysia clearly indicates a ‘shift/a loss of the functional aspects of language use’ (Köpke, 2004) in the use of L1 among the Chinese dialect groups.

This presentation reports on L1 attrition among the 4<sup>th</sup> and 5<sup>th</sup> generations (G4 and G5) of a Hubei family as a result of the language shift taking place in the Hubei speech community. Data collected from ten members of G4 reveal that the phonological traffic from Mandarin irrevocably affects pronunciation among the G4 Hubei speakers leading to ‘phonological convergence in the contracting language’ (Bullock & Gerfen, 2004). Responses to a vocabulary retrieval task in the form of picture naming from fifteen members of G5 demonstrate that due to the consistent use of Mandarin and exposure to other Chinese dialects/varieties from birth, the level of Hubei vocabulary acquisition among the younger G5 Hubei speakers is inevitably attrited due to ‘incomplete acquisition’ (Montrul, 2010). In this preliminary study, we observe that bilingual phonologies are readily susceptible to inter-linguistic influence where they are acoustically and morphologically unstable and are already congruent to some degree. This paper provides evidence of how interferences from other languages play an equally significant role in first language attrition of Hubei among the younger generations of Hubei descendants in Malaysia.

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Larysa **Makaruk**, Lesya Ukrainka Eastern European National University, Ukraine  
**The Range and the Communicative Importance of Paralinguistic Means Employed in Contemporary Multimodal Texts**

The ‘information revolution’ can be said to have virtually ushered in the phenomenon of multimodal texts (O’Halloran, Kress, Van Leeuwen.), involving the use of non-alphabetical characters to represent phonemes or complete words. Non-verbal means include a large and indeed a growing range of signs and symbols which are available for a variety of communicative purposes. They can also convey meaning effectively—in some cases doing so with greater power than verbal ones are capable of.

In our opinion, a modern typology of graphic means used in the English-language communicative space could be structured in such a way as to include the following groups: segmentation and other graphic effects; font and color; non-pictorial and non-photographic graphic elements; iconic language elements; and other non-verbal means.

One question which should definitely be examined in greater depth involves the modal affordance of signs which are juxtaposed, in order to arrive at a conclusion as to whether their pattern of usage is logical or contradictory, and whether the meaning of a text is presented with clarity, or with inherent contradictions.

This approach will help to define the communicative power and the meaning of multimodal texts as well as to compare verbal and non-verbal means in terms of how much information they convey—the dimensions of their communicative potential. Analysis of this type will also facilitate the development of effective techniques for accurately extracting meaning from such texts.

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Alexandra **Markó**, Tamás Gábor **Csapó** and Karolina **Takács**, Eötvös Loránd University, -  
Budapest University of Technology and Economics  
**Listeners' evaluation of the speakers based on their voice quality**

Irregular phonation (glottalization) is a phonation type characterized by the irregular vibration of the vocal folds. This deviation (often called creaky voice based on its perceptual characteristics) is clearly audible for people with normal hearing.

Evidence based on several studies indicates that, among others, phonetic varieties are responsible for triggering listeners' evaluations and beliefs of the speakers. In sociolinguistics, creaky voice has often been classified as a female speech trait for mimicking masculine or authoritative tones (Warner 2015). Creaky voice, with its low tones and exaggerated features, has been attributed to less competent, less educated and less trustworthy individuals by many professionals in business settings (Anderson et al. 2014). In another study, however, Yuasa (2010) has attributed creaky voice solely to women in their early teens to adulthood with positive implications in social circumstances; it was attributed to educated, nonaggressive, urban-oriented females.

Since for Hungarian speech the listeners' attitudes towards the different voice qualities have not been investigated so far, the main question of the present research is how respondents evaluate the speakers with modal and with creaky voice in terms of the above mentioned features. Therefore, sentences of 5 male and 5 female speakers of BEA speech database (Gósy 2012) were selected and each will be modified between the modal vs. irregular poles with automatic modal-to-irregular (Csapó&Németh 2014) and irregular-to-modal (Csapó&Németh 2015) transformation tools. The original and modified sentences are planned to be played in a random order to the participants, who will be asked to evaluate the samples according to the given features with the help of a questionnaire on the Internet. The evaluations of each original and modified pairs will be compared. For statistical analysis General Linear Model will be applied in order to define the effect of the different independent variables (sex, age, sentence, voice quality etc.).

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Sònia Mas-Alcolea, University of Lleida, Spain

### **The Institutional and the Students' Constructions of Mobility: two Convergent Discourses?**

Despite the currently difficult economic situation in Europe and the cuts that are constantly applied to various educational programmes, every year many young higher education students decide to participate in academic mobility programmes – ERASMUS being “one of the most visible and popular initiatives of the European Union (EU)” (Feyen & Krzaklewska, 2012:9).

Drawing upon a social constructionist perspective, this paper reflects upon the mismatch between a Catalan institution's discourse on mobility – presented as an unquestioningly transformative experience from which the students will benefit academically, professionally and personally speaking – and that of nine of its Catalan Erasmus students who spent part of their studies in three different sociolinguistic landscapes (the UK, Denmark and Italy).

The research questions I aim to answer are the following: (i) To what extent do the students show awareness of the sociolinguistic landscape they are about to encounter and how did it influence their choice of a particular destination? (ii) In what way(s) does the university's construction of mobility align with that of the students? (iii) Do the students construct the SA experience in the same way before and after their stays abroad? (iv) What final judgement do the students make of their experiences abroad?

The analysis of the data suggests that, after the experience, some students display a different stance towards mobility from the one expressed by the university. What is more, instead of highlighting the linguistic and academic aspects of the stay, some participants seem to put more emphasis on the personal dimension of it, thus constructing the experience abroad as a rite of passage or as a once-in-a-lifetime experience that helped them become independent adults.

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David Matley, University of Zurich

## **The pragmatics of self-presentation online – insights from a multimodal study of self-praise and non-apologies in Instagram posts**

Although a growing number of studies have examined the “positivity bias” of self-presentation on social networking sites, there has as yet been little research into the strategic use of the stance-taking affordances of new media such as hashtagging and text-image interaction.

The current study addresses this deficit by presenting the combined results of two small-scale studies of self-praise and non-apologies on Instagram. Pragmatically, self-praise and non-apologies are face-threatening acts that may have an impact on factors such as perceived likeability and sincerity (Brown & Levinson, 1987; Kampf, 2009; Sezer, Gino, & Norton, 2015).

The project focuses on Instagram posts combining positive self-presentation with the hashtags #brag and #sorrynotsorry. It presents the results of a small-scale quantitative study (250 posts for each hashtag from a convenience sample) of the (im-)politeness strategies used in such posts, coupled with a qualitative multimodal analysis of the accompanying images.

The study highlights a range of face-aggravation and face-mitigation strategies, showing both a violation of politeness norms and an awareness thereof. Overall, the research suggests that the hashtags function to set a different level of what could be termed “appropriate face threat” in positive self-presentation in media 2.0. The results add to an understanding of the pragmatic functions of hashtags on social media and shed light on their strategic role in self-presentation online.

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Halyna **Matsyuk**, Ivan Franko National University, Lviv, Ukraine

**Linguistic landscape and construction of collective identities: experience of Ukraine**

Report is dedicated to development of theory on language and identity interaction based on researches in renaming linguistic landscape in the USSR (20<sup>th</sup> century) and independent Ukraine (since 1991).

Report objectives are 1) to demonstrate symbolic function of linguistic landscape and its role in formation of collective identities, 2) to explain changes in linguistic landscape in Soviet and independent Ukraine, 3) to explore ways of selecting new names to replace toponyms with Soviet semantics after adoption of de-communization laws in the Parliament (2015).

Analysis is based on idea of symbolic function of linguistic landscape as means of constructing identities substantiated by theory of linguistic landscape on place name functions in semantic space of residential areas and connection of names with language policy and language situation (Shohamy, Ben-Rafael, Barni et al.); theory of interaction of language and identity in sociocultural context (Bucholtz and Hall, Edwards), as well as works by Ukrainian linguists on identity, ideology and place renaming process (Kozlovets, Luchyk, Matsyuk et al.) Database consists of linguistic landscape names selected from printed and electronic reference books (around 19000). Results of research are obtained by applying quantitative and interpretative approaches.

In Soviet Ukraine linguistic landscape served as means of controlling society by Soviet party system with communist ideology and favored constructing Soviet and Russian collective identities. In independent Ukraine linguistic landscape fosters formation of national, regional, Ukrainian, party, sociocultural, religious and European identity. Nonetheless, in majority of regions it was a mode of preserving post-Soviet identity. De-communization laws of 2015 favored total replacement of names with ideological Soviet semantics.

Sociolinguistic interpretation of linguistic landscape role in constructing collective identities in historical and modern perspectives expose implicit and explicit markers of language, power, identity and public opinion interaction.

Gerardo **Mazzaferro**, University of Turin, Italy

**Language maintenance and shift among Filipina/o speakers in Turin (Italy). A translanguaging perspective**

The aim of this presentation is to investigate phenomena of language maintenance and shift (LMLS) among Filipina/o speakers in Turin (Italy), according to the so-called ‘translingual turn’ in bilingual and multilingual studies. The focus of attention is, on the one hand, the strategies of negotiation and development of identities and ideologies by Filipina/o speakers in contexts of high spatiotemporal and socio-cultural mobility; on the other, how such processes are reflected into speakers’ daily translanguaging practices within and outside homes.

The complexity of the social framework within which current processes of LMLS happen, contradicts the kind of linguistic determinism, which has characterized the above research paradigm, and the assumption that LMLS represents linear, unidirectional processes.

My study is based on a small-scale random sampling of 40 both first (G1) and second (G2) generation Filipina/o speakers. Through ethnographic fieldwork carried out from 2013 to 2015, I collected and transcribed a spoken corpus of 50 hours of narratives, conversations and interviews. In addition, I submitted sociolinguistic questionnaires dealing with informants’ biographies, self-reported comments on their linguistic competence, language choice and use in different domains of their daily social life and so on.

It is evident that the attempt to steer scholarship on LMLS towards translanguaging and its epistemological orientation to poststructuralist and critical ethnographic social theories is a challenging task. Without denying the fundamental contribution of the traditional paradigm of LMLS, I demonstrate that translanguaging and its view of language and identity as dynamic and fluid entities linked to individual agency of speakers, offers a valid working model for the investigation of LMLS: “[...] Individuals are capable of responding to the historical and present conditions critically. They consciously construct and modify their socio-cultural identities and values through social practices such as translanguaging” (Garcia and Li, 2014: 24).

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Joanne McDowell, University of Hertfordshire

## **Doing Being a Primary School Teacher: Does Gender Matter? An Investigation into Classroom Management Strategies**

With the ongoing worldwide debate about whether there is a need for more male primary school teachers especially in regards to classroom management, and the educational performance of school pupils highlighting the widening gender gap, this paper explores the proactive and reactive strategies of male and female primary school teachers when interacting with their pupils. Some scholars suggest that girls' academic performance may be due to the feminization of the teaching profession which has provided boys with too few male role models. Others claim that male teachers have a different teaching style to females, especially when interacting with boys. Although previous research has examined 'teaching' as institutional talk, men's linguistic behaviour in the classroom remains largely ignored.

This paper is based on data collected in 2 co-ed primary schools in Hertfordshire from 12 teachers resulting in approximately 120 hours of data which was transcribed and thematically coded using Nvivo 11+. Initial data analysis reveals that despite teacher gender, teachers typically employ similar classroom management strategies which can be explained by their surrounding Community of Practice. However, there are some differences in *how* teachers enact such strategies in terms of the linguistic styles used. Male teachers employ stereotypical 'feminine' strategies, while female teachers utilise 'masculine' speech styles. This paper will explore these findings to contribute to the current debates in education, as well as the arena of language, gender and workplace discourse.

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John **Mcenny** and Tometro **Hopkins**, British University in Dubai - Florida International University

**An examination of political discourse among three U.S. presidential candidates and its implication for power**

In this paper we will examine the spoken (audio and video), transcribed and written (published) discourse of the three presidential frontrunners in the United States: Hilary Clinton, Bernie Sanders and Donald Trump. We will analyze the spoken and media discourse of these candidates within Fairclough's theory of critical discourse analysis. Our paper will be based on an analysis of data obtainable from newspaper articles, public television appearances and other media outlets. Fairclough has argued that in political discussion in public television appearances, it is the program that effects a restructuring between the orders of discourse of political, private life and entertainment. In newspaper articles, he argues that the detail of text is tuned to social structures and power relations within which the media operates, and has ideological effects in mystifying relations of domination. Fairclough based his analysis on the late night discussion and analysis program which was broadcast during the 1992 general election in Britain. We will be concerned in this paper to establish whether or not his theory is equally applicable to the political discourse of the political candidates in the United States. This critical discourse analysis will be the central part of our investigation. We would like to report to the conference the results of a corroborative content analysis of the texts we critically analyzed. This Content Analysis would be carried out using the Dogmatism Text Analysis software (McKenny, 2005).

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Daniela Mereu, University of Bergamo

### **Speaking Sardinian in Cagliari: Some Methodological Issues for Data Collection**

The aim of this contribution is to focus on certain methodological issues arising from data collection for a sociophonetic study of Sardinian spoken in Cagliari, an endangered, non-standard urban variety. The status of this variety involves several problems connected to the delimitation of informants.

Studies on non-standard varieties spoken in Italy mostly use questionnaires as the instrument of data collection. However, in this case study, the strategy chosen for data elicitation is a ethnographic interview, combined with participant observation.

As a matter of fact, the only appropriate method for carrying out a sociophonetic study of a variety that needs to be documented and analysed turns out to be the elicitation of semi-spontaneous speech, suitable for evaluating its vitality among the local community and for studying language variation and change [MILROY / GORDON 2003: 50].

To obtain semi-spontaneous speech, certain devices were employed: a degree of insincerity on the part of the researcher [VIETTI 2003], who conceals the linguistic aim of the research; an informal context; the positioning of the interviewer as a learner [LABOV 1984]; group conversations; topics of interest to the informants.

These devices are also effective for sociolinguistic analysis since they allow to analyse the intra-speaker variation depending on the audience and the different communicative functions (that is, the style-shifting) [ECKERT / RICKFORD 2002].

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Mobility and overcoming the limits of any type - especially linguistic - characterize mainly the postmodern era, in which we live. Today an individual looks for ways to blend into as many social groups as possible. A person's presence in them determines the importance of their personality. And, since participation in every separate social group requires establishing and developing a separate "identity" (the basic means for which is the language), it appears that every post-modern individual possesses many identities, which they promote by as many languages. The existence of the individual in different types of social groups, however, imposes upon them respective hierarchical and linguistic rules of conduct, which leads to their getting lost in the "web" of social ties. Personal space becomes needs a place where to be themselves, some time to use for themselves and a language, through which to express themselves.

We present observations about how the time in historical plan, and the space (in this case virtual) determine language, through which some bearers of different linguistic formations choose ways to increasingly limited, and the price at which it is acquired - still higher. Everyone identify themselves.

We monitor and analyse different humorous sites and groups in online social networks which gain more and more popularity among the Internet users and where the dialect, considered not to be a prestigious language formation, is the basic means of communication and self-identification.

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László Nagy, University of Szeged

### **Lessons to be learnt from the results of the matched-guise-technique survey: A case study in Szeged**

This present paper examines the language prejudices and attitudes of one group of non-linguists, students at the lower-primary education on bachelor of arts course. The theory background of this survey connects to folk linguistics studies. (Niedzielski –Preston 2000) The data was collected from first year students of the University of Szeged. The examination consists of three parts: questionnaire, matched-guise technique, focus group interview. Regarding the methodologies chosen, our major objective was to argue for the importance of the integration of various methods in language attitude research.

The paper summarizes the results of the survey from the perspective of the MGT, and the importance of the inclusion of a control group in the process. The students possess knowledge on language and language variations as shown in the earlier investigations in Hungary (Sándor et. al. 1998). This knowledge is not professional but shows features of laics that demonstrates lack of awareness of linguistics facts. The students consider language usage as an index of speaker's identity. On the ground of this indexical nature of language usage they formulate language-based prejudices towards the speaker regardless the change in the identity of the recorded speaker.

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Jiří Někvařil, Charles University, Prague

### **A Czech branch of Hyundai: A case for sociolinguistic superdiversity?**

Nearly ten years ago, a branch of the Korean multinational company Hyundai was founded in the small Czech village of Nořovice. On the basis of qualitative research conducted in this branch beginning in 2011, this paper addresses the ethnic and sociolinguistic phenomena connected with its workings, both inside the plant itself and in its surroundings. These phenomena include: the ethnic and national backgrounds of the employees as related to their human capital and position in the plant, the sorts and compositions of migration channels present both in the plant and the region, the communicative competence of the employees as manifested in everyday communication, and the management of language, communication and sociocultural problems (Někvařil and Sherman 2015). I use the framework of superdiversity to characterize the main features of the phenomena researched and seek to demonstrate to what extent the establishment of the Hyundai branch can count as an instance of superdiversity and what the researcher can find when viewing the researched phenomena through the superdiversity lens. I adopt the position towards the understanding of superdiversity by specialists in sociolinguistics (see, for example, Blommaert 2015) who have modified the original concept as formulated in migration studies (see, for example, Meissner and Vertovec 2015).

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Gyöngyi Nemes, University of Pécs, Hungary

## **The examination of underprivileged children's school performance: sociocultural background and diagnostic assessment**

The school performance of the underprivileged children' is the main topic of my research. Much research deals with it, what kind of correlation is between the unfavorable social situation and the school performance: I would like to present, what are the main sociocultural viewpoints (socialization and language socialization, sociocultural background, sociometry examinations, learning motivation) and what kind of methods exist to the compensation of unfavorable social situation. The lecture would like to present what is the connection between unfavorable social situation and the diagnostic assessment, how can the diagnostic assessment help the underprivileged children's school performance (their knowledge and their learning motivation).

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Maurice **Nevile** and Johannes **Wagner**, University of Southern Denmark

**Language in trouble: Warnings at potential collision moments in forklift driving**

We examine the language and multimodal character of 'warnings' in moments of potential 'trouble' in tasks for mobile collaborative work. The participants are forklift truck drivers moving objects from one place to another at a training and certification site (a simulated warehouse scene). Our data are approx. 85 hours of recordings, and feature multiple camera views (truck mounted, floor, bird's eye). We focus on warnings expressed to other drivers in situations when collisions might occur as trucks move around the shared shelf/floorspace. Through warnings, drivers identify, orient and respond to such moments: a driver warns by announcing his/her presence, movement, or activity, to another driver who then responds. We analyse warnings' form and occurrence in the order and progress of routine task performance, to consider language as part of multimodal conduct, and relative to the physical surround (e.g. change in driving direction, speed, location). Forklift truck collisions can range from very minor to potentially dangerous, so warnings can constitute a form of crisis communication (De Rycker & Mohd Don 2013). We are interested generally in understanding language for the social practices by which people locally organize and accomplish together their activities, moment-to-moment in naturally occurring contexts, and especially when mobile and coordinating their mobility with others (see e.g. Nevile 2004; Haddington et al. 2012; Haddington et al. 2013).

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Anabella-Gloria **Niculescu-Gorpin** and Monica **Vasileanu**, The „Iorgu Iordan – Alexandru Rosetti” Institute of Linguistics, Romanian Academy

### **How speaker attitudes are changing present-day Romanian. A socio-linguistic overview**

The current presentation, part of a larger project, represents an attempt to capture and analyse the attitudes of Romanian native speakers towards their own mother tongue in relation to the use of English as *lingua franca*, and their effects on present-day Romanian. Such an analysis presupposes a complex understanding of the incentives that may determine people to use particular words and structures, incentives that go beyond purely linguistic reasons.

The analysis proper focused on several elements. First of all, by directly monitoring Romanian students' behaviour during classes, we have tried to establish how their use of English triggers particular attitudes towards Anglicisms (defined here as any English-based element, be it lexical, syntactic, morphological, etc. that manifests in present-day Romanian) and Romanian in general. Then, we have selected several such occurrences and designed some questionnaires that contain them and ask respondents to mark them as *Correct*, *Possible* and *Incorrect* or to assess their degree of acceptability and explain their choice. Their answers were further interpreted in relation to their knowledge of English, their social status, and their educational background.

Our initial findings suggest that attitudes people hold towards their mother tongue and English, represent a continuum of cases, ranging from a complete rejection of the foreign language and high praise of the mother tongue to the opposite situation. What is even more interesting is how these attitudes correlate with the answers the respondents have given to the questionnaires.

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Sigrid Norris, Auckland University of Technology, New Zealand

## **Multimodality and Attention in Family Video Conferencing Interactions**

This presentation investigates videoconferences between family members of different generations and illustrates how multimodal (inter)action analysis (Norris, 2004, 2011, 2013a, 2013 b, 2014, 2015) allows us to gain new insight into language and interaction. The methodology originates from sociolinguistics and takes the mediated action as unit of analysis (Scollon, 1998, 2001; Wertsch, 1998).

The data of the presentation comes from a study of videoconferences among 17 New Zealand families with family members across the globe and includes 84 participants. Based on the data, Geenen (forthcoming) has examined how children learn interactive aptitudes; Norris (forthcoming a) has taken a methodological perspective and investigated rhythmic Zeitgeber (forthcoming, b); and Kusmierczyk-O'Connor & Pirini (forthcoming) examined mirroring actions.

This paper hones in on some multiparty (inter)actions, illustrating through videos and multimodal transcripts that family members' attention levels sometimes converge and sometimes diverge in ostensibly focused (inter)action. Through the use of the multimodal framework, the paper illustrates how an examination of (inter)actions beyond language allows us to discover new dimensions in research into interaction.

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Conchúr Ó Giollagáin, University of the Highlands and Islands, Scotland

**Sociolinguistic aspiration and demolinguistic realities in Ireland: A problematic dialectic**

A defining aspect of the cultural program undertaken as part of a broader national project in Ireland was the revitalization of the Irish language. Official aspirations regarding language policy now stand in stark contrast to ethnolinguistic realities. Current conditions are increasingly exposing minority-language policy initiatives in Ireland as empty gestures. This paper traces how these aspirations have fared since independence and how cultural transformations since then have impacted on both the official view of language regeneration and on the social reality of Irish as it is experienced in both its rooted speaker communities and in its aspirant social domains of second language learners. New insights into Ireland's current socio-cultural condition have necessitated a re-examination of many received ideas. Informed by recent demolinguistic analysis, this paper examines both the sincerity of the official mindset in relation to language aspiration and the reality of Irish language vitality in contemporary Irish culture. As with many cultures dealing with language complexity, Irish language identity is at a critical juncture: the manner in which speakers, communities, their institutions and their state deal with its current socio-cultural condition will have a lasting effect on future prospects for the resilience of Irish.

Nataliya **Ogurechnikova** and Maryana **Donskaya**, Peoples' Friendship University of Russia  
***Lag* and *lög* in Icelandic: historical shifts in semantic correlation**

In Icelandic *lög* “laws” is pl. neutr. of *lag* “order”. Originally, in Old Norse, the semantic sphere of *lag* was very wide, it related to *Icel. leggja* “to lay” and denoted something like “foundation” of any development, both individual and social.

Correlation of *lag* and *lög* in modern Icelandic is treated differently by dictionaries of Icelandic, Cleasby-Vigfusson presents *lög* as a variant in the semantic structure of *lag* [Cleasby 1957: 369-370]. At the same time Mörður Árnason treats *lög* as an independent lexeme but with the labels HK., FT. (pl, neutr.), Árnason has also compiled two different articles explaining the meanings of *lag* and *lög* [Árnason 2007: 571, 632]. Nevertheless in the dictionary of Árni Böðvarsson [Böðvarsson 1996: 550], which is compiled only ten years earlier than the dictionary of Árnason, *lög* is treated as an ordinary form of *lag*, not even as its semantic variant, to say nothing of a separate lexeme.

The semantic correlation *lag* vs. *lög* has been subject to variation in the history of Icelandic language since the Middle Ages. In Medieval Iceland the mentioned semantic opposition was closely related to important concepts of *útleigð* “outlawry” and *skóggangur* „going to the woods“.

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Alicja Okoniewska, CRATIL-ISIT, Paris, France

### ***Catalonian referendum or redesigning stereotypical thinking through political discourse in language training***

How does the in-depth comprehension of discourse structure in language thematic training influence the linguistic vision of the world of students? How do the discourse categories reveal stereotypical formation?

This paper intends to reply to the above-mentioned questions through political discourse analysis used in Spanish language and culture training for professional interpreters from the twenty-eight European Union Member States. In order to perform the analysis, I apply the methodology using discourse categories based on the Critical Discourse Analysis approach of Teun Van Dijk. This analysis reflects how the thematic training, in the studied case, in Spanish politics, offered to multilingual and multicultural groups of professionals aiming to improve their Spanish, leads to detecting and re-evaluating cultural stereotypes.

Teun van Dijk argues that we learn racism through discourse. This analysis aims to show how to use the methodological apparatus to detect and re-evaluate stereotypical thinking through thematic training in multicultural environment. In conclusion, this approach showcases the CDA as method to transform the multidisciplinary language learning for professionals that drives a change in their linguistic vision of the world and rearranges the stereotypical and discriminatory thinking by redesigning the learning process through discourse. How to do it in an efficient way? This is the final question that I attempt to answer.

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Darija Omrčen and Vesna Cigan, University of Zagreb, Croatia

## **Comparing Research and Review Paper Titles from Academic Journals and Article Headlines from Magazines: a Sociolinguistic Approach**

Scientific community on the one hand, and journalism community on the other differ in many ways – among them in the style of writing. Consequently, the aim of our study was to analyse two subsets of captions, i.e. headlines of articles published in magazines and titles of research and review papers published in academic journals, both with regard to their types in terms of construction and with regard to usage of figurative language. To scrutinize these two from the viewpoint of sociolinguistics very different communities, a sample of 372 cases, i.e. headlines of articles published in magazines (n=106) and titles of research and review papers (n=266) was drawn. Upon allocating the captions into one of four construction groups, in compliance with the research by Soler (2007), i.e. nominal group construction titles, compound titles, full-sentence titles and question-construction titles, Pearson chi-square test has revealed that nominal phrase structure was by far a caption type more frequent in the titles of papers published in academic journals and that figurative language was significantly more frequent in the headlines of magazine articles. Special attention was also paid to the group of compound titles, i.e. their construction and style as two strategies that might help attract the attention of prospective readers. The analysis in this respect demonstrated that both the article compound-structure headlines and paper compound-structure titles were predominantly comprised of two nominal phrases. As for magazine articles' headlines, the second most frequent structure combined a nominal phrase and a full sentence. Our analysis has additionally testified to varying trends in titles of papers published in academic journals.

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**Linguists as a social force: On the role of linguists in the establishing and maintaining of standard languages**

Standard languages establish collective identity of communities (Hroch, 2009) and social capital of individuals (Bourdieu, 1982). The existence of a standard language have, therefore, important social and political consequences (cf. Deumert – Vandenbussche, 2003). The establishing and maintaining of standard languages presupposes the activity of actors authorized to conduct such activities as selection, codification and elaboration of a language norm (cf. Haugen 1966). According to Ammon, linguists or linguistic institutions represent one of the social forces playing a “prominent role in decisions as to which language forms count as standard” (Ammon 2015, p. 56).

This paper aims at sketching out concrete forms of engagement in which today linguists and linguistic institutions fulfil the role of such social force. It departs from a field research among linguists and linguistic institutions embedded in different social, cultural, historical and linguistic contexts of Bosnia and Hercegovina, Czech Republic and Turkey. It is based on analysis of multiple data consisting of language codexes, language counselling materials, language policy documents and interviews with linguists involved in standard language policies collected at each research site.

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Register can be defined as “a communication situation that recurs regularly in a society in terms of participants, setting, communicative purpose and so forth”(Ferguson,1994:20). Thus, it will tend to develop identifying markers of language structure and language use, different from the language of other communication situations. In this respect, TV advertising can be considered as a different variety both in terms of its situational and grammatical properties (Tanaka, 1994;Goddard,1998;Cook,1992). Thus, the aims of the present study are 1) to determine the discursal features of TV advertising by analysing the functional associations between the situational and lexico-grammatical features 2) to compare these features with five other registers, namely, scientific research articles, man/woman magazines, legislative language, newspaper feature articles and stand-up shows. Each text type consisted of approximately 30.000 words. For the purposes of analysis and comparison, ‘the multi-dimensional approach’ developed by Biber (1988) is used. Considering the limitations of this study, only the ‘informative versus interactional production’ dimension is analyzed. The lexico-grammatical categories presented in this dimension are counted in each text type and the results are statistically evaluated.

The findings of the study indicate that TV advertising in Turkish has a highly interactional discourse type. When all the text types in the study are compared in terms of this dimension, it is found that TV advertising has the highest frequencies of an interactional discourse. It is followed by stand-up shows, man/woman magazines, newspaper feature articles and scientific articles. Among the text types analyzed, the most informative discourse is found to be as legislative texts.

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Tamás **Péterváry**, Soillse, University of the Highlands and Islands, Scotland

## **Analysis of bilingual competence. language acquisition among young Irish-speakers in the Gaeltacht**

This presentation provides a summary on the methodology and findings of a recent quantitative sociolinguistic study on Irish-English bilingualism among children in one the ‘strongest’ Irish-speaking areas in Ireland (Péterváry, Ó Curnáin, Ó Giollagáin, Sheehan, 2014). The study responded to previous research and observations which indicated that this young generation achieved a high level of ability in English and that their Irish was substantially different to that of older generations.

The study set out to compare the speaking ability of 7- to 12-year-old bilinguals in Irish and in English, respectively. The children in the survey were raised in Irish both by their parents and in the Irish-medium schools they attended. While many of the parents of the children in the study have a relatively well-developed (traditional or close to traditional) ability in Irish, they and other speakers in the community from whom the children acquire their Irish employ a significant level of codeswitching in their everyday conversations in Irish (as opposed to none or very little in their conversations in English). The study concluded that the ability of children was generally better in English than in Irish and that their ability in spoken Irish shows signs of incomplete acquisition.

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Saija Peuronen, University of Jyväskylä, Finland

**Language as a local practice in a community of Christian snowboarders: Studying the construction of identifications in online and offline spaces**

This paper examines how members of one particular youth community, Christian snowboarders in Finland, use various linguistic, multimodal and discursive resources to construct identifications in local contexts of their ‘community of practice’ (Wenger 1998). The group of Christian snowboarders functions in dynamic ways both in online contexts and face-to-face encounters, striving to create ways for expressing and sharing their socio-ideological views. The theoretical and methodological framework of the work incorporates sociolinguistics, discourse studies and specifically, the combination of online and offline ethnography into the micro-level examination of the community members’ language use. Therefore, I will look into the ways of utilizing data from both online and offline environments to study identifications (Leppänen et al. 2014, Brubaker and Cooper 2000) that the Christian snowboarders construct by strategically drawing on language resources at their disposal in different communicative contexts. The data were gathered at different stages during the years 2006–2013, and they include web forum discussions and face-to-face interactions between the community members, amateur online videos that the snowboarders have produced, and interviews carried out with them at snowboarding camps. The analysis shows that, by way of using specific styles and registers of Finnish and English, professional jargons, multimodal resources and discursive strategies, the community members construct specific identifications of participation, community, their Christian faith, and expertise in lifestyle sports.

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Sharing content is part of the *zeitgeist* of the Internet age (Pflaeging 2015: 160). When “many people simultaneously forward an information item, over a short period of time, within [and beyond] their social networks” (Nahon & Hemsley 2013: 16), content spreads virally. While some psychological studies ask why content goes viral (e.g., Guadagno et al. 2013), little research has yet been done from the perspective of sociolinguistics. We assume that virality is, essentially, an issue of genre, and, hence, of recurring patterns of situated language and image use. It seems particularly profitable to study virality by describing and contrasting two genres whose common denominator is an accentuation of *sharing* on the Social Web: ListSites (Pflaeging 2015) such as *The 30 Teeniest Tiniest Puppies Being Adorably Teeny Tiny*, which are designed to go viral, and personal weblogs (Schildhauer i.pr.), which do not primarily aim at virality.

By drawing on two corpora (Pflaeging 2015; Schildhauer i.pr.: ch. 2), we compare these genres on the dimensions of multimodal structure, situation, topic, and function. Our comparison reveals similarities and differences concerning, for instance, language and image use, typical topics, and partner constellations. We argue that observable differences can shed light on the questions of how text producers design their content, the communicative situation and provide identity-related information in order to facilitate virality. We thereby hope to provide insights into a central phenomenon of our time.

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## **An analysis of hedging expressions in spoken discourse: the case of same and mixed gender interactions**

The term *hedge* was coined by G. Lakoff (1972:195) as “it was Lakoff (1972) who had the greatest initial impact, and it was his papers that popularized the concept” (Fraser, 2010). In due course, it was defined in a number of other ways in the linguistic research literature and hedging has become more defined. Nevertheless, there is still no consensus among linguists as to the reliable definition of a *hedge* which would encompass all approaches. Generally, *hedging* constitutes a rhetorical strategy which is used to lessen the impact of an utterance and can be found in both spoken and written language, especially in scientific discourse. According to Fraser (2010:201), *hedging* is a rhetorical strategy used to convey a lack of full commitment since “by including a particular term, choosing a particular structure, or imposing a specific prosodic form on the utterance, the speaker signals a lack of a full commitment... simply put, it is attenuation of the full value which the utterance would have...” (Fraser, 2010:201).

The purpose of the study is to investigate hedging expressions. We will attempt to register the types of hedges and the occurrence of hedging expressions in spoken discourse, in conversational settings reflecting everyday life. In order to conduct the investigation, we will focus on various exchanges with both male-male / female-female (same gender interactions) and male-female participants (mixed-gender interactions) talking to each other in English. Additionally, the analyzed material will constitute the basis for making a comparison in the use and frequency of the incidence of hedging regarding gender. Finally, we will aim at analyzing the functions of hedges used in various contexts as they can vary depending on particular circumstances, the speaker’s attitude, the speaker’s intentions, the audience etc. For instance, hedging might indicate that one is not committed to what he / she says. Hence, one might use hedges in order to reduce or mitigate the forcefulness of an utterance. At other times, hedges serve for indicating caution, humility or politeness. Thus the study will also deal with hedging strategies and devices in terms of *politeness*. We will verify if and if yes - to what extent hedges are correlated with politeness – both positive and negative politeness strategies.

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Wilamova Sirma. 2005. *On the function of hedging devices in negatively polite discourse.*

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### **An investigation of small talk phenomenon in the communication of Polish people: a questionnaire study**

The purpose of the presentation is to focus on spoken discourse – more specifically small talk and how it is reflected in various communicative exchanges. According to Jaworski (2000), small talk is defined as phatic communion, casual conversation, gossip, social talk, etc. Although small talk covers a number of topics, it is regarded as trivial, non-serious and unimportant. Moreover, regardless of its alleged insignificance, small talk is a phenomenon which is ubiquitous as it occurs in both formal and informal contextual settings.

The following study attempts to analyze the social interaction of small talk among Polish people. This study makes a comparison of how Polish people – both males and females interact with each other during small talk. We will concentrate on identifiable features - both similarities and differences in the speech of men and women pertaining to small talk. Moreover, we will analyze the various functions of small talk performed by both genders – that is both male and female participants. To investigate the phenomenon and portray the features, we intend to expose the informants to a number of questions in the form of a questionnaire. The responses will help us elaborate on the features and functions of small talk and finally make observations with reference to differences in gender.

Károly Polcz, Budapest Business School

## **Dominant Language Influence on the Hungarian Terminology of Online Marketing**

Internet-based e-commerce was born in 1994 when the first banners appeared on Hotwired.com. (Eszes 2011). Ever since online marketing has made great advances with its terminology experiencing explosive growth mainly in English. Concepts and their linguistic representations developed in a dominant linguistic environment influence less-widely known languages (Draskau 2001). An in-depth examination of contrastive terminology may provide valuable sociolinguistic insights as terms are used for communication in discourse which "occupies a certain place in the society that uses it and has a relationship to other languages and societies with which it is in contact" (Cabr  1999: 57). Although there is a host of studies focusing on English-Hungarian contrastive terminology, a similar study of online marketing terminology with sociolinguistic implications has never been conducted before. It is hypothesized that English as a primary communication system in the domain of online marketing has a considerable bearing on Hungarian online marketing terminology and professional communication. The presentation focuses on the following research questions: (1) To what extent do dominant language terms influence Hungarian terms and professional communication in the domain of online marketing? (2) What are the reasons for the relatively high degree of contamination of Hungarian online marketing terminology and professional communication? Drawing on the models and taxonomies of contact linguistics (Haugen 1950; Kontra 1981; Lansty k 2006) and translation studies (Vinay-Dalbernet 1977/1995; Newmark 1988), a taxonomy has been set up to categorize different types of correspondences between English and Hungarian online marketing terms. 906 occurrences of terms extracted from English-Hungarian dictionaries and internet glossaries have been examined. Findings indicate that dictionaries and glossaries rely mainly on direct and partial borrowing, resulting in a high degree of contamination. This, in turn, might lead to a special form of code mixing and double coding in professional communication which will be illustrated in the presentation.

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Zorica **Prnjat** and Ljiljana **Marković**, University of Belgrade, Serbia  
**Social Networks in Serbia: the Use of Angloserbian**

The paper presents an analysis of anglicisms in the language of social network users whose mother tongue is Serbian. A large number of anglicisms such as *lajk* (n. sing.), *lajkovi* (n. pl.), *lajkovati* (v.), *nelajkovati* (v.), *lajker* (n. male), *lajkerka* (n. female), *lajkerski* (adj.), etc. indicates an unprecedented influence of English that began with the emergence of social networks. The impact of English as the dominant language of international communication on other languages, including Serbian, brought about the need to define it in a new way as 'the nativized foreign language' (ENFL). English supplements communication needs of a particular linguistic community and complements conceptual and lexical gaps in the native language of its members. Moreover, it demonstrates significant impact on culture and behavioural patterns of members of that community, in this case Serbian. The use of anglicisms has led to formation of a new, hybrid language form that Serbian linguists call *anglosrpski* (Angloserbian). This new variety presents a form of Serbian that has departed from its own usage norms and modelled the new ones after the norms of English. Gradually, Angloserbian has become incorporated in the Serbian language system, thus reflecting linguistic attitudes of the young, urban, to a certain level bilingual speakers of Serbian who are fairly competent users of social networks and whose linguistic norms are often shaped by this medium. Examples presented in the paper demonstrate a high degree of their linguistic creativity and their constant need to invent new forms of expression.

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Ondřej Procházka, Ostrava University

## **Internet Memes and Virtual Communities – A Multimodal Sociolinguistic Analysis**

This paper examines the recently emerged multimodal artifacts commonly known as Internet memes and their role in the virtual communities grounded in various social networking sites (SNSs). The focus is laid predominantly on their cohesive capacities which help to establish and maintain a certain degree of social and linguistic homogeneity. As digital objects, memes are habitually circulated, imitated, and transformed by individuals in the particular virtual communities, which leads to a shared and homogenized cultural experience. This is largely possible due to their distinctive properties that combine unbounded humor, multilayered intertextuality, bizarre juxtapositions, and topicality. As a result, Internet memes have developed their own idiosyncratic character which is reflected in the context of each community and mostly incomprehensible to non-members. The framework of Social Identity Approach is employed to analyze the sociolinguistic workings of each community with regard to the cohesive powers that favor the in-group and disparage the out-group. Finally, the paper presents POLANDBALL community in order to demonstrate the multimodal dimensions of memetic communication and its recursive linguistic peculiarities across selected SNSs, serving as the cement that holds the communities together. It is also shown that the cohesiveness of this community rests on its inclination to disparagement humor that revolves around cultural and national stereotypes – a common feature of Internet memes.

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Maciej **Rataj**, University of Gdańsk

## **Do They Speak Like Shakespeare? Attitudes towards Appalachian English in Social Media**

To the casual observer the Appalachian dialects of English seem to be shrouded in mystery. The people of the Appalachian Mountains are frequently perceived through the tinted glass of stereotypes, myths and urban legends. One of these myths is the claim that their English is a living fossil of the colonial era or is even similar to the English of Elizabethan England, a view discussed by Montgomery (1998). Inspired by this popular though misguided image, the present study investigates the attitudes towards Appalachian English that can be observed in social media such as Reddit, Facebook and Youtube. It focuses on both positive and negative attitudes, referring to the notions of overt and covert prestige and standard language ideology (see Milroy and Milroy 1998) in order to explain why different opinions arise and who expresses them in the worldwide community of English language users.

This paper is the author's first attempt at exploring attitudes towards dialects of American English and the first part of what he wants to become a large-scale study of approaches to language variation and Standard English norms in the Appalachian Region.

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Andrea Ágnes **Reményi**, Pázmány Péter Catholic University, Hungary  
**Teaching English abroad, in the EU? What language teachers think**

In the past ten years, a debate has been raised in waves in and around the European Commission. The question was whether to include a (language) teacher or school staff mid- or long-term mobility programme in the European Union (EU) Erasmus framework, more precisely, as a one- or two-term job placement or teacher exchange into another EU country. As part of the preparation, an EU-wide, large-scale questionnaire-based survey was conducted with language teachers (N = 6,251) on their attitudes towards such a programme (Strubell 2011, Williams et al. 2006). As a follow-up, hour-long interviews were conducted with Hungarian-native teachers of English as a foreign language and/or CLIL (N = 67), with the aim to understand how in their discourse they relate to teaching in the EU or the EU itself, but also how they construct their identity as teachers. This talk will offer, on the one hand, an overview of the programme plans, and on the other, a comparison of the most relevant results of the questionnaire and the interviews. For example, both researches revealed a high level of willingness on language teachers' part to teach in another European country in the near future, though that willingness was gender- and age-sensitive. Contrary to the results of the questionnaire, the interviews uncovered non-native English teachers' ambivalence towards teaching English abroad (Reményi 2015, 2016), mostly because their willingness was often confronted with a language ideology-based bias, that of native speakerism (Holliday (2006).

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Zsuzsanna **Renkó-Michelsén** and Dave **Sayers**, University of Helsinki - Sheffield Hallam University

### **New speakers of a new language: The ashen phoenix of reconstructed Cornish**

In recent years there has been growing attention to *new speakers* of minority languages. This clarifies a long-blurred distinction between two different aims in language policy and planning: to protect existing speakers, and to recruit new ones. But what if there are no existing native speakers, and the language movement focuses solely on creating a new language community?

Step forward the Cornish language revival. We review how Cornish, having slowly died over the 16th-19th centuries, was manually reconstructed from its scant written remains. With extensive extrapolation of grammatical and lexical content, from the ashes of a very limited corpus rose the phoenix of a new-but-old language. This effort began in the late 17th century when there were still living speakers of Cornish, but was mostly focused on the written record. Over the following centuries a nascent community of Cornish speakers has grown, very gradually, with some recently managing to raise their children speaking Cornish.

We complement this historical account with our own research into the contemporary language movement, including ethnographic research among activists and families aiming for intergenerational transmission. The data have been collected through structured and semi-structured interviews 2005-2015 and have been analysed through thematic analysis. Firstly, we relate the *languagisation* of Cornish – its orthographical development and standardisation – and secondly, we discuss the position of new speakers in the language movement. What are their goals? How important are issues of ancestry and ethnicity in the legitimisation of this language movement? How is the language used as a cultural resource to negotiate Cornish belonging and identity, and how do speakers compare themselves to speakers of other minority languages? These topics and others are informed by original ethnographic insights.

Pia Resnik, University of Vienna

### **Skating on thin (linguistic) ice: expressing anger in multiple languages**

Expressing anger is, in general, challenging as expressions may come across too harsh and the illocutionary force behind an utterance can easily be mistaken. In a language other than one's L1, this undertaking is even more difficult as the nuances of appropriateness are not easily identifiable and difficult to apply (cf. Graham et al. 2001; Rintell 1984). Hence, being rude or angry is a very sensitive issue in a foreign language and can be described as "skating on thin ice" (Dewaele 2004: 84) as multilinguals frequently need to master completely different norms of expressing emotions (cf. Toya and Kodis 1996: 280 in Dewaele 2010: 105) and misunderstanding or misinterpretation by the addressee can be the consequence. The more distinct the linguistic/cultural background of one's L1 is to those in which someone verbalises anger, the more difficult it seems to do so appropriately. In how far cross-linguistic and cross-cultural differences affect a multilingual's language choice to verbalise anger will therefore be discussed in the present paper by drawing on the results of in-depth interviews (N=24) and a web survey (N=178), in which consecutive multilinguals, who all shared English as their L2, participated. Depending on their linguistic/cultural backgrounds, they were divided into two groups (group 1: L1 = German; group 2: L1 = Mandarin). Thus, the effect of the L1 and the respective cultural background on swearing in ESL will be investigated as will be the general emotional force of swearwords in the languages. The role variables such as gender, age and other language-related aspects (e.g. language proficiency and the amount of exposure to the respective cultural backgrounds) play with regard to the aforementioned will furthermore be discussed. Consequently, the paper aims at shedding light on this still underresearched topic by trying to identify decisive factors in these processes.

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Marie A. **Rieger**, University of Bologna

### **Coverings for their huts: The representation of Africa and African people in coffee ads**

The country-of-origin effect is a marketing strategy which is also used to promote African coffee (cf. Rieger forthcoming). But unlike other cases the central selling point is not the individuals' expertise but simply the fact that Africa happens to be the original homeland of the coffee plant. The refusal to grant Africans the status of competent self-reliant individuals is a serious but by far not the only remnant of colonialist thinking in ads for African coffee. Advertising in the fair trade market is characterized by a patriarchal attitude resembling all too much the colonial ideology of the civilizing mission whilst in mass market ads "Africa" remains the projection screen for White wishes and dreams as it has been for centuries. The uncritical use of colonial vocabulary such as *Ureinwohner* 'primeval inhabitant' and *Urstammesgebiet* 'primeval tribal homeland' or references to nature worshipping round off the picture (cf. Arndt and Hornscheidt 2004). My study is based on a detailed analysis of German websites promoting African coffee and aims to show that these ads are of that kind of contemporary representations where colonialism "continues to construct cultural perspectives of peoples and places, but in a way which is covert" making it "more insidious and ultimately more dangerous" (Morgan and Pritchard 1998: 176).

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Luis Miguel **Rojas-Berscia** and Ad **Backus**, Radboud Universiteit Nijmegen, Max Planck Institute for Psycholinguistics - Tilburg University

### **The myth of “language”: towards a sociolinguistics of linguemes**

Linguistics is commonly defined as the science of “language”. This concept, however, is difficult if not impossible to define: it isn’t distinct or discreetly bounded. Its origins can be traced back in the roots of Western culture, when big civilisations and empires used certain terms to define what they called “a common way of speaking”. In the WEIRD world these terms are commonly associated with geographical adscription and ethnicity, hence the existence of a Latin language, a Greek language, a Turkish language, etc. This concept was also brought by Western cultures to the New World; nevertheless, it was not easily applicable.

“Language” was unquestionably brought to the sciences of language too. This concept, however, neglects many core aspects of human linguistic competence.

For this talk, we will discuss the importance of bringing back to usage the concept of *lingueme* (Croft 2000), which stands for memetic replicators in the form of utterances, which we as humans tend to store, process and disseminate in interaction.

A sociolinguistics of linguemes or Memetic Linguistics (Rojas-Berscia 2014) which takes into account the dynamic nature of the linguistic phenomena, i.e. an unstopping exchange of linguemes in interaction which is constantly shaping our linguistic performance, is necessary. In order to exemplify better our proposal, we will illustrate our theoretical overview with examples coming from two different settings: “Turkish” as spoken in Western Europe (*cf.* Doğruöz & Backus 2009), and “Shawi” as spoken in the Upper Amazon of Peru (*cf.* Rojas-Berscia 2013, 2015). Both cases shed light on the importance of thinking of a dynamic use of linguistic features by individuals in daily life, rather entire systems moving from one place to another.

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The websites have recently established a leading position in the institutional promotion and thus have been exploited as a primary source of presentation also in the theatre world. Albeit theatre performances may not be regarded as typical tradable products, the traditional opera houses challenged by other forms of entertainment have adopted the affordances of new technologies in their promotion and have given rise to an emerging genre of theatre online presentations. Anchored in the methodology of multimodal discourse analysis as developed by Gunther Kress, Theo van Leeuwen, and John Bateman, the contribution attempts to outline the presentations of leading European opera houses with a special emphasis on their ballet companies.

Out of an array of modes employed, the layout is chosen as an integral part of the web page to explore its contribution to the websites composition and the meaning-making in the online communication. The research is based on Bateman's hierarchical model of groupings and endeavours to analyze the interconnection of individual modes as well as their functions on both microstructural and macrostructural levels. The corpus focuses primarily on the "gateway" pages, i.e. homepages and ballet companies' homepages, of the selected major Eastern and Western European opera houses enabling a cross-cultural comparison to be made.

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**Is linguistic variability adaptive?**

Evolutionary linguistics has become one of the most dynamically developing fields in the study of language. However, the huge amount of knowledge produced by sociolinguistic research often seems to be lacking from the approaches that study the evolution of language, although Labov calls his research *evolutionary linguistics* (see e.g. Labov 1965/1972, 1994), and also the theoretical foundation of the social study of language change calls for a research frame that harmonizes with the Darwinian theory of evolution (Weinreich, Labov and Herzog 1968). In the recent decades the isolation of the two “evolutionary linguistics” has been loosened (see e.g. Aitchison 1996, Croft 2000, Ritt 2004, Mufwene 2008).

My paper aims to contribute to this process. The question whether linguistic variability is adaptive was raised by Labov in 1965, but neither Labov nor other students of language change tried to answer this question. In my paper I claim that linguistic variability is adaptive. On one hand, without variability change would be impossible, and a non-changeable language would hinder the evolvement of new cultures and the development of existing ones, and language itself could not function without the metaphoric use of words. On the other hand, inherent variability makes people possible to perform identities both on the intergroup and intragroup level. The identity performances in speech strengthen the isolation between groups, and decrease the aggression within the groups. Both processes increase group cohesion which is a cardinal condition for cultural group selection.

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## **A tale of two discourses: The construction of the Bersih 2.0 Rally in two Malaysian newspapers**

In this paper, I apply Halliday's Systemic Functional Grammar tools, mainly within the vein of Critical Linguistics, in a critical discourse analysis of two press reports in the reporting of the Bersih 2.0 Rally, a protest movement calling for electoral reform in Malaysia. The alternative conceptualisations of the rally invoked in a mainstream, government-owned print newspaper (New Straits Times) is compared and contrasted with an alternative news article from an online news portal (Free Malaysia Today). The main aim of my study is to reveal the ability of newspapers of creating differing discursive realities of the Bersih 2.0 through the use of language elements. To this end, I examine the ideological representation of the Bersih 2.0 rallies in Malaysia through a critical discourse analysis of reports from the New Straits Times (NST), a government owned newspaper and Free Malaysia Today (FMT), an online, alternative news portal that is regarded as an opposition favouring publication. This paper rests on a few of the basic tenets of CDA: that language is a means of enforcing power relations in, that social and political issues are constructed and reflected in discourse, and that ideologies are produced and reflected in the use of discourse. Linguistic features of these two texts will provide insights on how particular discourse goals are developed and propagated and how these texts serve to influence their readership. The aim of my research is to shed light on the asymmetries between these two news reporting to unveil the overarching ideologies of the institutional discourses within which they operate.

Matteo **Santipolo**, University of Padua, Italy

### **A sociolinguistic-oriented approach to foreign language teaching**

No language is entirely uniform and only very rarely are linguistic repertoires made up of exclusively one language, dialect or variety. Far from being a weakness or an obstacle to communication, such multi-layered and multi-faceted complexity represents a richness that native speakers can and do have recourse to to broaden their possibility of expressing social shades of meanings even in relation to the very same semantic content. This universe of linguistic hues is hardly accessible to foreign students of such languages who most of the times must content themselves with a mainly superficial comprehension of the sociolinguistic barrier. The approach we intend to illustrate here tries to cope with this problem, focusing on firstly raising sociolinguistic awareness and afterwards on developing a full-fledged sociolinguistic competence, right from the first steps of language learning. In order to do so, the principles of *sociolinguistic utility and usability* will be introduced which, when applied to language education, will lead to a so-called “bespoke language teaching” approach. Examples will refer to the cases of English, Spanish and Italian and will be based on opinions and expectations native speakers of these languages have about what a foreign speaker should be able to do with them from a sociolinguistic perspective.

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Irene **Santos Raña**, Universidade de Santiago de Compostela

### **The perception of the language contact in the eastern and southern borders of Galicia**

The aim of this study is to present the state of a research about how people perceive the variation and the language contact between Galician, Spanish, Portuguese and Astur-Leonese varieties. The area of this study includes several places on Galicia's eastern and southern borders. The intricacies of the language contact and dynamics in this setting are interesting from the point of view of the Perceptual Dialectology (PD), which main objective is to analyze non-linguists knowledge about the different geographical varieties. In the same way, the objectives of this work are (i) to outline the features in which people perceive the variation, (ii) to know how they categorized the variation and (iii) to learn how they use the varieties.

Since the emergence of PD, dialectologists have been using different methodological approaches to register language perceptions. These procedures include questionnaires to evaluate the similarity, the difference, the correctness or the pleasantness of varieties using scales, hand-drawn maps, interviews to elicit qualitative data, among other indirect methods like matched-guise technique. The method applied in this work combines quantitative and qualitative techniques: a questionnaire and a semi structured interview designed to validating the following hypotheses:

- (i) Speakers are aware of the linguistic variation.
- (ii) The aware of the variation is related to the linguistic behavior.
- (iii) Speakers' attitudes contribute to explain the vitality of the varieties.

In addition to the objectives, the method and the first results, the presentation is going to include the particularities of each variety in order to contextualize the contact situation.

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Lucia **Satinská**, Slovak Academy of Sciences, Bratislava, Slovakia  
**Trilingualism in the Linguistic Landscape of Bratislava**

The city called Bratislava today has undergone major demographic changes throughout the 20<sup>th</sup> century. The ethnically diverse city (composed of Germans, Hungarians and Slovaks as well as Czechs, Jews, Bulgarians, Croats etc.) has been transformed by socio-political processes including the Holocaust and post-war deportations of Germans, “exchange of inhabitants” with Hungary and decades of socialist Czechoslovakia into monolingual Slovak city, the capital of Slovakia since 1993. This paper presents the analysis of the contemporary linguistic landscape (LL) with the use of data from the commercial sphere in the Old Town of the city, which is a characteristic space for tourists as well as the inhabitants, who are the two main groups the analysed signs are oriented at. The paper follows-up my dissertation research (Satinská, 2015; some results from the chapter on the LL published in 2013). The main focus of the paper is on how the trilingual (German – Hungarian – Slovak) past of the city is reflected in the LL of the contemporary commercial sphere. It seems that the current trilingualism in the Bratislava's Old Town appears in the form of Slovak – English – German, thus the minority local language (Hungarian) is being replaced by the global (not only) tourist lingua franca (English). What is the function of the displayed languages? To what extent is it symbolic and reflects some values connected to the past and to what extent is it communicative oriented on the speakers' needs?

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Johannes Scherling, University of Graz

## **The good and the ugly: the different narratives of the bombing of Syria by Russia and the West in UK media**

This paper is a comparative study of UK media discourse regarding the bombing of Syria by Russian and US forces, respectively. According to Herman and Chomsky (2002), Western media show a tendency towards uncritical acceptance of narratives from official sources to the effect that, in military conflict, a focus is laid on the crimes of others, backgrounding one's own crimes. Similar events are thus framed differently depending on the identity of the victims and the perpetrator, ultimately revealing a classification into worthy and unworthy victims. Such news framing can lead to a certain bias of attitudes (cf. Philo 2004: 201-2), a paradigm in which 'we' always appear to act on logical, justifiable and altruistic grounds, while 'their' actions are irrational, unwarranted and self-serving.

Russia's bombing campaign in Syria commenced on 30 September 2015 and immediately met with grave opposition by Western leaders stating that such attacks would only further push people to join the so-called Islamic State, and suggesting an ulterior motive. The media immediately repeated and reinforced this narrative, focusing on the motives and consequences of Russian intervention. At that time, however, the US had been bombing targets in Syria for more than a year already, without such criticism being raised in public, and without its motives being seriously questioned.

This paper analyzes UK media discourse between 30 September and 30 October 2015. It attempts to identify the narratives employed for Russian and US bombing of Syria, focusing in particular on how these narratives differ qualitatively with regard to motivation and responsibility for the bombing and the casualties involved. For this purpose, it draws on Herman/Chomsky's notion of worthy and unworthy victims as well as on the Glasgow University Media Group's *Thematic Analysis* (Philo&Berry 2004/2010), in order to identify the explanatory themes underpinning the two media discourses.

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**‘You laugh at me because I’m different. I laugh at you because you are all the same.’  
Teenagers constructing gender identity on Facebook**

It has been suggested that the anonymous environment offered by the Internet creates a space for women and men where they can enjoy more freedom in constructing their digital identities. With the transition of Internet communication to social media sites, nonymous spaces (Zhao et.al. 2008) increasingly anchor digital identities to off-line realities. At the same time, as a result of the pictorial turn (Mitchell 1994), the increased use of images in digital identity constructions anchors these identities to the body. How do these phenomena affect the freedom and agency of people to construct non-normative gender identities on social media sites?

To answer the question, I analyzed the Facebook profile pictures of 364 Hungarian teenagers. The data come from a representative survey on the social media use of Hungarian secondary school students.

Critical analysis of multimodal discourse (Van Leeuwen 2013) was carried out to see how gender is being digitally, visually, and also linguistically and intersubjectively constructed through the choice of the profile picture and the potential self-comment, together with the comments it received from others.

The nonymous spaces of social media sites seem to favour the construction of normative gender identities; hegemonic masculinities and pleasing, sexualized, emphasized feminine identities are co-constructed in the majority of photos and comments although a few photos question and contest normative identities too.

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**School Integration of Immigrant Students in Hungary – A Case Study**

In the past decades, statistics have evidently shown a growing number of foreigners settling down in Hungary. This population trend entails an increasing number of school-age children as well, both in the statistics and in educational institutions.

The effective legal regulations set a clear legal framework for the terms of enrolment and school attendance. The implementing government decrees, however, are more generalised and less practice-oriented. Probably, this can be explained by the fact that Hungarian legislators are not particularly well informed about the relevant scientific achievements in this field. The international literature has thoroughly covered the topics of school education of immigrant students and teaching/learning in a bilingual or multilingual setting since the 1970s. However, despite the existence of extensive literature drawing on international experience, available in foreign languages, only a few studies have discussed this topic in Hungary.

Taking this observation as a starting point, last autumn I initiated a case study research project with the aim to identify the characteristics of school integration of immigrant students. The study focuses on an immigrant sibling pair and tries to reveal the practical implications of the regulatory framework. In order to get the full picture, and to ensure both the external and internal validity of the research, information was not only collected from the children but also from their family, the head teachers and subject matter teachers.

The presentation will outline the results of the research and quote some exciting statements from the respondents. Hopefully, the presentation will be able to give a comprehensive picture of the impact of Hungarian immigration policy on school integration, and present a possible way for finding a solution based on my proposals.

Heike **Schoormann** and Jan **Michalsky**, University of Oldenburg, Germany

## **The effect of perceived attractiveness on male speakers' variation of fundamental frequency**

Female listeners tend to rate deeper male voices as more attractive than less deep voices (Feinberg et al. 2005, Hodges-Simeon et al. 2010). This observation is often explained with recourse to evolutionary biology: A larger vocal tract entails a lower fundamental frequency, which conveys the impression of dominance, protection, strength or good health (Ohala 1983, Fraccaro et al. 2013). The fundamental frequency ( $f_0$ ) – and the correlating perceived pitch – is not anatomically fixated but subject to deliberate speaker variation. It has been shown that the mean  $f_0$  is influenced by social context (cf. Gregory & Webster 1996). Isolated evidence points towards perceived attractiveness as an influencing factor on  $f_0$  variation. Hughes et al. (2010) showed that male speakers lowered their mean  $f_0$  when asked to leave a voicemail for a female recipient rated as attractive.

To test whether male speakers systematically lower their  $f_0$  in correlation with an increase in perceived attractiveness of their female interlocutor, 10 male and 10 female speakers volunteered as subjects in the study. The experiment consisted of 100 spontaneous dialogs of 15 minutes each, among which all possible male-female pairings were included. Following each dialogue, the subjects rated their interlocutor's attractiveness on a scale from one to ten. For each dialogue the  $f_0$  median for both speakers was correlated with the subjects' ratings. The results show whether variation in the male speakers' mean  $f_0$  exists and whether it can be correlated with the perceived attractiveness of the interlocutor.

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Alexandra **Shaeffer**, University of Iowa

### **Navigating Identities in the Teaching Abroad Context: A Case Study**

This case study spans one academic year and focuses on the developing identities of an American graduate student teaching English in France. The purpose of this study is to trace the effects of the teaching abroad context on the identities of the participant within the L2 culture. Two sub-goals of the case study are to investigate the role of critical incidents (Cushner & Brislin, 1996) on the participant's - a French Masters student - sense of self, and to investigate the influence of the French language on the negotiation of identities. Data includes audio-recorded semi-structured interviews with the participant conducted before and after her stay abroad, as well as reflective blog posts written by the participant during her time abroad. The data are analyzed thematically (Block, 2010) based on content. The case study responds to the call for further research on the relationship between language and identity (Block, 2007; Norton, 2010), especially within the study abroad context (Jackson, 2008). The implications of the study serve as preparation for other L2 sojourners.

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Tamah **Sherman** and Jiří **Homoláč**, Charles University in Prague - Akcent College, Prague  
**On language and the role of young Vietnamese in the superdiversification of the Czech new media space**

For several decades, the Vietnamese in the Czech Republic have contributed extensively to its perceived ethnic and cultural diversification. Recent years have witnessed their increased visibility in cities and border regions, as retailers, and as pupils. In addition, the growing media depiction of the internal diversification of the community focuses on its younger members, which is projected above all into the new media. In this paper, we examine data from narrative interviews and new media genres (blogs, Facebook, YouTube). We explore how linguistic means are a part of the audience design reflecting what can be understood as the *superdiversification* (cf. Blommaert 2015) of the Czech new media space, presuming extensive variation in addressees, participants, languages, categories and interpretations of individual genres. Czech, though it is the language used regularly by the Vietnamese participants and the one they typically know best, serves to address other Vietnamese with shared life experiences online. Its use in interactive genres such as Facebook posts also enables the participation of young Czechs interested in Vietnam, have Vietnamese friends and/or feel generational solidarity. Facebook groups such as “Confessions of Vietnamese” are based on international models, but their posts are inextricably linked to the lives of 1.5 and especially 2<sup>nd</sup> generation Vietnamese. We show that discursive practices in which Czech, Vietnamese and English, as well as both global and local concepts, are used to reproduce and elaborate hybrid identities (e.g. “banánové děti” or banana children) which are influenced by this superdiverse new media space and simultaneously contribute to it.

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Ida Skubis, University of Cracow, Poland

## **Language variation and change on the example of German language**

German was treated until the end of the 80s of the twentieth century as a monocentric language. Then it started to be perceived as a pluricentric language. A pluricentric language is a language with various interacting centers, where each of the centers codifies its own national norms. There are three “full centers” (Vollzentren) of German language: Germany, Austria and Switzerland which constitute the varieties of German language: German, Austrian and Swiss variety.

“Full centers” have their own codices, i.e. dictionaries, grammar and pronunciation guides. The differences between those three variations are visible on every level of the language – they concern orthography, phonetics, grammar, lexis and pragmatics. However, German is used also in other countries, which form the group of “semi centers” (Halbzentren) of German language and which do not have such codices. “Semi centers” of German include the following countries: Luxembourg, Lichtenstein, eastern Belgium and southern Tyrol in Italy.

Language variations are the source of confusion for language learners and language users. They may lead to incomprehension and disrupt the communication process. The German language learners all over the world are taught the German variety used in Germany, while two other variations are neglected. The concept of language variation should be the subject of intensive discussion and should be included in the curriculum at schools and at universities in order to educate future, competent language users.

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Dick **Smakman**, Leiden University  
**The westernising mechanisms in sociolinguistics**

Ever since the mid-1960s, frameworks have arisen that describe the workings of language variation in speech communities; models illustrating how, for instance, class or gender affect language use or how politeness is reflected in language. It is well known that some of these theories have been developed under a relatively strong degree of Anglo-Western influence and may not necessarily encompass cultural patterns that are less commonly known than those of predominantly monolingual societies like the United States, the United Kingdom and many of the European nations. Coulmas (2013), amongst others, argued that concepts developed within a Western paradigm should be applied with caution to non-Western societies. The recent volume *Globalising Sociolinguistics* (Smakman & Heinrich, 2015) confirmed that this is felt by scholars from all over the world, both western and non-Western, and that it is seen as an issue of concern.

This paper tries to draw a factual picture of the issue by demonstrating the degree and nature of an alleged Western bias in sociolinguistic theory-making. The data for this description are introductory textbooks for students and scholars as well as international journals focusing on sociolinguistic issues. I looked at journals and introductory texts from the last 40 years. Journal publications in particular provide us with authorship information (university where authors work) and with the choices authors have made to study a certain variety. I combined this information with more general information on English language proficiency and human development of the countries where these universities are situated.

Combined, the above information reveals that while the interest in non-western languages and cultures has always been great, these languages and cultures are still studied relatively often by Western-influenced scholars. Furthermore, socio-economic factors correlate strongly with the sociolinguistic output of countries and with presence of authors on editorial boards. The named bias thus seems to continue and even seems hard to reverse.

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Annemarie **Sorescu-Marinković** and Monica **Huțanu**, Institute for Balkan Studies, Belgrade Serbia - West University of Timișoara, Romania

### **The emerging norm of Vlach and its impact on the linguistic landscape of Eastern Serbia**

Over the past two decades, Linguistic Landscape Studies (LLS) have mainly focused on urban multilingualism, trying to produce detailed inventories of the visible fragments of written language in the public space (Landry and Bourhis 1997; Gorter 2006; Shohamy et al. 2010). Besides neglecting the rural spaces, in favour of the modern, globalized city, LLS have also been dominated by a quantitative rather than a qualitative approach (e.g. Backhaus 2007).

In our paper, we depart from these paradigms in that: 1) we apply the tools of LLS to the rural region of Eastern Serbia inhabited by bilingual Vlachs; and 2) we adopt a qualitative perspective, the only one capable of rendering pertinent findings in this particular case. With the introduction of the first optional classes of Vlach and Romanian in 2013 and the recent and intensely debated standardization of the Vlach variant, the monolingual landscape of this region has started to change and the first inscriptions in the local Romanian/Vlach variant appeared in public spaces. We will try to analyze these Romanian/Vlach signs (announcements, road signs, graffiti), with a special focus on the epitaphs in the rural cemeteries, and to assess the degree of variation in writing down this variant without a written tradition.

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Dace **Strelēvica-Ošiņa**, University of Latvia

## **The Complexity of Prescriptivism: Some Highlights of Latvian Language Community Today**

A significant part of my former research has been devoted to pinpointing and describing manifestations of prescriptivism and purism in Latvian linguistic community, as well as analyzing their possible reasons. In my previous publications, I have also attempted to define the differences of prescriptivism in various cultures, and the different socio-historical backgrounds of the types that I had termed human-oriented, language-oriented, and error-oriented prescriptivism (2010, 2011, 2015).

The public concern about language correctness and "purity" is truly an age-old, culturally near-universal, and multidimensional phenomenon. As Anne Curzan has rightly pointed out in her recent monograph, there is still a need to "provide a working model of prescriptivism and its various strands that makes sense to those inside and outside the academy" (Curzan 2014, 13).

The clash of the inside-academy and outside-academy viewpoints has often been one of the defining features of prescriptivism and its research. In the contemporary anglophone culture, it is the often-described controversy between the anti-prescriptivism of academic linguists, and the prescriptivism of the public and of the non-academic authors of language usage guides. In Latvian culture, however, the general public often attributes the role of the conservative prescriptivist to academic linguists, even though it is rather far from truth. Therefore, my focus recently has been on the stereotypes about linguists and linguistics in Latvian society, and, subsequently, on the controversies that linguists experience when communicating with the public on language correctness and other linguistic issues.

The concept of language ideology has been used widely across different areas of research in linguistic anthropology, and it also plays a significant role in the process of education. Ideologies may influence different aspects of education, such as knowledge transmitted in schools, the way this knowledge is conveyed, and how it affects individuals involved in the transmission of different types of knowledge. Textbooks are a major source of information and ideological beliefs; therefore, it is very important to analyze them critically. The aim of this paper is to explore if and how ideology hidden behind different contents in EFL textbooks can influence the identity of individuals involved in the educational process. The central part of the paper presents the methodology and results of a study carried out in April 2015. It consists of the analysis of chosen EFL textbooks used in the Croatian educational system and of a questionnaire conducted among EFL teachers. Besides textbooks' content and gender stereotypes in written texts, the study explores teachers' awareness of various contents and gender bias in textbooks, but also their attitudes towards students' engagement and usage of various materials in the learning process. The results reveal that the awareness of such implicit or covert aspects of language ideology is crucial in order to promote equality, tolerance and critical thinking.

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Jos **Swanenberg**, Tilburg University, the Netherlands

### **Language creativity and dialect leveling. Does dialect loss give more or less variation?**

In our world and times of globalization and superdiversity it is obvious that language continuously changes, and that the growing intensity and variation of language contact adds meaning and saliency to linguistic changes. Thus, language is not a static phenomenon, it changes continuously through space, time and use (or users). Though every individual utterance can be analyzed as a structural entity, defining languages and language varieties in separate systems is not always possible (cf. Jørgensen 2008).

In the province of Noord-Brabant in the south of the Netherlands traditional dialects are under pressure, giving way to dialect leveling processes. Dialect leveling leads to a reduction of intersystemic variation but intrasystemically the degree of variation in fact may increase (Mutsaers & Swanenberg 2012). Moreover, Noord-Brabant has many inhabitants with a background of immigration from many different countries. Speech communities therefore consist of interlocutors with very different linguistic backgrounds and oral and written communication takes place in many ways and forms.

Data from experiments that were aimed at describing the process of dialect leveling and dialect loss, show vast variation in all age groups, with curious coinages and hyperdialectisms, even in the oldest age groups. These data were checked with the aid of substantial online enquiries.

This paper addresses the process of dialect leveling and dialect loss, and gives special attention to creative new forms and their implications for language variation and change.

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Peter Szabo, Tilburg University, the Netherlands

**“Österreichisch Englisch ist gar nicht so schlecht”: European Multilingualism enabling/enabled by *lingua franca* English in the language policy practice of the European Parliament**

My ethnographic analyses approach European Multilingualism (EM) as discursively and semiotically performed language policy (LP) observed in the European Parliament (EP), a site of mediatised social representation, by agents, members of parliament (MEPs). LP performances are framed as semiotic and discursive boundary work and identity work in the pragmatic and meta-pragmatic dimensions of social meaning-making by participants in a dynamic and changing sociolinguistic ecology where relational positions of identification, addressed publics and contextualization are presupposed, accomplished and negotiated in/by linguistic resources. The multimodal data sample to be discussed in the presentation is an exchange on the EP floor including meta-pragmatic rationalization of ongoing talk, *in* and/or *on* *lingua franca* English (LFE) by two agents whose first language is (two regionally identifiable varieties of) German. The findings provide insight into local LFE practice which discursively and semiotically index different subnational, national and supranational scales of identification. One conclusion is that a shift in the ideological configuration of "language", "nation" and "identity" coined the 'ethnolinguistic assumption' by Blommaert et al. (2013) may currently be taking place in and by plurilingual, or translingual (Canagarajah, 2013) practices, including LFE tapping on “virtual resources” (Hülmbauer, 2013) from the speaker's first or other language backgrounds.

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Gergely Szabó, Eötvös Loránd University

## **Language ideologies presented in metadiscourses in connection with Hungarian obscenities**

The presentation examines language ideologies [1] that are explicated or presented implicitly in metalinguistic discourses about Hungarian obscenities. Language ideologies can be defined as systems of beliefs that appear in discursive practices and encore our attitudes towards others' language use [2]. I interpret obscenity as a stylistic attribution in the theoretical frame of style of third-wave sociolinguistics [3]. The research qualitatively examines the phenomenon in question through semi-structured interviews. The corpus of my analysis consists of metalinguistic interviews [4] from my previous research and some modules of sociolinguistic interviews of Budapest University Dormitory Corpus.

The relevance of my question and its approach is based on the fact that what we judge as obscene is influenced by an ideologically conceptualized normative point of view which prompts us to define obscenity's prototypical category, what includes lexemes and constructions which may appears to be improper, insulting or impolite for a participant of a given discourse.

The results of my qualitative analysis are sorted to these main ideological topics: language decay, indexicality and ideologies drawing up the 'beauty' of Hungarian language. The aim of my presentation is – in addition to the demonstration of language ideologies related to Hungarian obscenities – to point out some particular functional mechanisms of ideologies.

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Eszter **Szabó Gilinger**, University of Szeged

## **Emigrant or immigrant? Discursive self-positionings in oral history interviews of Canadian Hungarians in Vancouver**

Oral history interviews are an interesting genre in that the selection of subjects, the perceived relationship between the interactants and the potential afterlife of the interview, all influence the re/de/construction of the two parties to a great extent. The eight interviews the present paper is based on were conducted in January and February 2016, in Vancouver, British Columbia with a selection of Canadian Hungarians to be stored as part of the National Széchényi Library's collection of oral histories.

A focal element of the interviews was the crossing of borders: once leaving an old world of disappointment and despair behind and once entering a new land of hope and unknown. Both border crossings are essential in the migrant experience and both carry tremendous emotions of both relief and anxiety. The complexity of the historical moments retold during such an event is further nuanced by the immediate context of the interview itself, the larger background of the Hungarian community of the Vancouver area and the current global refugee crisis with diametrically opposing answers given by the governments of Hungary and Canada.

Movement and change, even when retold as stories, invite alignments that might conflict with each other and the analysis of the interviews shows a variety of ways of attempts at resolving these conflicts.

Katalin Szili, Eötvös Loránd University

**On the language use of Hungarians from a cross-cultural perspective (Sociopragmatic principles and pragmalinguistic conventions)**

My talk is based on the literature contributing to the sociopragmatic and pragmalinguistic approach to language use (Thomas 1983; Spencer-Oatey 2000; Spencer-Oatey – Wenying Jiang 2003). Making use of the results accumulated in the course of my (Szili 2004) and other's empirical research on speech acts, I aim at finding the main culturally determined sociopragmatic principles behind the facework of Hungarians playing a role in the realisation of their communication aims. In addition, I also cast doubt on the soundness of identifying directness with impoliteness and indirectness with politeness.

Pragmalinguistic conventions, which are not independent of cultural values (Spencer-Oatey 2000), include the strategies applied in order to realise a communication aim and the interpretation of these strategies. Different cultures may equally consider that it is necessary to apologize in a given situation even if their speakers make use of different linguistic conventions in such a case. For instance, Hungarian has a lot of apology phrases ranging from more face-threatening expressions (*szörnyen/rettenetesen szégyellem magam*) to diminutive forms (*bocsi, bocsesz, bocsika*). Intercultural communication breakdown can be put down to the improper interpretation of a formula conventionalised in one of the languages or the absence of this formula from the other language. In my talk I analyse the tight relationship between cultural values and linguistic conventions based on several conventionalised formulae related to cordiality.

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Hiroko **Takanashi**, Japan Women's University

## **Intersubjective Identity Building through Language Practice of Play**

This study examines the process whereby speech participants' "intersubjective identities" are dynamically (re)produced through metacommunicative speech activities of play. Special attention is paid to metamessages concerning the speech participants' identities. Whereas identity in sociolinguistics and its related fields has traditionally been regarded as an accumulation of rather static social attributes shared by members of a particular social category, some studies in linguistic anthropology claim that identity is dynamic and constructed in the context of speech communication (e.g. Duranti 1992). Moreover, Bucholtz and Hall (2004) argue that intersubjectivity is an essential element to identity construction. Building on these studies, I propose that processes of identity-building are intersubjective social phenomena that are dynamically shaped through metacommunicative interactions.

As an analytical framework, this study utilizes the notion of "stancetaking," which is a dialogic and intersubjective act (Du Bois 2007), to explain the processes of speech participants' intersubjective identity-building through playful engagement.

The data examined has been collected from a casual conversation between two Japanese female friends. The intersubjective identities of the speech participants have been classified into three types: 1) characteristics held by one participant only, 2) characteristics that both participants share in common, and 3) complementary characteristics, as represented in the alignment pattern of "complementary resonance" in play. Upon close analysis of the empirical data collected, I argue that through situated activities of stancetaking, "intersubjective identities" are reproduced among the speech participants in relation to each other, and that this dynamic helps drive the construction of the participants' interpersonal and social relations. The investigation of instances where personal characteristics are expressed metacommunicatively in play adds new perspectives to the study of identity, confirming that identity is a public phenomenon which results from intersubjective language practice.

Lidia **Tanaka**, La Trobe University, Australia

**Social Deixis and Stance: The complexity of personal pronouns in Japanese discourse**

The Japanese language has a very rich set of personal pronouns. There are multiple variants for first and second person pronouns and prescriptive grammar describes their usage as based on the gender, age, social status of the speakers, while the type of interaction is a vital, deciding factor in the choice of pronouns. At the same time, similarly to other pro-drop languages, unless essential, pronouns are often absent in the discourse. To complement research on pronoun omission, this paper focuses on overt personal pronouns.

An interesting phenomenon in spoken data is when speakers shift between many variants of overt first and second person pronouns, despite the fact that the relationship between interlocutors remains constant. In those situations, purposes other than emphasis or contrast or social deixis seem to be at work, as has been explained in earlier works. Due to the paucity in research on this aspect of personal pronoun usage, a thorough explanation of this phenomenon still needs to be proposed.

This paper explores the different reasons behind the shifts in the use of overt personal pronouns through analyses of authentic interactions between friends, unacquainted persons, and media interactions. I argue that the use of personal pronouns not only reflect the relationship between speakers, or the type of interaction, but that they are also used for various other purposes such as stance and the construction of different identities in the discourse.

Emanuela **Tenca**, University of Padova

## **Corporate reputation and multimodal knowledge dissemination via companies' global websites**

In the present-day globalised business environment, companies convey their message worldwide via global websites. These are constellations of multimodal texts informing about companies' products and services and projecting their positive corporate image. In order to appropriately address their multilingual audiences, global websites are usually published in English.

Global websites are designed to foster positive perceptions about the companies' expertise and responsibility. These perceptions shape corporate reputation (Van Riel/Fombrun 2007). Corporate reputation depends on the profit a company can generate and on its good conduct of business, and it is bound to increase when there is correspondence between the corporate image and the stakeholders' value system (Poppi 2012).

Starting from the premise that positive corporate reputation can be built by disseminating transparent information, the present contribution investigates recurring lexico-grammatical patterns along with visuals such as logos, banners, and other images, in a corpus of 30 global websites belonging to European companies active in the renewable energy industry, by applying a methodological approach grounded in Multimodal Discourse Analysis (O'Halloran 2011).

The results seem to indicate that companies can build up a good reputation by relying upon a variety of multimodal resources. Skillfully employed technical terminology and instances of positive evaluative language testify to the companies' attempt at boosting their image. Similarly, visuals participate in the meaning-making process by fulfilling a partly descriptive and partly promotional function, thus complementing textual information.

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Tian **Xiao**, Leiden University

**Conversational repair and rapport management in individual tutoring of Chinese as a second language**

Based on the data collected from individual tutoring of Chinese as a second language and conversation analysis method, the study focuses on the repair sequences in the data and investigates the strategies adopted by the conversation participants. Meanwhile, using Spencer-Oatey's rapport management model and combining the retrospective interviews, the article analyses the motivations of the conversation participants choosing different repair strategies. The result shows that three types of relational identities, i.e., teacher-student, native speaker-nonnative speaker, friend-friend, are constructed in the data. In order to maintain the rapport identity relationships, various strategies are adopted. In consideration of social right, face and interactional want, conversation participants choose different strategies. The aim of the present paper is to enrich the pragmatic conversational repair research and further the studies of teaching Chinese as a second language.



Our presentation focuses on the analysis of linguistic landscape within Romanian minority-language schools and we attempt to analyse teachers' attitudes regarding the explicit and implicit messages of the components of visual language communication. What do they consider essential to expose within the school environment? What are their aims and their intentions?

According to Duncan and Duncan (1988 cited In: Brown 2012) "schoolscape is a transformation of social and political ideologies into physical form". Language signs fulfil a number of functions (Halliday, 1969, In: Dressler, 2015), they can be regulatory signs, interactional signs, may have personal function, emphasizing individuality, imaginative function, representational function, instrumental or heuristic function. Linguistic landscape carries explicit and implicit messages about the status of languages; they can reflect the culture of (educational) institutions and their most important values.

The aim of our presentation is to define the functions of schoolscape elements in Hungarian, Serbian, Slovakian minority schools in Romania. Data was collected in these schools during the last two years. The analysis is based on structured interviews and on the visual documentation of schoolscape.

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Bilyana **Todorova**, South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria  
**Bulgarian-English Code Switching in Internet Forum Communication: The BG-MAMMA Case**

The aim of the presentation is to introduce the author’s observations on the influence of English into Bulgarian ‘Netspeak’ of the women, who live in the USA. The code-switching can affect words and phrases, on the one hand, and grammar, on the other. At the same time one may see the Cyrillic-alphabet English expressions as well as mixed code sentences. The collected data for the investigation are excerpted from the biggest Bulgarian forum platform – bg-mamma.

Some of the words and forms from English may be observed in the online language use of Bulgarians who live in Bulgaria as well. The interaction between English and Bulgarian changes the vocabulary of Bulgarian.

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Renáta Tomášková, University of Ostrava

**“And this is the view from outside my window”: on text and image interplay in university website blogs**

The paper focuses on institutional websites, particularly the websites of selected British, North American and Czech universities, exploring their generic status and characteristics. Institutional website is characterized as a complex genre with a relatively discontinuous inner structure, which is, however, coherent and cohesive, unified by a common communication goal(s). The website is viewed as a discourse colony consisting of independent but related components realized in an array of subgenres, some of which are typical of academic/institutional environment while others come from different discourse domains and are employed as embedded genres. The presentation focuses on the blog as an embedded genre, its forms and functions within university websites, and particularly on its potentially multimodal character, i.e. the interplay of the verbal content of the blog as a whole as well as of individual posts and the non-verbal elements, esp. photographs, which co-create the producer’s message sent to the addressee. Drawing upon the recently developed field of multimodal discourse analysis within Hallidayan Systemic Functional Linguistics, the paper explores the level to which the modes are integrated and the ways they contribute to the meaning-making in the genre.

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Helena **Torres-Purroy**, Universitat de Lleida, Spain

## **Discourses of Science, Welfare and Success in Two Research Groups in Catalonia: a Critical Multimodal Approach**

The present paper explores scientists' discourses about their conception of their group, of their welfare at work and of their success as scientists. Special focus will be placed on their reflections about their daily (multimodal) communicative practices within their research group and how these contribute to improving or to hindering their welfare and success. To this end, semi-structured interviews with diverse members of each group will be analysed and complemented with ethnographic data. Issues of power relations, ideologies, interests, structure and agency with reference to the group, the institution and to global science will be tackled.

The data were gathered by means of direct observation of two research teams working in a Catalan university throughout eleven months. For the data analysis, I will use the theoretical approaches of the *community of practice* (Lave & Wenger, 1991), and that of *multimodal social semiotics* (Kress, 2009), while adopting a critical discourse analytic perspective (Fairclough, 2003; Machin, 2013).

The results suggest that (i) different group members present diverse views on the group's dynamics in terms of power relations; (ii) the members' role within the research group may determine their communicative habits as well as their evaluation of their activity and welfare at work; and (iii) the existence of a plethora of non-explicit norms undermines the individuals' satisfaction, and triggers tensions. As will be argued, such tensions could be avoided by means of informed bottom-up communication policies.

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Katharina Vajta, University of Gothenburg

### **The linguistic landscape of death in Alsace. Reading epitaphs in Alsatian graveyards**

This study examines how the linguistic landscape of death, and more precisely epitaphs on tombstones in Alsatian graveyards, includes information about the diachronic process of a changing sociolinguistic and ideological context (Pavlenko 2010).

Alsace is a region in the east of France, where for many centuries the Germanic dialect Alsatian has been spoken, with German as its written form. Four national shifts between France and Germany (1871, 1918, 1940, 1945) were followed not only by shifts in citizenship but by shifts between French and German as official languages as well. Moreover, the citizens' national and linguistic loyalty was expected to change according to the power in force. Hence, the rejection or acceptance of a specific language could become a way of stating linguistic attitudes or ideological positionings either in favour of, or against, the ruling power.

Inscriptions for the dead visualise the voices of the deceased and also reflect the voices of those mourning them, who choose the words to materialize their absence and their memory on a gravestone. Thus, the epitaphs will usually tell us a person's name, and year of birth and of death, but may also reveal much more than that: they may provide a glimpse into a person's identity or social position, and, possibly, some information about the historical, ideological, religious and societal context. Furthermore, the choice of French or German on a tombstone may not always follow the official language prescribed by the ruling power.

With this in mind, drawing on Scollon & Scollon (2003) and building on a corpus of epitaphs from graveyards in twelve Alsatian villages and small towns, this paper will illustrate how tombstones and epitaphs can reflect language shifts and linguistic attitudes.

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Briana Van Epps, Lund University

## **Influence of social factors on the three-gender system of Jämtlandic**

Studies of conservative Swedish dialects show that social factors can influence the shift from a traditional three-gender system to a two-gender system borrowed from Standard Swedish (Thelander 1975, Rabb 2007, Sandström 2010). In this study, I use recorded conversations with profiled stimuli to look at how the three-gender system in Sweden's Jämtlandic dialect is changing under pressure from Standard Swedish.

The study consists of experimental data from fifty participants, with two participants per experiment. Participants conversed about a series of pictures which were chosen to elicit specific masculine and feminine nouns. They also filled out a questionnaire regarding their background. The recorded conversations were transcribed and coded for indefinite articles, definite articles, and anaphoric pronouns for each token of the 36 target words. Traditionalness was analyzed using a mixed model with linguistic features (historical gender and agreement type), as well as sociological features (age, gender, education, location, and mobility) as factors.

Preliminary results indicate that the youngest participants show the highest variability in gender assignment. In addition, significant time spent outside Jämtland can increase the proportion of standard forms used. Most participants are variable in their gender assignment, indicating the instability of the three-gender system.

This is the first significant scholarly work on Sweden's Jämtlandic dialect. It helps shed light on the mechanisms involved in the shift from three genders to two, as well as dialect leveling in Europe.

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Nikolett Várhegyi, University of Debrecen, Hungary  
**“Sorry. Your request is very rude to me.”**

The aim of my paper is to explore socio-pragmatic variation across languages and cultures. The focus will be on request strategies used by Hungarian EFL students and English native speakers. I would like to provide answers to the following questions: a) Which request strategies are used by Hungarian university students in their native language and during EFL communication? b) What is the difference between native and non-native speakers' request strategies in terms of their directness? c) What kind of influence does negative/positive pragmatic transfer have on the usage of requests? Regarding methods, I used questionnaires, situational role-plays and written discourse completion tasks to collect data from 15 male and 15 female students majoring in English. I incorporated the 9-scale request strategies table of Blum-Kulka, House and Kasper (1989). Results showed that mood derivable, hedged performative and preparatory strategies were of major use in students native Hungarian language, which correlates with previous research findings (Szili, 2002), however, negative transfer of these strategies result in more directness in requests. I believe, with the help of my research findings EFL learners can become pragmatically more competent in our international world, and will be interculturally more effective in the study/work abroad context. REFERENCES: Blum-Kulka, S.–House, J.–Kasper, G. (ed). 1989. Cross-cultural Pragmatics. Hymes, D. (1972) On Communicative Competence. In: Sociolinguistics. Pride, J. B.–Holmes, J. (ed.) Kecskés, I. (2014) Can Intercultural Pragmatics Bring Some New Insight in Pragmatic Theories? In: Capone, A. & Jacob L. Mey (eds.) Interdisciplinary Studies in Pragmatics, Culture and Society. Schauer, G. (2009) Development of Pragmatic Production: Request Strategies. In: Schauer, G. Interlanguage Pragmatic Development. Szili, K. (2002) A kérés pragmatikája a magyar nyelvben (The pragmatics of requests in the Hungarian language). Szili, K. (2004) A bókra adott válaszok pragmatikája (The pragmatics of compliment responses). In: Magyar Nyelvőr.

In this paper we argue that there are gender-based differences in the usage of pauses in Hungarian Sign Language (HSL). According to Sandler (2012) the domain of sign language prosody is based on intonational phrases – which are based mostly on pauses and timing. Varjasi argued that in HSL there are 7+3 types of pauses, including speech errors (Varjasi 2016), excluding gaps and lapses (Levelt 1989). The purpose of this presentation is to show the variance in the relative frequencies and duration of pauses between male and female informants.

Our data is from prelingual deafs – their mother language is HSL. The genre of our data is VLOG – video blog, commonly used by the Hungarian deaf community. In our data we gather vlogs capturing only one person from a certain perspective showing the torso, the hands and the head of the informants.

After analyzing and annotating more than 2 hours of signing we found that there is limited variance in the usage of pause types between the two genders. That gives us further proof of a) sign languages are natural languages with detailed structure and b) lapses of certain psycholinguistic functions cause certain phenomena in the articulation.

We conclude that HSL as an L1 has its own design of pauses. Comparing CODA and L2 result with ours may reveal further details concerning proficiency and pause usage. Further studies are needed to focus on the sociolinguistical variance as well.

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## **Breaking the standard language norms: A sociolinguistic analysis of Dutch youths' social media writings**

Social media play a crucial role in many peoples' lives: especially youngsters are constantly engaged in computer-mediated communication (CMC). Youths' informal language practices in their social media writings often involve variation from conventional spelling and grammar norms (Frehner 2008, Cougnon & Fairon 2014). This has raised worries that social media may have a detrimental impact upon youths' traditional writing or reading skills (Thurlow 2006). Before studying the possible effect of social media on literacy, which is as yet unclear (Verheijen 2013), it is paramount to know what that non-standard language actually looks like. To determine how Dutch youths' social media texts vary from Standard Dutch, I conducted a large-scale, systematic register analysis of CMC writings by Dutch adolescents and young adults. This study covers various CMC modes – text messages, instant messages (MSN and WhatsApp chats), microblogs (tweets), and social network posts (Facebook), which were analyzed both manually and automatically. Some of the data were extracted from SoNaR, an existing corpus of written Dutch; additional data were collected via voluntary donations. Three dimensions of writing were analyzed: orthography ('textisms', emoticons, symbols), lexis (e.g. English borrowings, interjections, type-token ratio), and syntax (omissions, complexity). This study reveals that each CMC mode has a specific register and that the linguistic characteristics of social media writings are significantly affected by age.

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Dóra **Vuk**, University of Regensburg

## **Is it Necessary for Croats to speak Croatian in Hungary?**

Over the last couple of decades, a sociolinguistic research has given a special attention to language shift in the minority communities in Hungary (Borbely 2010, Bartha-Borbely 2006, Fenyvesi 1998 etc.) Nevertheless, we still have a very little information available about the real language proficiency of the speakers and how their language proficiency is related to their identity.

In order to get a deeper understanding about the linguistic reality of the Croatian minority in Hungary, qualitative, semi-structured interviews have been conducted among the three generations of Croatian speakers in four Croatian families. The participants in the study were asked to tell a recipe of their favorite food in Croatian, explain some Croatian phrases, and describe a public event that they recently visited. The informants were also asked about their nationality, attitude towards the different varieties of their minority language (i.e. standard vs. dialect) and about their language use patterns. The aim was to investigate the language – identity link, and to gain insights into their self-reported and actual command of the Hungarian and Croatian language.

The analysis of (socio)linguistic data collected from three different generations of Croatian speakers, reveals the transgenerational shift from their dialectal variety towards the standard on the one hand, and from the minority language, Croatian towards the majority language, Hungarian on the other. Furthermore, another tendency has been observed: i.e. the gradual disappearance of the minority language from the private sphere of life, and the strong presence and increasing symbolic value of the standard variety in public spaces.

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## **Indirect Speech Acts in Everyday Interaction: Evidence from Emic and Conversation Analytic Perspectives**

This study, which follows an emic perspective (EM) and a conversation analytic (CA) perspective, aims to show how a sequence of turns, on which indirect speech acts (InSAs), are located are organized, and how mutual understandings about InSAs between participants are established, reestablished, and achieved as talk progresses. Taking the next turn, the next speakers display how they analyze and understand the previous turn, allowing the previous speakers to check if their communicative actions are properly understood by the next speakers.

In general, turns-at-talk are found to carry InSAs, which are characterized as direct due mainly to the creativity of the speaker, indirect language use, or face maintenance, etc., resulting in miscommunication. This study aims to explore how participants in talk-in-interaction make InSAs properly understood by others, and fix misunderstandings resulting from InSAs through turn-taking systems. The research question is, 'how do turns-at-talk reveal the way in which participants handle InSAs in everyday conversation?'

The data come from three hours of recorded ordinary interactions in Thai and in English in their everyday face-to-face talk. The attention will be paid to how InSAs are prepared and moment-by-moment designed by the first speaker, understood by others, and, if misunderstandings occur, repaired by the participants. The findings are fourfold. First, InSAs are social activities which involve all participants in more than two consecutive conditional relevant turns-at-talk. A CA perspective allows us to see how speakers design their turn which conveys InSAs and make their turns understood by others. Second, several strategies are used by the speakers to prevent others from misunderstanding InSAs. Third, once misunderstandings of InSAs are spotted, strategies such as repetition, inserted performatives, and paraphrase (which make InSAs more direct) are used. Fourth, an analysis of InSAs in mundane encounters is relatively accurate if it follows EM and CA perspectives.

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Piotr Węgorowski, Cardiff University

## **Eyes and ears in the city: Negotiating expertise in everyday police encounters**

The main aims of neighbourhood policing are to be visible, accessible and familiar to the public. In the UK, those tasks are often delegated to Police Community Support Officers (PCSOs). With urban settings becoming recently an object of interest in sociolinguistics (see for example Pennycook and Otsuji 2015) and apparent growing (super)diversity, the study of interactions between PCSOs and members of the public would then provide a great site for investigating the changing nature of the cities.

Reporting on findings from an ethnographic research carried out in a British city, this paper will scrutinise the applicability of the concepts of superdiversity, or commonplace diversity (Wessendorf 2014), in institutional encounters. Drawing on audio recordings and fieldnotes, I will examine which values are being called upon in interactions between members of the public and PCSOs. Specifically, I will focus on the question of expertise and the mediation of legal-lay discourse (Heffer 2005), understood not only as the legal professionals taking to lay audience but rather a dialogue between participants. In doing so, this paper will demonstrate that translation, following Jakobson's (1959) distinction between inter-language, intra-language and inter-semiotic translation, need not take place in multilingual contexts with speakers coming from (super)diverse backgrounds.

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Yang Yang and Shouhui Zhao, Wuhan University, China; University of Bergen  
**Can ‘One-Language-Two-Scripts’ be a Viable Future Solution in China: From Comparative Perspective of Norwegian Experience**

This paper reports the initial findings obtained from a comparative study projective on written language planning policies and practice in China and Norway. Since 1885, Norway has maintained two written language standards, nowadays known as Bokmål and Nynorsk. However, at the beginning nobody could imagine that the situation of having two national written standards could continue. After several years of deliberations over how to proceed with the two written standards, there was a breakthrough for favoring a pan-Norwegian policy (or a single written standard policy) among parliamentary representatives during 1915-17. Since then, various reforms had been implemented until 2002 when the authority decided to drop it. The simplification movements of Chinese character in the 1950s-60s in Mainland China resulted in two writing systems in Chinese communities in both Chinese character dependent polities and Chinese diaspora across the world. Since the beginning of the 1990s, the disparate graphic life across the Taiwan Strait has been blamed as one of obstacles for national unification and ever since then, the initiatives pushing language authorities to adopt an official policy of writing simplified characters, reading both simplified and traditional characters (the so called ‘One-Language-Two-Scripts’) have drawn increasing public attention, and proposal remains rife whenever the issue of national unification is raised. The multidimensional examination shows that, whereas a combination of socio-political-historical factors have been found to be accountable for the differences in policies and practice in two polities, the data appear to suggest that, apart from linguistic consideration, social-historical factor may serve as a more fundamental reason in underscoring the differences, which signifies that in a long run, even with an eventual change happening in Chinese superstructure and relationships across the Taiwan Strait, the current policy of single writing standard (i.e., simplified form) is more likely to be retained. Of course, this tentative conclusion awaits confirmation from the empirical evidence collected via application of research instruments including textual analysis, key informant interview, questionnaires on language attitudes and case study.

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### **Voice Quality as a Stylistic Variable: The Use and Perception of Reported Speech**

Although the field of sociolinguistics has witnessed a growing interest in the sociophonetic aspects of segmental and suprasegmental variation in speech, only a few recent studies have examined variation in prosody and voice quality and its effects on speech perception. This paper addresses the use of voice quality as a stylistic variable by investigating the suprasegmental aspects of reported speech and its subsequent perception.

Reported speech, that is, when a speaker quotes or paraphrases the words of another speaker, differs significantly from the neighbouring speech through distinct lexical (deictic expressions) and suprasegmental phenomena (voice qualities resulting from different (supra)laryngeal settings, e.g.: phonation types, labialisation; prosodic features, e.g.: pitch, loudness). There are two functions of this prosodic change: (1) expressive and (2) evaluative. Reported speech is unique in that it combines both of Labov's (1972) evaluation types: external and internal. Thus, bundles of prosodic and voice quality features used to index different affective states and personal characteristics can be analysed on the basis of labels assigned by conversation participants themselves.

A set of more than 20 recordings of naturally occurring conversations was examined. Selected phrases were analysed perceptually and instrumentally. The results suggest that different speakers use similar bundles of voice qualities to construct almost stereotypical images of concrete personas (Coupland, 2007). The results of a perceptual test exploring the evaluation of the meaning conveyed will also be presented.

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Gabriela **Zapletalová**, University of Ostrava

## **MOOCs means ‘massive open online courses’: Insights from sociolinguistics of multimodal education**

The paper attempts to provide an insight into the (macro)genre which has evolved in higher education in response to new communication technologies: the focus is on the use of these new media in academy in the rapidly growing field of distance learning. The present research centres on massive open online courses (MOOCs), which are Internet-based teaching programmes aimed to instruct thousands of students simultaneously. This system referred to as large-scale pedagogy is in part using the strategies of social-networking websites. The learning process consists of video lectures, online comments, questions and discussions; participants can mark one another's tests. The research aim pursued in the paper is to explore the increasingly multimodal realization of the traditional genre of a university lecture: (1) how the verbal and visual mode are influenced by the new social and technological context, and (2) what impact the new media have on the generic landscape of the MOOC macrogenre. The research is rooted in the methodology of genre analysis as represented by Bhatia, Iedema, Martin and Swales and draws on multimodal discourse analysis within the framework of Hallidayan SFL (Kress, Lemke, van Leeuwen). The corpus is based on electronic material from [www.coursera.org](http://www.coursera.org) which hosts courses by 133 universities worldwide.

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**Single-author versus co-authored academic book reviews. Is two less than one?**

The academic review, which is used here as an umbrella term for a wide range of review genres, has been investigated by many researchers in a number of languages including English and Polish (see, e.g., Hyland and Diani 2009, Moreno, A. and L. Suarez (2009), and Żmigrodzki 2000). However, the number of studies comparing the genre in two or more languages is much lower and contrastive studies on Polish and English academic text evaluation are practically non-existent. The present study, which is a part of a larger research project aiming to compare the linguistic-rhetorical realization of the genre in Polish and English regarding a number of factors, focuses on the issues of single/multiple authorship. The analysis presented here is based on data from linguistic journals published in the UK and Poland. A corpus of 100 reviews (50 single-authored and 50 collective) has been examined in terms of evaluation devices and the axiological load. The preliminary results show a difference in the use of a means of evaluation in the two languages under analysis.

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Shouhui **Zhao** and Yang **Yang**, University of Bergen; Wuhan University, China  
**Characteristics of sociology of language in China: Intellectual tradition and sociopolitical reality as reflected in an academic subject**

This study attempts to reveal an intriguing intellectual phenomenon that underlies the phenomenal development occurred in the research area of sociology of language, or language planning and policy (LPP) studies in China. Drawing upon paradigms and perspectives from the discourse studies and based on the textual investigation of six key words (strategy, soft power, resource, service, state and security) prevalent in scholarly publications within China, we endeavor to demonstrate that as a branch of sociolinguistics which is about an academic investigation of the language use in the society, how LPP as an emerging academic subject is domesticated and localized with distinct Chinese features as a result of the constrains of both intellectual tradition and sociopolitical reality. Through unpacking the transformation process and the hidden agenda of an otherwise pure academic venture, this study not only outlines the an intriguing picture of the latest development of research accomplishment, methodologies and epistemological orientation in an area of sociolinguistics in China, but also sheds light on the characteristics of social science and humanities research, which is inevitably heavily toned and tinted by collective political ideology of researchers and the social settings in which the researchers is an integrative part. Moreover, the study also offers an insight into the Chinese characteristics in a broader sense for international researchers in other areas of sinology study. In this sense, it is our hope that our efforts can open a new thinking line of how to apply interdisciplinary approaches in examining an emerging academic subject.

The five parts of this article include: background introduction (general view of development, the significance and objectives of the study), literature review, theoretical grounds and research methodologies, data analysis and discussion, conclusion and implications.

Mariarosaria **Zinzi**, Università degli Studi di Firenze

## **Greek as a vehicular language in the Mediterranean of Early Modern Times**

The Mediterranean in Early Modern Times is a setting where multiple commercial and politic relations as much as linguistic influences developed. In particular, the bond between Byzantium/Constantinople/Istanbul and Venice was strong and everlasting. The purpose of the communication is to investigate the linguistic exchanges between the Ottoman Empire and Venice in the XV and the XVI century by analyzing a specific set of documents kept at the Venetian State Archives, namely the imperial documents stored in the collection *Miscellanea di documenti turchi*. The language the sultans and the Ottoman officials employed in their diplomatic communications with the *Most Serene Republic* right after the fall of the Byzantine Empire was Greek. Nonetheless, instead of using Literary Koiné, which was beforehand used as the official language of the Byzantine Empire, of the Church and of the Literature, Ottomans used a vernacular variety of the language.

Analysis will be conducted using an historical sociolinguistic approach in order both to explain why Greek was used for communication's sake with Venetian speaking addresses and to outline who the writers were.

Authors of original documents under investigation are supposed to be either mother tongue or plurilingual speakers writing in Greek, having different degrees of language competence and linguistic repertoires at their disposal. By considering some graphic fluctuation together with morphological and syntactical uncertainty in the documents it will be proposed instead that writers were not Greek speakers and that they had an imperfect language competence. It will be then showed that the Greek of the documents does not correspond to the spoken variety of the time: the writers probably had a superficial knowledge of the language for they learned it and heard it, but they graphically reproduced it according to their oral understanding.

Lena Zipp, University of Zurich

### **Elicited stance? Methodological implications of laboratory-based style research**

In this paper, I discuss the theoretical and methodological implications of eliciting directive stance as interlocutor-dependent style. While traditional, interview-based sociolinguistic studies saw stylistic variation as a reflection of social categories or formality, recent approaches emphasise the role of the speaker as stylistic agent (Eckert 2012). In this context, stylistic practice is defined as highly individualised means of self-construction, building on stance, “the display of evaluative, affective, and epistemic orientations in discourse” (Bucholtz & Hall 2005: 595), as the smallest unit of social meaning in ethnographically observed natural speech (Kiesling 2009).

On the one hand, this paper addresses the challenges of creating opportunities for naturalistic speech events in sound-proof recording environments. On the other hand, it explores preliminary results from experiments conducted in two different diasporic communities, first- and second-generation Chinese in San Francisco and Gujarati Indian immigrants in London. Based on different strategies of issuing directive modality in social interaction (Leech 2014), e.g. imperatives (*pass the house*), present progressive (*you’re going down*), modals of obligation (*you have to stop*), or other frequent deontic constructions (*you want to turn left*), I critically discuss the validity of stance variation and interlocutor effects (familiar-unfamiliar, ethnic in- and out-group).

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WORKSHOP

## **Superdiversity in Finno-Ugric communities and research on multilingualism**

**Organizer:** Magdolna Kovács, University of Helsinki (Project: Multilingual Practices in Finno-Ugric Communities, 2013–2017)

The landscape of the Finno-Ugric speech communities in minority position is currently experiencing profound and, to a large extent, irreversible transformation. The accelerating erosion of linguistic networks and pace of change are not unique in a global context. However, in the Finno-Ugric setting current cultural change is more intensive than ever. These changes are triggered by a fundamental restructuring of the social, economic, cultural and political environment of language, the fall of traditional language boundaries, new forms of mobility and migration. The most sensitive laboratory of the prevailing situation is evidenced in those minority languages that have not gained new forms of communication within and outside of the group without the threat of language shift and total collapse of the speech community. Change in everyday language practices takes place via bilingualism, multilingualism and an increased use of the majority language.

Small Finno-Ugric language communities have been in close contact with other languages for centuries. This has produced language varieties in which it is extremely difficult to draw lines between languages or to decide whether an element belongs to one language or another. The situation is further complicated by the superimposed ideal of monolingualism and purity of language, especially when it meets the traditional and often undetected everyday polyglossia. Today the need for versatile language skills in international communication shapes again the idea of multilingualism.

Studies in Finno-Ugric multilingualism were scarce in a large part of the 20th century. When the topic started to raise more interest, researchers sometimes found the prevailing methods and approaches difficult to apply in their particular community. The concepts of superdiversity and polylinguaging appear more applicable in these contexts. However, the speakers, language activists and politicians often represent the view where languages are kept apart as separate entities.

In this proposed workshop, researchers of several Finno-Ugric languages share experiences from these phenomena. Approaches to the issue range from linguistic outcomes derived from the interplay of closely related languages or languages that share a long history together, to what multilingualism means to speakers of Finno-Ugric minority languages in a monolingually oriented society. Immigrant and indigenous Finno-Ugric minorities outside the Russian Federation complete the picture. By putting together research on different languages the workshop aims at detecting similarities and suggesting solutions to problematic issues.

The workshop is organized by the project Multilingual Practices in Finno-Ugric Communities. The joint project between the University of Helsinki and ELTE University Budapest, funded by the Academy of Finland (2013–2017) and OTKA (Országos Tudományos Kutatási Alapprogramok) in Hungary, seeks to contribute to the scholarly understanding of multilingual practices and the patterns of both language change and language shift in Finno-Ugric speech communities.

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## Workshop organization:

**Chair:** Magdolna Kovács (PhD, hab.), University of Helsinki

### Speakers:

Svetlana **Edygarova**, University of Helsinki

Laura **Horváth**, Eötvös Loránd University, Budapest, Hungary

Boglárka **Janurik**, University of Tartu, Estonia & University of Szeged, Hungary

Tatiana **Jefremova**, Eötvös Loránd University, Budapest, Hungary

Jaana **Kolu**, University of Jyväskylä, Finland

Magdolna **Kovács**, University of Helsinki, Finland

Zsuzsa **Salánki** Eötvös Loránd University, Budapest, Hungary

Outi **Tánczos**, University of Helsinki, Finland

Svetlana **Edygarova**, University of Helsinki  
**Language repertoire of the modern Permian speakers**

The modern Permian languages (Komi and Udmurt) are minority languages spoken in the Russian Federation. These languages and language communities have had a long history of contact with the Russian language; and today almost all the Permian population is bilingual. The modern languages are almost not used at all in official domains; their standard forms suffer from purist attitudes while the vernacular varieties may be mixed (Edygarova 2014).

The present study shares some results of the post-doc research on morphosyntactic variation in possessive structures in Permian languages. The study is based on a translation test data (from Russian into one's mother tongue) containing possessive structures, which was collected by the author during sociolinguistic fieldwork, and analyses variation in possessive markers and the choice of possessive marker by informants.

In this proposal, the focus is placed on the analysis of the linguistic repertoire of informants. In particular, informants are evaluated according to their knowledge and use of different varieties of one Permian language and Russian. The evaluation is made based on informants' linguistic backgrounds and the results of the translating test. The study demonstrates that in a bilingual context different types of language use (e.g. code-mixing, code-switching or using 'pure' codes) depends, first of all, on knowledge and use of a set of linguistic varieties; and on the ability of speakers to operate with these varieties. In communities like Permian people bilingualism is not simply bidirectional phenomenon, rather one continuum of different linguistic varieties.

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Laura **Horváth**, Eötvös Loránd University

**Aspectual role: The case of Russian infinitive and Udmurt *карыны/ кариськыны***

Udmurt is an endangered language in the Russian Federation, which has been in contact with Russian since the 15th century (starting with the northern areas of Udmurtia). In my presentation, I aim to discuss some cases of intrasentential insertion on the basis of structured interviews with Udmurt-Russian bilinguals conducted in Udmurtia in 2015/2016.

There are constructions in Udmurt with Russian infinitives followed by the Udmurt verb *карыны* 'to do', e.g.:

(1) *udmurto4ka*

*Мон заказать кар-и зырет-эн табань*

I order.INF.PFV do-PST1.SG1 zyret-INSTR taban'

'I ordered taban' with zyret'

In some cases, the Russian infinitive is followed by the verb *карьськыны* – the same stem with a reflexive ending (for the impersonal role of this suffix, see F. Gulyás – Speshilova 2014):

(2) Informant Nr. 19, Izhevsk

*А таре одья-з строиться кар-иськ-ыны город.*

and after.that start-PST1.SG3 to.be.built.INF.IPFV do-REFL-INF town

'And after that, the town has started to be built.'

According to the examples from the interviews, I plan to examine the way these Russian infinitives can contribute to the aspectual meaning of the Udmurt clauses: whether imperfective Russian infinitives tend to be used in imperfective Udmurt sentences, and perfective infinitives in perfective ones.

It seems to be also very interesting to examine cases when the aspectual marking seems to be obligatory in Udmurt (e.g., in case of pluractional habitual events in the past – see., e.g. Horváth 2015), whether the aspectual meaning is marked on the Udmurt verb of the construction as well.

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In my paper, I study Erzya–Russian code-switching on the basis of field work data (2008–2011) and recordings from the Radio Vaygel. I focus on constructions in which the matrix language cannot be defined unambiguously, and two languages jointly provide the morphosyntactic structure of the utterance. This phenomenon is labelled as congruent lexicalization in Muysken’s (2000) typology. My aim is to show the most typical cases of congruent lexicalization in the Erzya–Russian data and to discuss how these constructions can be analyzed.

In the case of congruent lexicalization, constructions in the two languages are harmonized (Sebba 2009). In example 1, the Russian predicate *nnavitsja* (like-PRS.3SG-REFL) ‘pleases’ has an argument which is expressed by an Erzya personal pronoun in dative. The construction ‘it pleases me’ is present both in Erzya and Russian, both of the predicates require an argument in dative, so the two constructions can be combined.

- (1) monen’ son nnav-it-sja ne to čto kak čelovek  
my.DAT.SG (s)he please-PRS.3SG-REFL not it that as person  
koda loman’ a i koda robotycja  
as person but also as worker  
‘I like her not only as a person, but also as an employee.’

According to Muysken (2000), these constructions are typical in contact situations in which two typologically similar languages are in contact. In case of my data, these type of switches occur between two typologically different languages and can be rather explained by prolonged contact between Erzya and Russian.

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Tatiana **Jefremova**, Eötvös Loránd University

### **Language shift and change in ethnic identity among urban Maris**

The aim of the paper is to reveal, what happens to ethnic identity in changing linguistic context, how it is manifested, what role it plays in acceleration or retardation of pace of language shift, which factors influences the process of refusal of Mari identity and language or, on the contrary, which efforts help to maintain them. These questions are particularly interesting in a case of urban Maris, where the language shift happens within two generations (Шабыков 2002:84)

Several different types of data were used for research: 60 interviews made with Maris representing the first urban generation, 20 interviews held with the second generation of urban Maris, results of verbal-guise test conducted among 87 Mari students and newspaper articles.

On the basis of media analysis (Ефремова 2014), the reactions of the Mari community to identity and language change as well as the actions taken recently will also be discussed.

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Jaana **Kolu**, University of Jyväskylä

### **Metalinguistic comments on code-switching and language use in bilingual adolescents' conversations in Haparanda, Helsinki and Stockholm**

The aim of the study is to investigate Finland-Swedish and Sweden-Finnish bilingual adolescents' metalanguage, meaning linguistic practices in which the speakers comment on their own or their interlocutors' code-switching and language use. Metalanguage in this sense is "flagged" switching, i.e. code-switching that draws attention to itself and to language use. Metalinguistic comments are expressions of bilingual speakers' metalinguistic awareness.

The theoretical framework is found in the field of translanguaging, which aims to describe bilingual language use and interactional practices rather than focusing on the languages themselves. The analysis of the collected conversation data is qualitative. This study "works backwards" from examples where bilinguals make comments on their own or their interlocutor's code-switching and language use to explore what in the code-switching and bilingual language use drives them to make a metalinguistic comment.

The primary data was collected in 2014–2016 among bilingual adolescents at three junior high schools in Haparanda. The secondary data was collected in 2014 at a Swedish junior high school in Helsinki and the Sweden Finnish high school in Stockholm in 2015. The data consists of video- and audio-recorded group and pair conversations. All the recordings were made outside the lessons.

As expected the bilingual adolescents comment on their code-switching and language use particularly when the result of code-switching seems to be somehow problematic, for example, grammatically. Metalinguistic comments show that grammatical rules are present in the mind of code-switchers, as the rules may be something bilinguals have to skirt around when code-switching.

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Magdolna **Kovács**, University of Helsinki

### **Cases of multilingual practices in families with Hungarian background in Finland**

The paper deals with Hungarians and their descendants living in Finland and their everyday multilingual practices. Hungarians in Finland are a relatively new migrant community which differs from the old Hungarian immigrant communities around the world. Additionally, Finland is acknowledged as a model country of positive language policy which offers good possibilities to maintain one's mother tongue in minority position. Hungarian language maintenance in Finland, however, still mainly depends on language use and attitudes in the families.

In this paper, I analyze the use of two or more languages during the same conversation in different families (with both parents or with only one parent being Hungarian). The main interest is to define the linguistic outcomes and the functions of multilingual practices and, the speaker's attitudes towards multilingual language production. The data is based on interviews and an online survey.

Finnish and Hungarian belong to the same language family and they share common structural features but the linguistic relationship is not very close. This context influences the linguistic outcomes in multilingual conversation. Moreover, English is the language of the communication in certain type of workplaces for Hungarians in Finland and usually it is the first second language in schools. English can also be used in some situation at home and it widens the range of multilingual practices.

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Zsuzsa **Salánki**, Eötvös Loránd University

**Udmurt–Russian bilingualism in a suburb area: The changing practice in the use of minority and majority languages**

The Udmurt is an indigenous minority living mainly in the Udmurt Republic of the Volga Federal District in Russia. Traditionally they represented the majority of the population living in the countryside. Nowadays almost half of the Udmurts live in towns but only 30% of the population of the capital, Izhevsk is Udmurt. Over the last three decades a dominant number of Udmurt speakers got into linguistic minority position regarding everyday language usage. Also in rural areas, extended bilingualism became typical due to the permitted commuting to the capital and the suburban expansion.

On the basis of fieldwork data, I deal with the language use of the Udmurt communities in the suburb area around the capital. As a rule, the use of the minority and majority languages depends on age, education, location and topic. Switching to Russian is typical especially of young or middle-aged generations with secondary or higher education, in the workplace or offices. Their contemporary spoken Udmurt is best identified with the variant characterized by the extensive use of Russian linguistic elements at every linguistic level.

In my presentation I'll use linguistic variables at morphological and syntactic level, where one of the variables is clearly, or assumed to be result of Russian linguistic contact. Contrary to lexical switches, most of the Russian-based morphological or syntactical constructions are also usually accepted by speakers as grammatical. The possible reason for the positive acceptability is the undercover nature of borrowing. The consequence for the future is an evolving new standard of the Udmurt language.

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Outi **Tánczos**, University of Helsinki

### **New speakers and linguistic attitudes in Karelian minority language discourse**

The aim of this paper is to study language attitudes concerning purity of language among Olonets Karelian speakers. The study focuses on the perceptions of linguistics competence as well as values connected with the heritage language, and the tension between tradition and modern language development that the young Karelian speakers, who have studied the language at the university, encounter.

Olonets Karelian speakers are bilingual in Karelian and Russian. Multilingualism is a part of daily life, and code-switching is a frequent and recognized phenomenon among speakers (Sarhimaa 1999; Karjalainen et al. 2013: 143). Attitude studies (Karjalainen et al. 2013: 144) show that “pure” language with minimal mixing of elements is valued highly and is mostly connected with the older generations who have learnt Karelian as their first language from their parents. Linguistic purism is characterized by negative attitudes to elements that are considered foreign, and by valuing the heritage language as traditional, archaic and authentic. On the other hand, language development of the Karelian language plays a crucial role in language maintenance, and knowledge of the standard is appreciated.

The study consists of analysis of sociolinguistic interviews from the ELDIA (European Language Diversity for All) project and newspaper texts dealing with Karelian language learning.

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