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LCTG 3*

*Language Contact in Times of Globalization

KEYNOTES

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University of the Basque Country

DENNIS PRESTON

Oklahoma State University

MARK SEBBA

Lancaster University

DONALD WINFORD

Ohio State University

Metalinguistic discourse on language contact and globalization

Linguistic landscapes: multilingualism in urban areas

Contact-induced change: from language mixing to mixed languages

*Language awareness and language choice in individual use, multilingual
speech communities and institutional contexts*

The creative potential of language contact and multilingualism

SECTIONS

An International Conference hosted by the Chair of English Linguistics

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Abstracts

Birte Arendt (University of Greifswald, Germany)

The “European Charter for Regional or Minority languages“ and its local consequences – a phenomenon of language glocalization

European language policy and globalization have to be understood as interactively related processes. Focusing on the effect language policy intends to produce, one may, on the one hand, see the Charter’s attempt to save language diversity as a phenomenon of globalization itself, for it applies to Europe as a whole. On the other hand, its concern for so-called “lesser used languages” is a reaction towards global language development, as expressed, e.g., in the term “language death“. Seen that way, the concept of globalization may serve as an argument to legitimate language policy. Thus, European language policy both is based on and stabilizes implicit assumptions about language change and language reality. In that way language policy is producing and consolidating language ideologies, which shape the perception and the handling of language issues (cf. Tollefson 2000, 1).

Based on these observations, I am interested in answering the following questions:

What assumptions on current European language phenomena are reflected in the language policy documents? How are they manifested in meta-communicative statements? How can they be explored? Which consequences are mainly produced by the implicit language ideology, namely in education?

In order to answer the above questions, I will start by focusing on the “European Charter for Regional or Minority Languages“, a document that is directed at governmentally controlled language change and that came into effect in Germany in 1998, as well as on other German documents which have been initiated on the basis of the Charter, esp. documents concerning the education of these languages. Establishing a relationship between these texts, I will be able to address a phenomenon which can be considered as an interactive effect of globalization: glocalization (cf. Arendt 2010).

First results indicate the following problematic consequences: By the analysis of the syntactical structure one can show how the Charter enforces – contrary to the officially proclaimed multilingualism – a monolingual habitus. Regarding the lexical layer, constructions containing the term “culture“ become noticeable, which can be explained by the political communications that shape the structure and the content of the documents and clauses. Finally, I will show that implicit constructions of language development in the analyzed documents disregard constitutive factors of language change such as the speakers themselves and their respective needs. This amounts to a dangerous neglect of language competence as an important prerequisite of language use. After all, these results can be considered as a possible explanation for the fact that now, more than 10 years after introducing the Charter in Germany, neither an increase nor a stabilization of the number of speakers can be stated.

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Mikko Bentlin (University of Greifswald, Germany):

Current tendencies of Finnish etymological research

The aim of this paper is to give a short overview about the latest tendencies of research on contact-induced change in the Finnish language.

The first more or less reliable results of linguistic research on language contacts originated in the middle of the 19th century. At the beginning of the same century, Greifswald, along with the rest of Western Pomerania, had still been under the rule of the Swedish crown, and so was most of Finland until 1809, too. Over several centuries before the Swedes conquered parts of the Southern shores of the Baltic Sea, the Hanseatic League had been the dominating economic power in most of Northern Europe including the Finnish-speaking areas. Therefore, it seems reasonable to assume some kind of Low German influence in Finnish as well. Scholars of earlier times, however, used to reject this idea for different reasons, and it was as late as in 2008 that the first work systematically dealing with this issue was published.

While the oldest loanword layers of Finnish always have been attracting the interest of scholars, the last two decades have brought about a new focus on language contacts of Finnish in historical times (i.e. from around the 11th century onwards). Apart from Low German, the contact languages in the focus of current research are Russian and Swedish, but even the influence of the Baltic languages and Saami as well as the mutual contacts between the Balto-Finnic languages, have gained some attention. As the Finnish language of the Middle Ages is almost undocumented in written sources, this kind of research is able to bring about valuable new information so as to get a large overview about the development of Early Finnish.

In spite of the current trends, there are still many traditional topics that have not been treated exhaustively yet. The long-term project of a group of scholars from Greifswald and Groningen, the *Lexikon der älteren germanischen Lehnwörter in den ostseefinnischen Sprachen* (Lexicon of Older Germanic Loanwords in the Balto-Finnic Languages) can finally be expected to be completed soon. Due to newer research results, a supplement volume will, however, be needed in order to keep the information of the older volumes up-to-date. Some more ongoing research projects will be presented at the conference.

Olga Bever (University of Arizona, Tucson, USA)

Linguistic Landscapes as multimodal and multilingual phenomena

Linguistic Landscapes involve a multiplicity of forces which affect construction and interpretation of the signs in different social, cultural and political contexts. This research investigates Linguistic Landscapes (LLs) in an urban center of post-Soviet eastern Ukraine. In the context of ‘competing’ and ‘coexisting’ national, local and global language ideologies in Ukraine, the ‘one state – one language’ official language policy (Ukrainian only) is confronted by multilingual language practices with Ukrainian, Russian and English, and Cyrillic and Roman scripts on display. Another phenomenon is represented by multiple semiotic modes involved in the construction of the LLs: colors, shapes, fonts, textual orders, etc. This paper is focused on how Linguistic Landscapes represent multimodal and multilingual phenomena of publicly displayed texts. The multilevel analyses demonstrate, how linguistic, social and ideological phenomena are represented in the construction of signs, and what linguistic and semiotic devices contribute to the production and interpretation of signs.

The genetic closeness of Ukrainian and Russian allows a linguistic phenomenon in the signs to reconcile the languages together, ‘bivalency’. Bivalency refers to shared linguistic elements

between the languages. This makes it possible to present the texts in the signs appealing to the local population in both languages, Ukrainian and Russian, while also complying with the official Ukrainian language policy.

Another phenomenon is the use of English and other European languages and Roman script which give the signs an international appeal and global connections. The analyzed signs involve different categories of establishments: banks, electronics stores, restaurants, casinos/entertainment, and fashion stores. The detailed analyses of the signs for each kind of establishment demonstrate revealing differences in the appearance of the languages, reflecting local, national and global discourses and ideologies. A number of signs will be presented with detailed analyses of the texts on multimodal, linguistic and discourse levels.

Hans Boas (University of Texas, Austin, USA)

Multilingual policies in Texas over the past two centuries

This talk explores one of the many paradoxes of Texas, a state rich in language resources yet frequently characterized by monolingual thinking and rhetoric. The first part shows that Texas had a rich and successful tradition of supporting multilingualism from 1836 to 1918: (1) Spanish was widely accepted as an official means of communication in the southern and western parts of Texas. (2) Immigrant languages such as German and Czech flourished during the 19th and early 20th century because of widespread institutional support through public schools, newspapers, churches, and social organizations, leading to maintenance over more than five generations. (3) Texas businesses relied heavily on the language skills of these heritage speakers when trade relations with Europe and Latin America exploded in the early 20th century. (4) During World War I and II the U.S. military recruited Texas Germans because they could operate behind enemy lines without being identified as “foreigners,” often saving many American lives. Such rich multilingual traditions ceased to be acceptable with the American entry into World War I. Americanization campaigns promoted English-only policies effectively destroyed public institutional support for multilingualism in Texas until the 1960s. By then, the intergenerational chain of transmission of immigrant languages such as German, Czech, and Swedish was broken, and the final stages of language shift to English had begun. By the time of the Bilingual Education Act of 1967–1968, Spanish was the only language in Texas with sufficient speakers to benefit from the end of decades of English-only policies.

Part two puts this historic development into today’s context by providing U.S. census information on how different languages are distributed across Texas in terms of region, age, and ethnicity. These data show that currently more than 33% of the Texas population is multilingual in over twenty languages.¹ I then address the irony that, despite this widespread use of multiple languages, there have been several recent initiatives promoting English-only in Texas, such as private companies requiring their employees to only use English², legislative measures to make English the only language used by the government³, repression of Spanish in local school systems⁴, and the reactions to Spanish used in public described above that echo historical repressions of native and minority languages.

Part three reports on systematic policy changes needed in Texas to promote long-term advanced linguistic and cultural proficiency in languages other than English. Based on the proposals of the *Texas Language Roadmap*⁵ (a federally-funded effort to promote linguistic skills and cultural competencies), I discuss the feasibility of the following four long-term goals: (1) raising public awareness, (2) increasing instructional capacity, (3) developing advanced linguistic and cultural proficiency, and (4) creating incentive structures. Using Fishman’s (1991) principles of reversing language shift and Spolsky’s (2004) parameters

underlying successful language policy,⁶ I also show that the proposals outlined by the Texas Language Roadmap may not be sufficient to promote long-term acceptability and maintenance of multilingualism in this state.

¹ U.S. Census Bureau, 2005–2007 American Community Survey, 3-Year Estimates.

² “Texas firm scraps English-only rule”, *Associated Press*, Oct. 15, 1997.

³ See, e.g., Farmers Branch ordinance of November 2006 and Texas State Bill 81 (filed by State Rep. Dan Flynn in November 2008).

⁴ A. Hurtado and R. Rodrigues (1989): Language as a social problem: The repression of Spanish in South Texas. *Journal of Multilingual and Multicultural Development* 10.5, 401–419.

⁵ See <http://texaslanguagesummit.org>

⁶ J. Fishman (1991): *Reversing Language Shift*. Clevedon: Multilingual Matters. B. Spolsky (2004): *Language Policy*. Cambridge: Cambridge University Press.

Petra Bucher (University of Halle-Wittenberg, Germany)

Academic publishing in times of globalization. An empirical study on scholars' language choice at the University of Halle-Wittenberg

The German academic language is dying – this and similar pessimistic headings can be read repeatedly in German newspaper articles as well as in academic papers on the status of German in academia. The ongoing globalization contributes to the use of a common lingua franca in science, thus more than 85% of all the scientific and technological information worldwide is written and/or abstracted in English today. German lost its previously high status as an *international* academic language. But what about its use at *German* universities? The only major comprehensive study with the aim of revealing the publication habits of German scientists was published by Skudlik in 1990, the data used for it date far back to the years 1972 and 1982. Since then globalization fastened and not least the often cited Bologna Reform had and still has a considerable impact on our institutions of higher education and on the need for an academic lingua franca. As part of a dissertation project on language choice in a university setting in general (considering everyone involved in an academic contact scenario: students, researchers and administrative staff), a recent study conducted at the Martin-Luther-University of Halle-Wittenberg deals with English and German as publication languages. This empirical study is based on the research reports published bi-annually by the University from 1996-2005, listing among other things all publication titles of all faculties ordered by text type.

It shows that the use of English not only increased compared to the numbers by Skudlik but it also increased between the years 1996 and 2005 in all examined faculties. Yet, a more detailed analysis makes clear that German is not “dying” as often pronounced. There is a considerably high divergence between the humanities on the one side and the natural sciences on the other, with the social sciences taking a middle position. At the Department for Art History, to give an example, only 0.7% of all publications were written in English in the evaluated years, whereas 93.8% were at the Department for Radio Frequency Spectroscopy. Even among particular departments of one and the same faculty there are considerable differences, e.g. at the Faculty for Biology, which is generally assumed to be anglophile. The Department for Genetics published 86% in English, the Department for Geobotany only 56% and the Department for the Didactics of Biology published exclusively in German. Furthermore, differences in language choice can also be constituted between different academic text types, the monograph clearly being the one most often written in German.

Melanie Burmeister & Sebastian Muth (University of Greifswald, Germany)

Language use in areas of conflict – Perceptions on multilingualism in the Republic of Moldova

The Republic of Moldova is a country rarely in the focus of applied sociolinguistic research. Nevertheless, due to the Soviet past of the country, multilingualism is very widespread among the population. The aim of our study is to analyze everyday language use of students in a multilingual European nation between East and West and to determine, whether language attitudes and choices are expressions of political attitudes and mirror the political situation in the country.

The paper is based on 314 questionnaires that students from six different universities in Moldova were asked to answer. Students reported on their language use in everyday life in various occasions, ranging from family and friends to public institutions and the media. Furthermore they were asked to express their attitudes towards the languages spoken in the country (Romanian, Russian, Ukrainian, Gagauz, Bulgarian) and describe incidents, when they have been discriminated when using a certain language.

145 students from the country's two biggest universities, Chisinau and Balti participated. From the Free University at Chisinau, 60 students took part. Representing two minority groups, 45 students from the Gagauz-speaking Comrat University as well as 22 students from the Bulgarian University at Taraclia participated. To include the Russian-speaking breakaway region of Transnistria, 42 students from the Ribnita branch of the Transnistrian State University participated as well.

The results show a remarkable acceptance of their multilingual environment by students, especially by Russian-speakers. Students from either Gagauz or Bulgarian ethnic background on the other hand report difficulties using their L1 in everyday life but on the other hand seldomly feel discriminated. Instead the results suggest that among those groups a language shift towards Russian takes place. In Transnistria Romanian is virtually non-existent and many students stated, that they neither have knowledge of nor incentives to learn that language.

Lena Busse (University of Potsdam, Germany)

Cuban Americans in New Jersey – A research report

The Spanish language in the United States of America has been a subject in Spanish as well as English linguistics for decades. Alongside the academic and the educational domain, other linguistic areas have been discussing the status of Spanish in the United States as well. Already at the beginning of the 20th century, dialectologists committed themselves to the analysis and description of Spanish that was then spoken by several speech communities in the USA. Aurelio Espinosa was one of the first linguists who investigated the Spanish tongue in New Mexico and who presented the results in his book *Estudios sobre el español de Nuevo Méjico* in 1909. Since then – and above all in the past thirty years – this topic has been of great interest. This interest relates to the fact that the Hispanic population in the USA is steadily increasing. Especially Mexican-American and Puerto-Rican speech communities have been and still are subject to linguistic studies. In contrast to that, Cuban-American and Central-American speech communities are paid less attention to. Nevertheless, in the past decades several publications were contributed to the research of the Spanish language among the Cuban-Americans and Central-Americans.

This presentation aims at giving a general overview of previous investigations on the linguistic situation of the Cuban-Americans who live in the United States of America. In particular, Cuban-Americans who live in New Jersey will be focused on. Compared to other Hispanic speech communities living in the United States linguistic research on Cuban-Americans living in New Jersey has been rather rare so far. However, several works that deal with the research topic “Spanish in the USA” shall be considered and analyzed within the presentation. Moreover, the migration of Cubans to the United States will be dealt with, whereby the migration of Cubans to New Jersey will especially be considered. Apart from that, the presentation further aims at discussing the language proficiency of the Cuban-American speech community as well as analyzing several linguistic phenomena, such as *code-switching* between Spanish and English.

Claudia Böttger (University of Applied Sciences Hamburg, Germany)

Language contact, global genres and communication of cultural knowledge: a functional translation analysis of German-English museum texts

Language contact as a concomitant of globalised societies affects all types of institutional interactions characterized by multilingualism. One example is the way in which museums communicate cultural knowledge to an increasingly globalised and diverse group of visitors by translating their educational and informational texts on their collections, displays, buildings and their choice and interpretation of exhibitions (Ravelli 2006).

Such texts include catalogues, leaflets, wall texts which form an essential component of the communicative agenda of museums across language and cultural barriers.

The purpose of these global genres (Bhatia & Bhatia 2004) is both to enhance the museum’s institutional aims and objectives and to promote their collections of visual culture and at the same time to meet the educational needs of the diverse and globalised visitors to the museums. These are complex communicative tasks, which become even more challenging when museums have to translate these texts for their multilingual visitors.

In translations, the language contact between source and target text may lead to language shifts and may modify the way in which cultural knowledge is portrayed, interpreted, constructed, categorized, evaluated and perceived.

To explore the impact of language contact on global genres the article sets out to examine translations from a small corpus of German-English and German-English museum wall texts.

The empirical analysis combines a systemic-functional and functional pragmatic approach. It focuses on a set of linguistic means which as studies on institutional and business texts have shown are particularly vulnerable to language shifts: connectivity (Bührig & House 2007), modality (Diewald 1999) and composite deictics (Rehbein 1995).

The article closes with a discussion on the applicability of these findings for the training of communication personnel in museums.

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Viorica Condrat (Alecuro Russo Balti State University, Moldova)

The contact of Romanian and Russian languages on the territory of the Republic of Moldova

The appearance of Contact Linguistics as an interdisciplinary branch of multilingual research marked a new approach to the study of language which is viewed in its socio-cultural and political context. The outcome of the interaction of two or more languages may be a harmonious coexistence of these languages. However, language conflict is another phenomenon which appears as a result of language contact. The present article aims at analyzing the way in which Romanian and Russian are interacting on the Moldovan territory, namely in Balti, a city known as consisting preponderantly of Russian speakers (although not necessarily native speakers of Russian). It focuses on the impact Russian language has on the state language in this region, examining the causes and the nature of the language conflict which appears from time to time among speakers.

Jennifer Dailey-O'Cain (University of Alberta, Canada)

English as a force for "glocalization" in the Internet-based communities of Dutch and German youth

While English is clearly still the dominant language of the Internet, it has become increasingly less so in recent years. Research has shown that as the Internet has globalized, locally specific computer-mediated spaces have formed through a process known as *glocalization* (Jacquemet 2010, cf. Robertson 1995). Within such spaces, the local is not necessarily subverted by the global (Jacquemet 2010: 51). Through an investigation of two social networking communities on the livejournal.com blogging site, then, this paper investigates the ways that glocalization plays a role in the language alternation between local languages and English in the computer-mediated interaction of Dutch and German youth.

The data for this study are drawn from 500 conversations (i.e. 500 posts together with all resulting comments) in each of two different livejournal.com-based communities populated mostly by youth. One community consists of members who come from throughout the Dutch-speaking world and who write primarily in Dutch, and the other consists of members who come from throughout the German-speaking world and who write primarily in German. Both communities focus on the asking, answering, and discussing of questions of all sorts. The analysis of these data makes use of the approach to the qualitative analysis of language alternation in bilingual interaction outlined by Auer (1998), and focuses on the ways in which speakers switch between languages in order to alert interactants to the social and situational context of the conversation. The qualitative analysis software *NVivo* is also employed in order to help keep track of important trends in such a large dataset.

The extent to which the use of English serves as a force for glocalization in each community is addressed through the analysis of both individual examples and larger trends. Preliminary results of this analysis suggest that there are crucial differences between the Dutch community

and the German one in terms of two separate yet related points: a) the extent of community members' use of English, and b) the functions for which English is used. In light of these results, the core question this paper asks is this: if English is indeed seen as "a necessary professional qualification which has to be learned like other formal qualifications" by German youth, and as "one means to express themselves and their cultural orientation" by Dutch youth, as Berns et al. (2007: 115) have hypothesized, how are these differences reflected in these two communities' language alternation, and what can this tell us about the differential reach of globalized forms of English in different European countries?

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Branka Drljača Margić (University of Rijeka, Croatia)

Attitudes of Croatian language speakers to the influence of English on Croatian

Attitudes of the public towards the influence of English on their respective languages have been investigated for years in a large number of linguistic communities (e.g. Hyrkstedt, Kalaja 1997, Oakes 2001, Alexieva 2002, Corr 2001, Greenall 2005).

In Croatia only linguists, representatives of the official language policy, have expressed their attitudes to the influence of the English language and have in a way ignored the attitudes of speakers. In view of the fact that speakers, representatives of the unofficial language policy, to a large extent dictate the direction of language policy-making (Kaplan, Baldauf 1997, Preisler 2003, Spolsky 2004), the paper aims to investigate their attitudes towards Anglicisms and their Croatian equivalents, that is, towards their use in formal and informal contexts and in different domains. The author also investigated speakers' attitudes towards protecting Croatian from the influence of English by popularising Croatian equivalents of Anglicisms.

Findings of the study conducted by the author among 244 Croatian university students suggest that the respondents' attitudes show two contradictory tendencies: a purist trend and a modern counter-trend characterised by a weakening of purist tendencies. The respondents agree that Croatian equivalents should be popularised, although they do not support all methods in equal measure. The majority of respondents believe that the equivalents should be popularised through their use in the means of public communication and that the influence of English on Croatian should get more media attention in the sense of making speakers familiar with equivalents of Anglicisms and consequently enriching their vocabulary with (only) partially synonymous expressions. The minority of respondents support the popularisation of Croatian equivalents of Anglicisms through language laws, declarations and campaigns, while in the opinion of the majority of respondents such methods hinder spontaneous language development and represent extreme purism which is nowadays impossible to carry through.

The analysis of results shows that the respondents have more positive attitudes towards the use of Anglicisms in informal contexts, while Croatian equivalents are more appropriate in formal discourse. Likewise, the respondents' attitudes are contextually differentiated accor-

ding to different domains. Positive attitudes are exhibited toward the use of Anglicisms in everyday communication, show business, youth magazines, computing and modern technology, while negative attitudes are directed towards their use in daily newspapers, education, literature and political speeches. The large majority of respondents still expect (formal) public discourse to create norms and standards, which implies the use of native equivalents of Anglicisms.

Although they believe that Croatian equivalents should be used and popularised to a larger extent, they doubt whether enough effort and time is invested in their creation; thus they find some of these equivalents awkward, exaggerated and imprecise. According to the majority of respondents, this problem, along with Croatian speakers' desire to distance themselves from numerous and aggressive changes which they perceive to have characterised the Croatian language in the last decade of the 20th century, often leads to uncritical rejection of Croatian equivalents of Anglicisms.

Karin Ebeling (University of Magdeburg, Germany)

The Calibans write in English: an investigation of language in postcolonial and trans-cultural contexts

Postcolonial and trans-cultural texts written in English are widely studied from literary and cultural perspectives. This paper will investigate issues of language. Recent interpretations of the well known postcolonial metaphor based on Shakespeare's *The Tempest*, in which Caliban is no longer seen as Prospero's slave, will serve as a starting point. The Calibans have made English their prestige language of communication. They are seen as the heroes, whereas the Prosperos have become the villains. The role imposed upon the colonized has thus been redefined. The Calibans have transferred features of their mother tongues or their languages of wider communication to English. Distinct accents, new lexical items, grammatical and stylistic peculiarities and new norms of usage have developed and impose challenges on the writers who use English in postcolonial or trans-cultural contexts that have emerged with the spread of English. The paper will investigate discourse strategies and will show how writers introduce innovations in the narrating text and in the direct or indirect speech of their characters to create situations that fit their literary intentions. Special emphasis will be put on the language used by the young British author Zadie Smith in her novel *White Teeth* (2000) and on V.S. Naipaul's use of language in his novel *The Mystic Masseur* (1957). It will be shown that the discourse strategies of both authors and their ways of appropriating the English language are similar, although their topics are completely different. These findings will be supplemented by further investigations of language in creative writing in the context of India.

Martina Ebi (University of Tuebingen, Germany)

Language contact and the argument structure of loan verbs

As Holler/Scherer (2009) pointed out little research is done on the argument structure of verbal borrowings. On the basis of anglicisms in German, the authors argued that verbal borrowings do not adopt the argument structure of the donor language but integrate the borrowed verbs by assigning a native argument structure to them. Thus language contact does not effect on the argument structure of verbs. However, as their research is based on a comparison of the argument structure of English and German verbs and thus on

genealogically related languages, their findings might be due to a lack of striking differences in the argument structure of the donor and the recipient language.

In my talk I will present the results of an investigation of the hundred most frequently used verbal borrowings (from English) in Japanese newspapers articles. The results show that the argument structures of the loan verbs are indeed analogous with their native equivalents.

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David Eugster (University of Zurich, Switzerland)

The debate on Swiss German since 2004

Switzerland is a country with four official languages: German, French, Italian and Romansh. So the national community is not co-extensive with the nation. The linguistic situation in the German part, which I will focus on, is particular insofar as Standard German (“Hochdeutsch”, “Schriftdeutsch”, henceforth StG) is the official language in parliamentary proceedings, the mass media, education and most written communication, while “Swiss German” (“Schwyzerdütsch”, henceforth SwG), in fact consisting of several Alemannic dialects, is considered the “mother tongue“ by most Swiss people in the German part of Switzerland. SwG is used in a still increasing variety of official and informal social spheres, both spoken and written.

Nonetheless, many people fear that SwG is being displaced by StG. This narration of SwG as a “threatened language” is increasingly used as discursive resource for the construction of national identity in the German part. Within the past six years, the metalinguistic discourse on SwG experienced a boom, and developed a strong nationalist impetus.

The objections against the threat due to the “invasion” of StG were, and still are, tightly connected to a mass-medial discourse about the increasing immigration of German employees, which is a result of new bilateral agreements of Switzerland with the European Union, ratified in 2004. The metalinguistic phantasm on the “extinction” of SwG and its replacement in diverse public spheres is linked to a wide-spread feeling of angst about demographic change through the immigration of well-educated foreigners from Germany in the wake of the agreements of 2004, and is mingled with the perceived international insecurities due to the economic crisis after 2007. So the (ongoing) debate on the importance of a “defense” of SwG against StG is closely connected to the debate on the situation of political and cultural independence of Switzerland within Europe.

My research is based on a corpus of newspaper articles dating from 2004 onwards. In my presentation, I will focus on how the metalinguistic discourse on SwG has been actively linked to the vague fears with regard to the processes of change over the past six years, and I will particularly address the following questions: Who are the “ideology brokers” (political parties, activists groups, “experts”, newspapers and broadcasters) who strategically enforced the “problem” between StG and SwG as a linguistic problem? Which other social fields (academic research, music artists, etc.) were involved in the debate as stakeholders of discursive positions on SwG? (How) do “glocalist” nostalgic approaches to regional diversity willy-nilly coincide with nationalist-xenophobe angst discursively?

Constantina Fotiou (University of Essex, UK)

The use of English in Cypriot Greek as a form of codeswitching: observed patterns of use and their functionality in naturally occurring conversations

Greek Cypriots have been accused of mixing too much English into their native variety Cypriot Greek (CG). Karyolemou (1994) notes, “Greek Cypriots are reported by contributors to the press to freely use English loans and those competent enough in the language to code-switch” (257). However, very few studies address this issue with empirical evidence; most of them “are not based on actual data or extensive sociolinguistic research but rely instead on personal opinion and speculation” (Goutsos 2005: 187). Lisa McEntee-Atalianis highlights “the disparity between empirical and non-empirical studies of the Greek Cypriot community to date – both in terms of the greater number of non-empirical commentaries and differences between the views expressed in non-empirical accounts compared to the conclusions derived from scientific analysis of language use and attitudes” (2004: 80).

Thus, the current study was needed to fill in an important gap in the literature. The data come from natural speech recordings collected in Cyprus and the UK (from students temporarily living there) since December 2008. English words and phrases are clearly present in the daily use of CG:

- (1) Είμαι πολλά ανχωμένη και εν ξέρω **if it makes sense** αλλά είμαι και πιο **relaxed**, περσι εν ήμουν καλά και έκαμα **diagnosed** τον εαυτό μου με **depression**.
I am much stressed and I don't know **if it makes sense** but I am also more **relaxed**, last year I was not well and I **diagnosed** myself with depression.
- (2) Εν το έβαλα μες στο **memory** μου, **να κάμω processing** ότι έχει εξετάσεις ο Κυριάκος εκείνη τη μέρα.
I did not put it in my **memory**, **to do processing** that Kiriakos has exams that day
- (3) Πρέπει να **κάμω πολλά spread** το **embarrassing moment** μου;
Do I have to **do so much spread** my **embarrassing moment**?

The aim of this study is not achieve representativeness in the sense of sampling a speech community, but in the sense of sampling a range of *different and relevant* contexts in which the use of English in CG is either present or absent. The theoretical framework which makes possible such a qualitative analysis of the data is Conversation Analysis (CA). Many scholars have used CA to study codeswitching during the past decades. Peter Auer (1984, 1995, 1998) was one of the first scholars to argue that in order to study code-switching the switches have to be analysed within the conversation in which they occur with a sequential approach. The object of analysis is “(transcripts of) recordings of episodes of naturally occurring interaction (which are) considered as specimens of their kind, and not (...) statements about (as testimonies) or reflections (an index) of a reality “out there”” (Have, 2007: 36). The aim is to show specific patterns of use of English in CG and then unveil their functionality for the interlocutors from three recordings.

In sum, it will be demonstrated that every recording reveals a variety of patterns which can be interpreted both at the local level of conversation but also at a broader level which takes into consideration factors such as the context of the conversation and the participants themselves.

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Matt Garley (University of Illinois, Urbana-Champaign, USA)

Dope English, Wack English? Language ideology and English borrowing in German hip hop culture

“Can German still be saved?” reads the July 7, 2010 headline of the national German newspaper *Die Zeit*. The primary issue at stake is the influence—or onslaught, as it’s often characterized—of English in modern German society. In research on English in the German sphere, Piller (2001) has identified several traits indexed by English in multilingual advertising, including internationalism, future orientation, success, sophistication, and fun.

The mainstream ideologies on English influence, covered thoroughly in Spitzmüller (2005), and much of the recent academic work on English-German language—e.g., the majority of chapters in Gardt & Hüppauf (2004)—focus on issues of advertising, business, and education. In contrast, the present research addresses the manner in which these mainstream ideologies cooperate or conflict with those operating in the subcultural domain of hip hop.

Hip hop is now big business in a Germany that fears for its language. As a youth media delivered by a globalizing force Pennycook (2007), hip hop has made tracks around the globe. Following Androutsopoulos’ (2009) call for the investigation of not only hip hop lyrics, but fan and artist communications in international hip hop, I present the results of ethnographic interview research conducted in the Hamburg hip hop community in 2010 in combination with original research on an 11.3 million word German-language corpus of Internet hip hop discussion. The fruitful combination of these methodologies yields a more complete picture of the interaction between ideology and language use in this culture, which my previous research (reference forthcoming) suggests as an overlooked conduit for the diffusion of borrowed English in Germany.

Borrowing from and code-switching into a variety of (hip hop vernacular) English is a common practice in the Hamburg hip hop community, but the use of English in this way is not always straightforward or uncontested. In the present research, ethnographic interviews with German hip hop fans and artists reveal a complex interaction of mainstream and subcultural language ideologies, shedding light on motivations and restrictions on the use of anglicisms found in ongoing corpus research and adding depth to the diverse social meanings of English in modern German society.

Edward Gillian (Państwowa Wyższa Szkoła Zawodowa w Gorzowie Wielkopolskim, Poland)

Light Warlpiri – an examination of a mixed language in Aboriginal Australia

Light Warlpiri is a mixed language that has arisen because of contact between Warlpiri (an Australian Aboriginal language), Kriol (an English based creole) and varieties of English (Aboriginal English and Standard Australian English). It is a mixed language, meaning that none of its source languages can be considered as the parent language.

This paper will present a brief linguistic (and historical) background to Light Warlpiri and the people who speak this language. Then, aspects of Light Warlpiri morphology will be presented; namely that most verbs and the verbal morphology are from Aboriginal English, Standard Australian English or Kriol, while most nouns and the nominal morphology are from Warlpiri (O'Shannessy, 2006). Next, aspects of Light Warlpiri, Warlpiri and English phonology will be presented, compared and contrasted, with particular emphasis on fricatives and the final sounds of words (Ingram & Laughren, 2007; O'Shannessy, 2006). Also, the impact of the high incidence of chronic middle ear infections amongst Aboriginal children on phonological development will be considered (Simpson, Caffery, & McConvell, 2009). Finally, some aspects of how contact-induced change may have contributed to the development of Light Warlpiri will be discussed, especially the impact of bilingual education.

Anna Gonerko-Frej (University of Szczecin, Poland)

Enriched or endangered? Identity issues in foreign language education: building cultural awareness in language contacts

Uncritically applauded since the political changes of 1989, the constantly expanding domain of English in Poland seems to be taking its cultural toll. Without the exposure and stimulated discussion on potential cultural effects of language contacts and the 'sociolinguistics of globalisation', the inadequately informed language policy might lead to undesirable consequences. The unequal balance of power in language contact situations deserves attention of language policy makers and educators.

Focusing on ELT business in Poland, I will argue that a successful mastery of a foreign language needs to be accompanied by some indigenization. A global language can enhance inter-cultural (or inter-personal) understanding only after it accommodates diversity and redresses sociolinguistic inequalities. It needs to grow some local roots and liberate the language learner from a set of linguistic and cultural complexes.

Drawing on my experience as a teacher trainer, school teacher, and material writer, I would like to argue for a paradigm shift in foreign language teaching. The modern discussion on the linguistic aspects of globalization must have its pedagogical implications. The problems of code-meshing, translanguaging or 'language as a local practice' should supplement the traditional agenda of language educators.

Durk Gorter (University of the Basque Country, Ikerbasque)

The visibility of minority languages in public space

The language visible in public space has recently received increased attention of researchers. Numerous projects and publications signal a growing interest in the use of multilingual texts

in urban public spaces. This paper briefly discusses some of the main developments in the field of “linguistic landscape studies”. This field covers a broad range of often innovative empirical and theoretical work. Research on linguistic landscapes raises interesting questions such as, who puts up what sign(s), where, in which and how many language(s), and why or why not? Publications are diverse and deal with issues related to language contact and conflict, bilingualism, multilingualism, literacy, multimodality, globalisation, the spread of English, contestation of space, mapping diversity, language ecology, language policy, and the visibility of languages, among others.

The lens of the linguistic landscape will be used to focus on minority languages in public space. Issues of power and resistance are at the core of research on minority language situations throughout Europe. The analysis of written language in the public space can be related to other data sources such as oral language practices or language legislation, and thus be an effective additional research tool. The presence or absence of certain languages, and thus their speakers, can be meaningful. Minority languages on signs can be related to a wider sociolinguistic context. Authorities try to regulate the shape of the linguistic landscape, and the sign producing industry has a great effect upon what we see and read.

Linguistic landscape research makes up a challenging and fresh approach to minority language issues, for it approaches the issues of language contact and conflict from a different perspective. Various examples demonstrate how this approach provides a way to explore and explain the patterns of language use, language policies and power relations between different language groups.

In these times of glocalization, the various emerging perspectives in linguistic landscape studies deepen our understanding of minority languages and their users.

Pedro Guijarro-Fuentes*, Katrin Schmitz and Natascha Müller****

*** University of Plymouth (England), ** University of Wuppertal (Germany)**

Language change: one grammar, multiple voices

In this paper, we focus on language change in different language contact and geographical scenarios (namely, high and low population density), aiming to explore whether bilingual German/Spanish speakers and their heirs show any indication of divergent patterns of grammar use with respect to their monolingual speaker counterparts, instead of language loss of an already acquired competence (i.e., so-called language attrition, see e.g., Montrul, 2008). Fruitful research on other language contact scenarios (e.g., Spanish-English, particularly in the USA), has resulted in a large body of work on language shift (e.g. Otheguy et al. 2007). To our knowledge, no such research has yet been conducted on the native language of Spanish migrants in Germany, and more concretely in Northrhine-Westphalia, which is the main innovation of this project. A contrastive baseline study on Spanish immigrants of different ages (range 20-70) and different dialectal varieties living in Germany, particularly in Northrhine-Westphalia in regions with high (e.g., town of Remscheid, community Ennepe-Ruhr-Kreis) and in regions with low population densities (e.g., town of Münster, community Oberbergischer Kreis), according to official migration statistics from Northrhine-Westphalia, investigates their internal grammar knowledge.

One might expect greater quantitative and qualitative effects of language change in the high-density bilingual speaker populations than in the low-density bilingual speaker population. We draw on material from a cross-sectional, quantitative and qualitative ongoing research project in which we are using a variety of participatory data collection methods (written and oral spontaneous data), including pence-pencil tasks designed to tap into speakers’ internal language competence, since part of our investigation is different grammatical phenomena

1) the null subject property and 2) the *ser/estar* ‘to be’ opposition and their respective developments. These linguistic phenomena were chosen because they are represented differently in both German and Spanish: 1) whereas subject pronouns can or cannot be pronounced in Spanish depending on related pragmatic rules (e.g., contrastive focus), in German (pronominal) subjects are generally obligatory, 2) whereas Spanish provides two copula verbs with the meaning of ‘to be’, namely *ser* (mostly used with individual-level predicates) and *estar* (mostly used with stage-level predicates), German lacks such a distinction. There is, however, an extensive linguistic analysis within the generative grammar on both linguistic phenomena, but for ease of exposition we are not going to explore that here. In addition to testing and spontaneous interaction, all participants were asked to complete a very detailed ethnolinguistic questionnaire and a proficiency test in both languages to ensure a common language proficiency level and migration background.

Preliminary results showed a pattern of monolingual divergence in terms of pronouns and *ser/estar* distribution, with some indications of language change, both of which correlated with intensity of contact with German. Ultimately, these findings have direct and immediate implications for the identification of the agents of language change and suggest that while bilingual children may initiate language change in response to adults’ patterns of use (Lightfoot 1999), adults serve to strengthen existing trends (Croft 2010).

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Yael Guilat (Academic College of Education, Tivon, Israel) & Shoshi Waksman (Levinsky College of Education, Tel Aviv, Israel)

The linguistic landscape of military cemeteries in Israel as a field of symbolic contestation

The aim of the current study is to present the landscape of the military cemeteries in Israel as a text embedded in social-political context. Since they were first established in 1950, these cemeteries have been “site[s] for the consolidation of the organized representational expression, reflecting the portrayal of the ultimate ‘Israeliness’” (Naveh, 1998). Every detail in the semiotic landscape of the cemeteries, as a text written by the nation, has been consolidated within the cultural-myth dimension of the Jewish-Hebrew nation’s language. This aspect finds expression in the overall design of the cemetery as well as in the standard design of the gravestones, made of local stone with small raised surfaces and uniform inscriptions of the soldiers’ personal details—consistent with the history and heritage of military cemeteries worldwide (Mosee, 1979).

Over time and in particular during the last decade, however, the gap between the language of public commemoration and that of private mourning has been widening. Bereaved families have appealed to the High Court of Justice for permission to change the uniform wording and

specific changes have been made in legislation to allow families to express “[their] own pain and grief” (High Court of Justice, 143891).

Today, however, increasing attempts are being made to challenge the strict rules that relate to the design of the graves as well. We are witnessing a dynamic process, or “everyday life practices,” of mourning and remembrance beyond and even against the official patterns of commemoration. Following Michel de Certeau, one may say that these practices are “victories of the weak over the strong” (De Certeau, 1984).

These attempts reflect profound conflicts in Israeli society, embodied in resistance and response to the official linguistic restrictions and policies relating to military cemeteries. These deep conflicts arise from the relationship between religion and civil rules in the Jewish and democratic state. They also concern questions of civil rights and national appropriation of individual identity after death, the legitimization of different cultural identities, as well as the status of different languages and different religious customs and rites.

Based on an analysis of military sections in Israeli cemeteries, we will present that the elements that reflect uniformity and dominance in the commemorative space have become part of a system that now includes:

- a) The use of linguistic structures—original, cited, or clichés—in the context of a private language as opposed to a public one;
- b) The use of additional languages along with Hebrew in reflection of the origin of the soldiers’ families;
- c) The increasing use of non-verbal elements as inseparable components of the design of the grave and its environment, such as portraits carved in black marble, small sculptures, small ornaments, and artificial flowers and flora.

The preliminary conclusions reveal that this landscape proves less uniform and less governed by top-down processes. Every day practices and routines are turning it in a multimodal, multilingual, multivocal and multicultural direction. The standard infrastructure is being paved over with an unofficial surface that accommodates new forms, languages, and meanings.

Jaime Hunt (University of Newcastle, Australia)

Anglicisms in everyday speech: the effect of English on German

Some commentators (e.g. Paulwitz & Micko, 2000; Zimmer, 2006) have claimed that globalization and the spread of English have resulted in German becoming too anglicized. These claims are generally based on anecdotal evidence, or studies of the written media, particularly newspapers or magazines, that indicate an increasing number of anglicisms in German (Burasova, 2010; Onysko, 2007; Plümer, 2000). Pfalzgraf (2006, 2009) proposes that recent neo-purism has developed as a reaction to this influence and the effects of globalization.

The analysis presented in the present paper differs from these previous studies as it is based on a corpus of spontaneous everyday spoken German. It provides quantitative evidence that the spread of English has not had a significant impact on German, despite popular perceptions. The paper shows that Anglicisms are not of great frequency in spoken German, and thus have had limited impact on the German lexicon. It further argues that borrowing from English has not affected the grammatical structures of German in any significant way.

Many lay commentators present a contrary view. They claim that English is significantly changing German on both the lexical and the grammatical level (Davies & Langer, 2006; Niehr, 2002). On the lexical front, Paulwitz and Micko (2000, p. 44) claim that English loans are displacing native German forms. For example, the anglicism *cool* is replacing as many as

18 native adjectives such as *kühl, ruhig, nüchtern, aufregend*, etc. However, vocabulary change is an on-going process in human language generally. This paper provides evidence that English has only a minimal role as a source in the ongoing and standard process of lexical change in German. On the grammatical front, anglicisms are cited as the catalyst for the spread of the *-s* plural marker. This paper provides quantitative evidence that English loans have only a minimal role in determining the range of the *-s* plural in German, supporting the view of Marcus et al (1995) that *-s* is the default plural in German, and that any spread follows from that. It also provides evidence that English loans are integrated into the gender and plural systems of German in accordance with principles which operate in the native German lexicon, and therefore do not represent structural change.

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Presley Ifukor (University of Osnabrueck, Germany)

Freedom of speech, freedom of switch or freedom to switch? Linguistic hybridity in Nigerian SMS and Internet discourse

Two major techniques of hybridity are explored in this study: switching and intertextuality. Linguistic hybridity in digital communication (Warschauer, 2002) involves the meaningful co-occurrence of linguistic elements from all languages available to interactants in electronic discourse. Definitely such an equal-opportunity-for-all-languages situation will give rise to online multilingualism (Brenda & Herring, 2007). Linguistic pluralism encompasses all transference and contact phenomena in discourse such as code-switching, borrowing and related concepts. Code-switching involves the presence and meaningful use of elements of two or more linguistic systems in an utterance, stretch of discourse or written communication. Language switching as an unmarked feature of textual multilingualism serves as an interventionist discourse technique whereby non-indigenous and indigenous ideologies are integrated in hybridised discourse. That being the case, no one linguistic system is subordinated to the other although there might be inequality of representation depending on

the number of elements from each of the languages in the hybridised construction or discourse. This interventionist nature of code-switching to Nigerian bi-/multilinguals is what Turner (1964) & Hess (1996) call liminality – “the state of creative in-betweenness” whereas Kamwangamalu (1998) refers to it as a code-in-between which is employed by bi/multilingual South Africans in the construction and expression of their ideologies and linguistic identities by a fusion of Western and local African concepts. Bhatt (2008: 182), however, describes this integrative intervention as third space which “gives rise to possibilities for new meanings and, at the same time, presents a mechanism to negotiate and navigate between a global identity and local practices”. This technique facilitates transnational, transcultural flow and fusion of ideologies (Pennycook, 2007) and codes resulting in symbolic linguistic creativity (Androutsopoulos & Scholz, 2002). On the other hand, the theory of intertextuality in the Bakhtinian sense holds that discourse and individual texts are an intersection of multiple textual surfaces and constitute a dialogue among various texts, genres, and voices: the writer's, the character's, the historical cultural context, and the readers'/audiences' (Kristeva, 1969).

The data analysed in this paper are selected from a larger corpus of Purposeful Language Alternation in Nigerian Electronic Texts (PLANET) collected by the author over a period of six years (since 2004). PLANET comprises systematically but intermittently culled synchronous and asynchronous data from several Nigerian personal emails, listservs, online discussion forums, instant messaging, Twitter, Facebook and SMS text messages. Analysis of the data shows that the pragmatics of linguistic hybridity include attention-getting, allusive intertextuality, amusing phaticity, audience affiliation (or solidarity), anticipated interactivity, and affective expressivity among others.

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Herbert Igboanusi (University of Ibadan, Nigeria)

The problems of English medium education in West Africa

In the use of English in education in Anglophone West Africa, two issues are considered important – the role of Standard English in relation to West African varieties of English, and its impact on the use of other languages in education. Closely related to these two issues are the level of English language performance at school and its effects on the standard of education in general. The last point can be considered on the assumption that the language of instruction usually has direct impact on educational attainment and overall results. This study demonstrates that low academic achievements are directly connected with the language of instruction in schools. Apart from the issues relating to the poor teaching of English, there is

also the issue of the inadequacy of the use of the language for initial literacy. This work therefore recommends education in the first language (L1) or mother tongue (MT) alongside bilingual or multilingual education with the strong belief that this system of education will give pupils access to their MT, any of the dominant or national languages and English.

Sylwester Jaworski (University of Szczecin, Poland)

Contact-induced changes in Polish morphology

Although language change can be attributed to different factors, e.g. economy or analogy, language contact seems to play a decisive role in the process (Trudgill p.c. 2010). Since English is one of the world's most important *lingue franche*, it exerts a considerable influence on many other languages. Not only has it become the major donor language, but also speakers of other languages start employing morphological processes characteristic of English to modify the internal structure of native words.

The present paper focuses on recent changes in Polish morphology which appear to have been influenced by the English language. Given that in Poland English is taught in about 95% of primary and secondary schools, millions of young people learn about various morphological processes occurring in that language and they start employing the same processes in their mother language. As a consequence, their repertoire contains a considerable number of clipped forms, e.g. *spontan* for *spontaniczny* 'spontaneous' or blends such as *gimbus* 'school bus', which has resulted from combining the first syllable of *gimnazjum* 'junior high school' and the last syllable of *autobus* 'coach'. The appearance of a relatively large number of compounds that consist of two nouns in the nominative case, e.g. *auto klinika* 'garage', is also worth mentioning.

By no means should one think that these processes are never applied in Polish. For instance, first names are frequently clipped, e.g. *Jolanta* - *Jola*, and so are many school subjects, e.g. *biol(logi)a* - *biola* 'biology'. However, as far as blends are concerned, there used to be only two such items, namely *domofon* 'intercom' and *żelbet* 'reinforced concrete', according to Willim - Mańczak-Wohlfeld (1997). Importantly, the same authors emphasise that compounds consisting of two nouns in the nominative are extremely rare.

However, the number of clipped words, blends and new compounds, many of which have not been included in the 2010 edition of the PWN dictionary of the Polish language, implies that something has unleashed the word-forming potential of the young and English is the most likely culprit. Importantly, it is not only the young, but also journalists and politicians that coin new words. For instance, only recently have Poles started using lexical items such as *specshżby* 'special forces', or *speckomisja* 'a special parliamentary committee' because they happen to be high-frequency words in political programmes.

Another phenomenon that deserves mention is the probable simplification of the case system. Many Poles have difficulty applying the correct case endings, especially as far as the genitive and the accusative are concerned. Surprisingly enough, in conversational Polish incorrect forms such as '*wysłać sms-a*' 'to send a text message' are more frequent than the correct forms, that is '*wysłać sms*'. Given that there are nineteen different types of declension in Polish, speakers of the language, fed up with the mistakes they make, manifest their frustration by accepting the incorrect forms, much to the horror of language purists. It is not claimed here that the case system of Polish will undergo as dramatic simplification as Old English underwent. Nevertheless, it is possible that in the future the number of declensions will be reduced by one or two types.

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Sebastian Knospe (University of Greifswald, Germany)

Written codeswitching: a functional analysis of code alternations in the German news magazine “Der Spiegel”

Most studies on codeswitching, which can be defined as the spontaneous stringing together of two or more languages in one communicative unit, sometimes even in one sentence, focus on switches that occur in conversational data. By contrast, instantiations of what can be termed “written codeswitching” (McClure 1998) have up to now been investigated in relatively few publications only (Callahan 2003, Hinrichs 2005, Onysko 2007, Sebba 2006). This is due to the fact that the notion of skilful switching is usually equated with the ability of speakers to rapidly alternate between different codes, a condition that is especially fulfilled in the natural dialogical speech of bi- or multilingual language users. Except for the quasi-oral manifestations in instant relay chats or similar constellations, written codeswitches, on the other hand, are often connected to distance communication. Accordingly, the productive and receptive processes connected to such moves between different languages are of a different nature.

This paper will embark on phrasal and sentential codeswitches into English as manifest in the German newsmagazine *Der Spiegel*. The magazine has served as a basis for the study of English influence since the 1960’s (Carstensen 1965, Yang 1990, Onysko 2007). Yet, apart from Onysko (2007), most authors have adopted a lexicological stance and thus have directed their attention towards lexical anglicisms only so that ephemeral supralexicological codeswitches have been left out of sight. In my contribution, I will, however, single out exactly such instances and study them as signs of a gradual bilingualism with English from a functionally oriented point of view. In so doing, I will show that they serve as a device for foregrounding specific kinds of information and for realizing various (local) stylistic purposes. This includes the function to convey authenticity – often via real or made-up quotations linked to contextual triggers (Clyne 1967) –, but also the intention of *Spiegel* authors to build frequently ironic comments on well-known catchphrases. Another option is the use of such codeswitches for ludic functions. This may be based on the conscious manipulation of pre-fabricated formulae or quotations (Androutsopoulos 2003), the decoding of which demands not only advanced knowledge of English, but also the integration of surrounding contextual (and extra-linguistic) information.

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Grit Liebscher (University of Waterloo, Canada) & Jennifer Dailey-O'Cain (University of Alberta, Canada)

Language, migrant identity, and sociolinguistic space

The goal of this paper is the introduction of a theoretical notion, *sociolinguistic space*, that can serve as an important tool in the analysis of the sociolinguistics of migrant identity. In the first half, we will draw on work not just in sociolinguistics and discourse analysis (e.g. Baynham 2003, Blommaert 2005, Stevenson & Carl 2010), but also in cultural geography and sociology (e.g. Harvey 1990, de Certeau 1998), in order to explain the notion of sociolinguistic space for the study of migrant language in interaction. In the second half of the paper, then, we go beyond this notion as a theoretical construct to its importance as a useful tool that can be incorporated into the analysis of individual interactions and which allows us to draw essential connections between interaction and other forms of social practice, including cultural, spatial and temporal practices.

The data on which our work is based stem from the urban German-speaking immigrant community in Canada. The data set is made up of 77 conversational interviews with 91 participants of different ages and immigrant generations, and whose immigrant backgrounds include Germany and German-speaking speech islands in Europe. In our analysis of the data, we define sociolinguistic space as deriving from, but as not identical to, *place*. In other words, a place (e.g. *Canada, Germany*) can be located as a geographic location and is linguistically fixed by naming it, but *space* is a "practiced" place that only results through the practices associated with it. This transformation of a place into a sociolinguistic space is tangible in the sense that it is a process that is clearly observable, but it is also discursively constructed.

Our focus is therefore on how migrants construct a German sociolinguistic space within the Canadian local context by constructing their own and others' places within it. They do this by *positioning* themselves and others (cf. van Langenhove and Harré 1993) through the use of linguistic resources (e.g. elements of grammar or different codes) or interactional resources (e.g. laughter or intonation). In this paper, then, we will show how the use of the concept of sociolinguistic space as an analytical tool within work on language in migration can shed light firstly on the construction of individual migrant identities, and secondly on the ways in which the spaces of the migrants' place of origin can be mapped onto and transformed into a local migrant space.

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Grzegorz Lisek (University of Greifswald, Germany)

Language awareness among young Poles in times of omnipresent multimedia communication

Language plays a very important role for each country and each ethnic group. Although the language of the international communication is English, languages such as French, Spanish or Russian have still a great value not only for the European communication but also for the communication in the World. In spite of this we shouldn't forget the national languages or mother tongues of the nations.

This paper aims to show the language awareness of young Poles in times of omnipresent multimedia communication. Computer games, internet, e-books create a new linguistic situation among the language receivers. The most interesting issue, which should be focused in the society and science, is the development of the linguistics abilities. I would like to check how the linguistic situation in the group of young people – scholars and students in the age between 16 and 26 years old looks like. The survey will show the attitude of the young Poles to their mother tongue and the usage of Anglicisms in Polish and usage of the vocabulary from other foreign languages. The analysis will also illustrate the knowledge of the language norm and the ability to apply it in every day situations.

Scientific concepts which build the background of this research are the question of norm, puristic tendencies as well as the importance of the language as a national symbol.

I would like to follow the question how the language awareness among the young Poles is formed and what the factors that form their language awareness are. The achieved results give us insights into the linguistic situation of the young generation after twenty years of democracy, after the political changes of the year 1989 in Poland. Last but not least the language awareness of young Poles plays an important role in the political and university communication; it is a kind of a firm base in intercultural communication and in interpreting history of the own country.

László Marác (University of Amsterdam, Netherlands)

Resiliencing Hungarian minority languages in the new Europe

This paper analyzes and discusses the structural and normative conditions and rules of Europeanization that are responsible for resiliencing the Hungarian minority languages in Central and Eastern Europe.

Hungarian minority languages are spoken in the following seven countries and regions in Central and Eastern Europe, namely Slovakia, Ukraine (Sub-Carpathia), Romania (Transylvania), Serbia (Vojvodina), Croatia, Slovenia (Mura region) and Austria (Burgenland). In most of these countries and regions the Hungarian language counts a substantial number of speakers and all these countries and regions are neighbouring the kin-state Hungary in which the Hungarian language is the official language of the state.

After the collapse of totalitarian, communist regimes in Central and Eastern Europe in the beginning of the nineties of the past century the Hungarian minority languages have gained official status in the countries and/or regions they are spoken, although the concrete rights the Hungarian minority languages are granted varies enormously, from ousting Hungarian from the official domains as in Slovakia to granting the Hungarian language a status as one of the official languages of the Autonomous Province of Vojvodina. Despite these differences, we observe the resilience of the Hungarian minority languages in Central and Eastern Europe across-the-board. We will argue that this is strongly supported by the Europeanization of Central and Eastern Europe.

Heiko F. Marten (Tallinn University, Estonia)

The 3-circle-model of English world-wide: a model for understanding the global position of German?

In my paper, I will make an attempt to apply the principles of the famous 3-circle-model for the description of the ecolinguistic position of English world-wide to the position of German around the world.

The 3-circle-model for English with its basic categories „inner circle“, „outer circle“ and „extended/ expanding circle“ was invented by Kachru in the 1980s and has since then been adopted, developed and criticised by numerous authors. The situation of German world-wide, on the other hand, has only scarcely been discussed in the past 20 years. Whereas the global extension of German is obviously by far weaker than the position of English, there are also a number of important similarities in terms of historical spread and the current position of these two languages.

My paper will therefore discuss the analogies of global English and German by establishing 3 circles for German: the inner circle in the core German-speaking area around Germany, Austria and Switzerland, the outer circle including a number of German minority areas (mostly in Europe), and a circle which may rather be denoted „crumbling“ than „expanding“ which includes traditional areas of German presence world-wide as results of migration, but also of previous functions of German as a language of culture and as a lingua franca in regions such as Eastern Europe. I will argue that there are some striking structural similarities, but also show the limits of this comparison.

Antje Meyke (University of Georgia, USA)

‘Germlish’ in Georgia/USA: the effect of the density of social networks on transfer in the community language of German immigrants

This study deals with the speech of German immigrants in the enclave-like German community existing in Warner Robins, GA. It examines the effects of language contact between the minority language, German, and the majority language, English.

This author has conducted interviews with German immigrants in Georgia/USA, and the data is utilized to study instances of transfers from English to German and vice versa. The data of the German community in Warner Robins is then compared to the data of Germans in other areas in Georgia. Grammatical transfer in cases of language contact often affects word order, case marking, and tense marking. Furthermore, lexical and phonological transfers are also examined here.

German speakers who have close ties with other German speakers show fewer instances of transfer from English than German speakers who have loose ties or no contact with other German speakers and close ties with English speakers. Woolard (1997) investigates language choice of teenagers, comparing the friendship networks of the boys' and girls' groups, and finds that girls have a small network with close ties, whereas boys have a large network with loose ties. The girls use their first language among each other, whereas the boys use their first as much as their second language. This study utilizes social network theory to investigate variation in grammatical, lexical, and phonological structures of "Germlish" spoken in the less researched area of the southwestern U.S. It draws connections between the density of social networks of German immigrants and the amount of transfer. This study adds the notion of social networks to most studies of German as a minority language (as well as other minority languages) and transfer features that have focused on factors like age, socio-economic background, and gender.

By exploring the extent of transfer as a marker of identity and solidarity, this work provides insight into how the German immigrants in Georgia perceive and position themselves in relation to the mainstream group. An essential concept in describing the position of German immigrants within the mainstream group is provided by social network theory. The strength of the ties between the speakers and the people they interact with (the nodes) influence these speakers' linguistic and social behavior, as these ties can affect the norms set by the surrounding society. Dense and multiplex networks promote language change, as it takes multiple weak-tie relationships to gather new opinions and hear new words, and strong ties between speakers (such as cliques) to pass on and establish these new items. For example, Pütz (1994) documents that for first-generation Germans in Australia friends and fellow club members are more important for language maintenance than family members. Thus, a speaker's social network needs to be considered in an analysis of language use patterns, in addition to factors like age, gender, and socio-economic background.

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Spiros A. Moschonas (University of Athens, Greece)

The spectre of globalization: global enemies and local allies in the construction of the modern Greek language ideology

The language reform of 1976 adopted the so-called *demotic* ('vernacular') variety as the official language of the Greek Republic. *Demotic* also incorporated several learned expressions and archaisms from its adversary variety, *katharevousa* ('puristic'), which had for years served as a vehicle for the adaptation of loan words, especially from French.

In the 'courte durée' after the adoption of the *demotic*, the ideology of the Modern Greek Standard faced the challenges of globalization at two different 'moments'. First, in the late 1970s and the early 1980s, the issue of anglicisms was raised in the press and among the literati. English was identified as a global enemy and, as a result, a neo-puristic attitude soon developed. In this respect, it is remarkable that a huge number of translation loans were coined on the basis of archaistic morphology, i.e. on the model of *katharevousa*, especially in

the field of information technology. Lately, in the 2000s, the prospect of Greek as a ‘global’ language, at least on a local level, was conceived for the first time. Greek was imagined as a global language, especially in the neighboring Balkan countries, which are conceived as local linguistic allies, while at the same time, within Greece, attempts are made to consolidate the status of the Greek language among immigrants. The ground for this more ‘aggressive’ language policy had been prepared by the newly-founded field of ‘Greek as a second or foreign language’, a scientific discovery of the 1980s.

This paper narrates the story that connects these two moments in the development of the Modern Greek language ideology. It is argued that the ‘defensive’ policy of the first period is connected with the ‘aggressive’ policy of the latter period through a territorial conception of language; a conception that pictures language as a ‘regime’ or a ‘state’ whose borders may shift through acts of linguistic will. It is shown that these two moments in the development of the Modern Greek language ideology form a coherent media narrative.

The developments in the ideology of the Modern Greek Standard are traced on two levels: the level of attitudes and the level of practices. Accordingly, two types of data are taken into consideration: a) metalinguistic publications in the Greek press over a period of more than three decades and b) the linguistic practices themselves, as exemplified in such fields as terminology coinage, text editing and language teaching. It is argued that the relevant linguistic practices are controlled by metalinguistic attitudes through a kind of ‘mental causation’ (to borrow a term from the philosophy of mind), which may also be held responsible for the propagation of certain linguistic changes.

Folke Müller (University of Gießen, Germany)

Georg Müller’s Estonian-German sermons: a case of code-switching?

Between 1600 and 1606, the curate of Tallinn’s Church of the Holy Spirit, Georg Müller, wrote several sermons which are considered as the earliest larger prose texts in Estonian. A characteristic feature of these sermons is their mixed language: with Estonian being the matrix language, there are numerous German passages interwoven.

The sermons’ mixed language gave rise to a scholarly discussion on the ethnicity of the author Georg Müller, since it is not known if he was of German or of Estonian origin. His language skills and his level of proficiency in Estonian are a crucial argument that speaks for his ability to deliver his sermons exclusively in Estonian. Against this backdrop, the puzzle of the mixed languages has caused scholars to believe in a deliberate use of “semi”-Estonian in order to better reach urban workers and servants (cf. Hetzer 2005).

In my paper I will compare Müller’s bilingual sermons with Luther’s Table Talks (cf. Stolt 1964) which are usually considered as a historical example of code-switching and which are also discussed as being close to the people. By comparing Müller to Luther and other contemporary sermons (cf. Kämmerer 2006), I want to carve out their commonalities and differences in code-switching. I intend to evaluate my findings with the tools of current grammatical studies in bilingualism (e.g. Myers-Scotton 2006) and ask the following questions:

Does Estonian indeed always serve as matrix language in Müller’s sermons? In which positions does code-switching take place: on the level of the word, the clause, the sentence and/or on the level of bigger text units? Is code-switching from one language into another restricted to specific linguistic features? Are there words or contexts which trigger it?

Taking the historical examples, I will discuss the comparability of my findings to modern synchronic studies. My paper will show the difficulties to analyse code-switching in this specific historical setting of intensive language contact. Even on the basis of my grammatical

analysis, there is no straightforward answer to Müller's ethnic origin or to the question of whether he used code-switching on purpose. Language contact in early seventeenth-century Tallinn generally led to the frequent incorporation of German loan words and syntactical structures that makes it difficult to attest the doubtless origin of Müller's wording and linguistic constructions.

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Sandra Murinska (Rēzekne University College, Latvia)

The same newspaper in two languages: socio-linguistic aspects

This paper will focus on two interrelated issues: the language used in constructing the information space of the local press in the region Latgale (Latvia) and the way the print media are influenced by the social space of the region.

Nowadays there are seven weekly edited newspapers in Latvian and four of them have versions in Russian.¹ In my study I will look at the following newspapers: “Rēzeknes Vēstis”, “Latgales Laiks”, “Ludzas Zeme” and “Ezerzeme”, considering editions from 2008 to 2010.

Following the lines of researchers such as B. Johnstone, B. Mæhlum, P. Eckert as well as H. Lefebvre, the aim of this study is to describe and analyze the coexistence of Russian and Latvian versions of one newspaper in Latgale. In so doing, I will particularly analyze the linguistic strategies and social factors influencing them. In some cases the use of the language and some distinctions in the content emerge, which affect the expressions and the tenor of parallel issues.

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¹ The ethnic composition of Latgale predicts the language of communication: 44 % of the inhabitants of the region are Latvians and 39 % are Russians. Cf. Central Statistical Bureau data base 2010 [<http://data.csb.gov.lv/dialog/statfile16.asp>].

Sebastian Muth (University of Greifswald, Germany)

The linguistic landscapes of Chisinau and Vilnius revisited – New approaches in the study of urban multilingualism

Written language in the public sphere (shop signs, advertisement, placards, graffiti, etc.) constitutes the “Linguistic Landscape” of an urban agglomeration. An examination of such displays gives us an insight into the function, status and spread of certain languages. Here, the study of linguistic landscapes does not only bear a purely linguistic dimension, but necessarily links to other fields such as politics, semiotics, urban development, communication and literacy. In this case study the cityscapes of the Moldovan capital Chisinau and the Lithuanian capital Vilnius will be analyzed. Peripheral and central districts of the cities have been chosen. From each of these districts, data on the number of mother tongue speakers have been obtained. Two corpora, each containing 1000 items of specimen of written language, have been made and contextualized with the help of GPS tracking to ensure the possibility of future diachronic studies and to ensure transparency in linguistic landscape research. The data for these corpora was collected in December 2010 and March 2011.

The aim of this study is two-fold: On the one hand this approach gives an insight into the general use of different languages in Moldova and Lithuania as well as on the functional domains they fulfil. On the other hand the distribution of different languages on signs in each district shows how minority languages such as Russian are represented in public.

The results suggest that the linguistic landscape of Chisinau is actually very diverse: Alongside Moldovan/Romanian, English and especially Russian are used frequently. The functional domains differ though. Whereas the national language is part of almost all shop signs and advertising in general, it is usually used in conjunction with Russian. Informal displays of written language such as graffiti or small placards are mostly written in Russian alone, while English is normally used in conjunction with Moldovan. Other minority languages in Moldova such as Gagauz and Ukrainian were almost never visible on written displays of language in the city. In contrast to that, the linguistic landscape of Vilnius is far less diverse, and although the Lithuanian capital is home to sizeable Russian- and Polish-speaking minorities, these demographic patterns do not show. Yet, apart from Lithuanian, English is an integral part of the linguistic landscape, especially in advertising. Apart from that we gained insight into possible problems in the study of linguistic landscapes and will discuss mistakes that we made in previous research that focused on both cities.

Marisa Patuto & Valentina Repetto (University of Wuppertal, Germany)

Multilingual speech: the case of code-switching in bilingual children

Past and recent research on code-switching has focused particularly on adult bilingualism addressing sociolinguistic and pragmatic aspects (cf. Auer 1998, 1999, 2000, Auer & Wei 2007, Gumperz 1982). Therefore, the analysis of adult data pointed out the relevance of language choice and its mechanisms. Moreover, studies over the last years concentrated on syntactic constraints identifying possible switching points within and between multilingual utterances (cf. Poplack 1980, DiSciullo, Muysken & Singh 1986, Belazi, Rubin & Toribio 1994). Further research has revealed the incompatibility of the syntactic constraints proposed in the literature with both spontaneous bilingual adult and child data (cf. Cantone 2007, Lindholm & Padilla 1978, McClure 1981, Redlinger & Park 1980, Taeschner 1983, Veh 1990, among others).

Our study contributes to the field of intra-sentential code-switching in young bilingual children. The main aim of our research is to verify the real existence of syntactic constraints and to investigate the children's ability to recognize them. Therefore, we conceived an elicitation test in order to support the following hypothesis: Code-switching not only violates the syntactic constraints, appearing e.g. between functional and lexical categories (cf. Arnaus Gil 2010), but further it does not depend neither on the language of the society nor on the language dominance of bilinguals. If this were the case, we could conclude that code-switching is linked to individual choices both in adult and child bilingualism. For this purpose, 28 bilingual German-Spanish and 12 German-Italian children have been analyzed with respect to language choice and language dominance. Bilingual children between the ages of 2;6 and 6;5 years were confronted with 16 mixed sentences. In a child-adjusted play setting, they were indirectly asked to reproduce the given information. The German-Spanish children were raised bilingually in Germany, whereas the German-Italian children grew up in Italy. We considered these two different groups of bilingual children in order to examine the role of the language of the environment. Furthermore, the percentages of the monolingual responses to the given test-items were taken into account to reconstruct the children's language choice. Additionally, language dominance has been determined by the criteria of the MLU (mean length of utterance), the mean number of produced words/minute, the comparison of the two lexica and the number of equivalents in the involved languages. The analysis shows that the bilingual children behave differently with respect to language dominance.

The most relevant result of our study consists of the fact that the majority of the interrogated bilingual German-Spanish and German-Italian children reacted predominantly monolingually to the mixed utterances. Interestingly, the proposed test-items were mostly produced as monolingual German sentences. This observation leads to the assumption that language choice occurs independently of language dominance and the language of the community, variables which differ among the analyzed children, as already mentioned above. Finally, the conducted elicitation test confirms our hypothesis and allows the prediction that bilingual children avoid code-switching in certain syntactic domains. We will discuss why the analyzed bilingual children prefer monolingual German reactions to mixed utterances.

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Dennis Preston (Oklahoma State University)

“DAMNED IF YOU DO, DAMNED IF YOU DON’T”: the perception of languages and language varieties in a globalizing world

Norms and standards of languages ought to be significantly different as more and more people learn more and more languages internationally. By “learn internationally,” I mean to refer to the fact that people increasingly learn languages that are not natural byproducts of their immediate environment. That is, more and more people learn languages for travel, whether for business, education, or tourism; more and more people are required or expected to learn languages as a result of immigration; more and more people learn languages for the explosive new media world of social networks, Skyping, and websites of all sorts.

All this means that there are more and more opportunities for language contact and more and more opportunities for the development of folk linguistic ideas in this domain. Although not all the questions reflected in these ideas have been answered definitively by professional linguists (some not even yet studied), it is important, I believe, to also examine the folk beliefs that surround intense language globalization.

Most of the areas are not really new — contrasts between the native and second (and foreign) language speaker; concerns about language mixing; ideas about the mental repercussions of bi- and multilingualism (especially perhaps the influence on younger children), notions of language difficulty and/or simplicity, and gut feelings about elegant, logical, ugly, pretty, and masculine and feminine languages and language varieties, among other attitudinal factors that we might consider. Even such apparently modern concerns as the influence of texting or instant messaging on youth speech is at least as old as Plato’s concern that, for whatever reason, language is always at risk in the mouths of the young (so now it’s on their fingers instead.)

In this paper I will review some of these traditional categories as they seem to develop and change (or, as I will maintain, for the most part, fail to change) in the modern context of language globalization. I will be especially interested in how we can acquire such folk belief and what sorts of interpretive strategies we may use to lay bare its meaning.

Csaba Máté Sarnyai (University of Budapest, Hungary) & Tibor Pap (University of Szeged, Hungary)

The difficulties of validating minor differences: the role of language policy in the forming of minority policy in the Serbia of the early 2000s

At the beginning of the new millennium, minority politics in Serbian produced results on the level of institution that were even internationally significant. This includes the creation of a system of personal autonomy, the so-called national councils of ethnic communities. This development drew the attention of both academics and policy makers who had faced similar challenges. However, the ethnical situation and the recent historical events of the West-

Balkan region have lead to quite complex situations of minority politics. This means that apart from the usual issues of minority-related inequities, novel problems and phenomena appeared in the interdisciplinary field between minority research and sociolinguistics. These issues mostly have to do with cultural self-expression (identity).

The so-called Serbian-Croatian language began to split in the 90's, due to political reasons. With the breakaway of Serbia and Montenegro, this splitting seems to end up on the level of regional separation. Yet, from the viewpoint of language policies and minority language use, it is this new and supposedly clear situation that brings a new challenge. In the symbolic competition among those language variants that have no disadvantages on the level communication, Montenegrin language became a minority language in Serbia.

The process has its consequences both in party and language politics. It cannot be separated from the linguistic variety of the smallest post-Yugoslavian state, the autonomous Montenegro (Crna Gora), neither from the fact that national and linguistic identities do not coincide. In other words, it is not obvious and self-evident what people claim about what nationality they are and what is their native language. The not-so-EU-conform discourse in the Balkan has made the problem only more difficult, instead of providing opportunity for the interpretation of the new situation and for the relevant and competent treatment of the resulting linguistic-political issues. Thus, a peculiar state of affairs came to be. Serbia, though exemplary in the personal implications of the minority institution system, is reluctant to aid the struggle of Montenegrins (treated as a 'younger brother nation' for centuries) for the realization of their linguistic and political rights.

Above all, our research examines (1) the minority and language political aspects and (2) the political and socio-linguistic origins of the issue. In connection with this, those possible political solutions that are currently available by law, are reviewed (3). Besides, the paper discusses those results of the academic discourse of minority politics that have their origins in the axioms and conceptual system of linguistics. These results are applied also by us (4) to describe the minority situation and to demonstrate the forming of the tools of minority politics. Our purpose is to start an interdisciplinary discourse of sociolinguistics and minority research. Our present work, the analysis of the issues related to the Montenegrins becoming a minority may be an example of such a discourse.

Bekir Savas (Kocaeli University, Turkey)

A linguistic evaluation of approaches to the needs of immigrant students: the contribution of translated child literature to linguistic and cultural integration

It is clear that we live in a complex and educationally competitive world and effective formal schooling is a critical component for success in adult life in the 21st century (Thomas & Collier, 1997). Therefore, there has been a growing demand for higher performance levels for all students at state mandated testing. Children at every level, even kindergarten, are now expected to meet benchmarks to demonstrate basic skills in reading and the content areas (August & Hakuta, 1997). For example, a full- fledged system of language to rely on for classroom communication and analytical thinking—and as a foundation for emerging literacy—is an indispensable tool for any child starting first grade (Mashie, 1997).

Education influences our language skills so profoundly teaching us new structures and vocabulary which we, otherwise cannot learn. (Hudson 2004:2; Ely 2005:1). For this reason, schools are key agencies both in language development and socialisation. In other words, language development provided by school helps social, individual and professional development of children accordingly. However, unfortunately, a great number of students all over the world start school with "restricted language skills" in Bernstein's terms (1971, cited

in Wells, 1985), so they cannot learn language of instruction well enough to be able to receive social and personal formation and job-oriented training on an equal footing.

Beside children who are linguistically disadvantageous due to socio-economic reasons, there are also language-minority children who suffer from the same problem much more severely. For example, Spanish-speaking children in the USA, Arabic-speaking children in France, Turkish-speaking children in Germany run into great difficulties in learning the instruction language as they have almost no pre-knowledge or experience about it. They are expected to learn about the world in a language they are partly or completely unfamiliar with, in the same pace as the native students but this takes a much longer time (Cummins, 1986).

Some schools in developed countries try to solve the problem by means of bilingual education teaching them literacy in their mother tongue, as well. (i.e., CLIL, content-language integrated learning). However, they often fail due to organisational problems. In this study we suggest using literary materials translated from a LDC's mother tongue into the language of his/her new country so that students can make a correlation between the content of text which he/she got familiar with during pre-school language development period at home and the form of his/her new (foreign, instructional) language.

We put forward this hypothesis taking into studies on the impact of literature on language development of children (Rayborn, 1993) and what Venuti (1998) says. He emphasizes the potential of translations to create a cultural identity. Translations help structural accordance to form among internal dynamics within a particular culture. There is a direct relation between culture and translation. According to Jakobson (1971) and Eco (2001), translation practices and the translated texts that have emerged from them cannot be separated from culture because translation is an inter-cultural activity rather than an inter-lingual one. Therefore translations from their mother tongues may facilitate language and cultural contact for immigrant children, which may, in turn, increase the pace of their adoption to their new school and country and globalization.

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Claudia Schlaak (University of Potsdam, Germany)

Mayotte and the “Francophonie”: insular language policy and regional identity east of Africa

Since 29 March 2009 it is a fact: From 2011 onwards, the Comorian island of Mayotte will belong to France as its 101st département and thus will become part of the European Union. The strategic position of France in the Indian Ocean is not only consolidated, but rather strengthened by this development. In contrast to other former colonies and also to existing French overseas territories, such as the Caribbean islands of Guadeloupe and Martinique, and also La Reunion, Mayotte goes its own way.

The island of Mayotte, geographically part of the archipelago of the Comoros, political-administratively a French overseas territory, is a special case: its state affiliation is disputed. While the Federal Islamic Republic of the Comoros claims Mayotte to be part of it, the territory is French since 1841 without any interruption. In contrast to the typical trends of the time, in the wake of decolonization in the 20th century, the island never opted to be independent from “La Grande Nation”. The former colony identifies itself to be, although located far from the “mother country” and despite many similarities with the other Comorian islands, as an integral part of France until today, even more, it looks for an increasingly stronger connection nowadays. The commitment of the inhabitants of Mayotte to France is getting stronger. What are the origins of this “French identity” right in the middle of the Indian Ocean? And, what role does language play in this respect? With the then changed political circumstances in 2011, new developments will occur in Mayotte. Whether, through an expected economic boom, extensive social benefits and means of EU regional aid funds, poverty can be alleviated and living standards can be raised is not clear at the moment. There is concern, however, that massive immigration to Mayotte from the surrounding territories will eat up any progress. Not only France but also the EU will have to adapt to new immigration problems being responsible for this new external border.

The aim of the presentation is to discuss the position of French language in Mayotte and to find reasons for the intention of a former French colony to remain an integral part of France, even to be more integrated into the European state. It will also analyze the importance of France and the position of French in Mayotte in this context. Against the background of linguistic and cultural diversity and migration policy developments in Mayotte, the longing of the population for a “French identity” will be discussed in the presentation.

Martin Schweinberger (University of Hamburg)

Revisiting LIKE. A quantitative analysis of the distribution, position, and function of the discourse marker LIKE across varieties of English

The functional employment, distribution, and positioning of discourse markers has gained attention in linguistics during the last 25 years. Despite the increasing amount of research the issues of functional employment and distribution of LIKE as a discourse marker remain controversial. Diverging opinions are due to the fact that generalisations in current research are based on limited data samples which do not take into account variation caused by “variety specific conditions”. Indeed, most research on discourse markers is mainly of a pragmatic or sociolinguistic nature. Sociolinguistic research is predominantly concerned with variation caused by the factors gender, age and degree of formality (register), but does not focus on geographical variation. In view of this shortcoming, the proposed paper explores the path of analysing the particularities of LIKE across established varieties of English.

The paper expands on Schoroup's (1985) refined classification of the functions of LIKE. He differentiates five uses of the discourse marker LIKE: (1) before numeral expressions as equivalent to *approximately* and indicating a discrepancy between what is said and what is in mind (hedging function); (2) before direct discourse, commonly called "quotative like" (cf. Romaine & Lange 1991); (3) at the end of questions; (4) as an equivalent of *for example*; (5) as an interjection (pause filler function) to indicate that "the material which follows is difficult to formulate appropriately or precisely" (Miller & Weinert 1995: 369). Applying this classification, the paper specifically uses a quantitative, corpus-based approach and offers a functional analysis of LIKE in Hiberno-English, British English, Indian English, Philippines English, East African English, Singapore English, and American English. The distribution, positioning, and functions of LIKE are analyzed from a variationist perspective. As such, previous approaches are critically evaluated based on data from the respective ICE corpora, the NITCS, and the SBCSAE.

Results confirm the need for a variationist approach, since actual usage of LIKE strongly varies with respect to the variety in which it occurs. As expected, it can be concluded that the more formal the setting, the higher the percentage of LIKE employed with an exemplifying function. With respect to Hiberno-English, we found that this data contains not only the highest token numbers of LIKE usage, but it also exhibits an idiosyncratic kind of employment of LIKE. In Hiberno-English, LIKE is predominantly used in clause-final position. Hence, Hiberno-English as well as Indian English, which employs LIKE with significantly high frequency in clause-initial position, are interesting with respect to the positioning of LIKE: both varieties employ LIKE with higher probability at margin of clauses. This characteristic distinguishes these two from basically all other varieties which exhibit a strong tendency to use it in clause-medial position. It is this fact that allows a classification of the varieties in two specific groups: group A: Hiberno-English and Indian English vs. group B: Philippines English, East African English, Singapore English, and American English. By implication, this clustering could prove to be indicative of other variety specific characteristics in further research.

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Mark Sebba (University of Lancaster, UK)

Unimagined communities: print languages, prescription and language contact in writing

In Benedict Anderson's (1983) notion of imagined communities, *print languages* have a central role in creating national consciousness, the 'nationally imagined community', by creating 'unified fields of exchange and communication', by giving language fixity, and by empowering certain dialects and vernaculars at the expense of others. This goes some way to explaining the dominant language ideologies of prescription, purism and – particularly – monolingualism which still pervade the writing practices of many or most societies. But alongside the highly standardised monolingual texts which epitomise the monolingual nation-state, there are genres based on other models, where two or more languages may coexist, side by side, each making different contributions to the content of the text.

Such multilingual texts, though less widespread than monolingual ones, are not uncommon. Yet they have been studied surprisingly little by linguists. They include, but are not limited to, examples of ‘written code-switching’, which (though it is not a new phenomenon) has recently been thriving in computer-mediated discourse. They exist in a range of different material forms, in old media (like printed newspapers) and new media (like web sites). They present a challenge to the notion that the nation-state is necessarily either simply monolingual (like most Western European countries) or ‘monolingual in parallel’ (as in the case of countries like Switzerland).

Recent developments in the study of multimodal semiotics (e.g. Kress and van Leeuwen (1996/2006), Scollon and Scollon 2003) have provided linguistics with some new tools for the analysis of such texts. In my presentation I will give examples of multilingual texts of different genres – newspapers, advertising signs, web pages - from several contemporary societies. I will propose an analytical framework for such texts, and suggest how they may be instrumental in forming previously ‘unimagined communities’ based on multilingual and multimodal, rather than monolingual and monomodal, literate practices.

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Svitlana Shakh (University of Hamburg, Germany)

Ukrainophone and Russophone language ideologies in linguistic landscapes

Linguistic landscape research is a new theoretical framework to approach the study of bilingual or multilingual societies. It is concerned with the use of language in its written form in public spaces. This paper presents the results of the empirical study of linguistic landscapes in Ukraine which contribute to a better understanding of the modern language situation in the new post-Soviet state. It compares the use of Ukrainian and Russian languages on public signs in the two Ukrainian cities, Kyiv and Kharkiv. The results of the study reveal essentially different patterns of language distribution in the central and eastern parts of Ukraine. The unequal distribution of Russian and Ukrainian languages in the two cities will be interpreted in the light of Ukrainophone and Russophone language ideologies.

Maansi Sharma (Jawaharlal Nehru University, New Delhi, India)

Contact-induced change: from mixing to mixed languages

The contact-induced languages are the mixed languages whose lexicon and grammatical features cannot be seen coming from only one primary language. There are three kinds of mixed languages; pidgins, creoles and bilingual mixed languages. Literature has accounted numerous of these such as Hiri motu, tok pisin, Michif etc, wherein Hiri motu is a crystallized pidgin (in whose genesis the imperfect learning of the creators played a major role) and now is one of the major languages of Papa New Guinea. Whereas, Michif, is a mixed bilingual

language of French and Cree (in whose formation the imperfect learning did not played a role).

Khasi hindi (spoken by the mon-khmer speakers in the North-eastern India) developed from mixed blood offsprings, employer (Khasis, Jaintias) – employee (Biharis, Bangladeshis) relations which are the situations of language shift (intense language contact) and involve the mechanism of negotiation. But now backed by economic and political gains, the mechanism of deliberate decision is at play. In addition to this I found two parallel varieties of Khasi Hindi with distinct typological features. Thomason (2001) is relevant in stating that intense contact is more likely than casual contact to result in typological restructuring of the receiving language such as, the borrowing of possessive pronominal suffixes in Dravidian Language Brahui from Iranian language Balochi (Emeneau 1980 [1962]:60). Arunachalee Hindi (spoken by the tibeto-burman speakers of north-east India) on the other hand developed by a mechanism of deliberate decision of overthrowing Assamese by bringing another link language in form of Hindi. Thus, the intense contact situation at both the places has helped in developing unusual and anxious features such as, alternation in word order, loss of agreement, dropping of verbs, grammaticalisation of verbs and adjectives, usage of modal auxiliaries as main verbs, interference of numeral classifier and all these features will throw open new discussions on mixed languages. The paper will explore whether the effect of borrowing/interference is compartmentalized to certain grammatical subsystems or is it evenly spread. In the course of discussion we will look for a reality of features and keeping in mind Matras (2009) dichotomy of external and internal communication we shall also seek to explore whether the two contact Hindis are the similar kinds of mixed languages or not. This will be done by theorizing these contact languages on the famous theories of Thomason for pidgin and creoles and some common criteria for mixed languages mainly from Matras and Bakker's recent summary (2003, discussed in Meakins 2004) and Myers-Scotton for 'split languages' (2003: 91).

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Phattharathanit Srichomthong (University, Chiang Mai, Thailand)

Language Globalization in North Thailand

The global phenomenon of language has rapidly been bringing together the communities of North Thailand and the world. In North Thailand, the scenario of various languages mixing is remarkably displayed in permanent and temporary signages. The data used in this study is four pattern repertoires of signages which are found in public especially on the side roads. English written in English and Thai is found the most prominent among the type of foreign utterances only, which also includes other languages. Signages of mixed languages, Thai utterances only and the northern language "Kam Mueang" utterances are the three following types in those multilingual settings. Globalism is highlighted by the extensive spread of English with minor incorporation of some other foreign languages. At the same time local language and culture (i.e. Kam Mueang and national Thai) is reinvigorated by this injection of

the use of global culture and languages. The use of different languages in signages in North Thailand is a manifestation of language contact and change resulting from the interaction and compromise of global and local socio-cultural phenomena, which is evidence for the contact between peoples ever since time began.

Gerald Stell (Vrije Universiteit Brussel, Belgium)

Language alternation and identity in a post-colonial context: code-switching/language mixing as a 'non-White' register in South Africa

Considerable attention has already been given to patterns of frequent language alternation in African contexts. Those perspectives on code-switching which are influenced by the Conversation Analysis framework assimilate these patterns of language alternation with 'language mixing', that is, a type of language alternation whereby individual points of alternation are not necessarily meaningful, but form part of a pattern which is globally meaningful by virtue of its recurrence. In the interest of adequate language planning policies for Africa, it has become an essential question whether 'language mixing' involving an indigenous native language and a postcolonial one is conducive to mixed languages – as suggested by Swigart (1992) in reference to Senegal or, as suggested by Meeuwis & Blommaert (1998) in reference to Congo, whether it only forms one among several stylistic registers. In order to assess the validity of either scenario, there is a need for a more comprehensive view of stylistic registers available in African speech communities, in which account should be taken of generational differences in linguistic usage, and through which styles should be contrasted across conversational contexts.

In this paper I want to present patterns of language alternation involving indigenous native languages and English in a corpus of informal spoken data I collected among different age cohorts of different ethnic communities in South Africa: Black Sesotho-speakers, Coloured Afrikaans-speakers and White Afrikaans-speakers. On that basis, I first want to argue that there exists a grammatical and conversational pattern of language alternation, which can be consistently found across younger generations of Coloured Afrikaans-speakers and Black Sesotho-speakers, but not among White Afrikaans-speakers. Then, I want to argue that this recurrent pattern of language alternation constitutes a distinct stylistic register cohabiting with other more monolectal stylistic registers, which can alternate according to pragmatic circumstances. Finally, I want to argue that this stylistic register possesses specific ideological connotations, among which interethnic solidarity among non-Whites and affiliation with the non-White post-Apartheid ideology specific to South Africa feature prominently.

The descriptive tools I am intending to use for the purpose of identifying recurrent patterns of language alternation are the grammatical and conversational typologies developed by Pieter Muysken (1997) and Peter Auer (1998) respectively. The status of Afrikaans-English and Sesotho-English patterns of language alternation as stylistic registers among others will be illustrated by means of a systematic comparison between the characteristics of language alternation in conversational exchanges in which the individual speaker's ideological stance is salient on the one hand and on the other hand grammatical and conversational norms of language alternation identified at group-level. Finally, the non-White post-Apartheid ideological connotations of language alternation with English will be made clear through a systematic comparison between White and non-White patterns of linguistic usage.

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Antonia Unger & Jekaterina Nikitin (University of Jena, Germany)

English-German translation analysis of corporate communication – crisis communication of BP during the oil spill disaster in the Gulf of Mexico

To protect the image of the company British Petroleum (BP) from a total ruin after its oil platform “Deepwater Horizon” caused an incomparable environmental disaster in the Gulf of Mexico because of its explosion in spring 2010, the corporate PR department initiated an intensive crisis campaign in several languages to inform a global readership.

The question that arises is whether the company reports on the disaster with the same voice across different languages or whether the text conventions are culturally adapted. Discourse analysis of English-German translations show for example that English originals tend to use more active constructions and more material verbs than German translations (House 2001). To explore whether in multilingual texts of crisis communication such cultural differences are upheld, a case study analysis will be undertaken by drawing on material from a translation (English – German) of press releases covering the period from the beginning of the disaster to the end.

The translation analysis is based on a systemic-functional approach (Hyland 1998, 2005). The paper focuses on a set of linguistic means which are considered central to the metadiscourse framework which refers to aspects of a text which explicitly organize the discourse, engage the audience and signal the writer's attitude. Its use by writers to guide readers and display an appropriate professional persona is an important aspect of persuasive writing. The focus here will be put on linguistic features such as active/passive constructions, modality, connectivity (Bührig & House 2007) as well as the use of military terminology.

Initial results provide evidence of translation shifts in the following four main areas: In the English original, BP's operations are expressed more actively than in the German translation by usage of active constructions, material verbs and other linguistic forms of agent constructions. Furthermore, the English releases contain more Military terms than the German Press releases.

The paper will close with a discussion of whether to apply a one voice policy in crisis communication or whether to adapt text conventions to cultural norms to fulfil the expectations of all addressed stakeholders.

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Anna Vasilaki (University of Athens, Greece)

Social media and linguistic activism

During the last decade, a group of Greek bloggers have attempted to form a kind of “linguistic opposition” to what they perceive as the dominant ethnocentric linguistic ideology in Greece. In doing so, this group of bloggers has gradually formed a distinct community of practice.

This paper touches upon two main issues. First, it examines the community’s discourse(s) and discursive practice(s) in order to reveal some contrasting though complementary processes presupposing, as well as leading to, language ideologization. The analysis draws upon critical approaches concerning the multifunctional (semiotic, social, self-referential etc.) manifestations of the linguistic phenomenon. In particular, the group’s attitudes toward linguistic activism, language planning, variation, and the historicity of the Greek language are considered in detail. Second, this paper tries to expose the several ways and degrees in which metalinguistic presuppositions go unnoticed by both “folk linguists” and trained practitioners in the field. The focus is on the conceptual frameworks which underlie and define individual and collective attitudes towards language use and theorizing. In particular, it is shown that the community of bloggers under consideration shares ideas about language similar to their opponents’.

The paper also attempts to provide answers to two interrelated questions: a) are there ways of transcending the apparent incompatibility between scientific and ideological approaches to language? b) Does the medium (blog) influence the message (language ideology) or is it the other way around?

The article draws on the available literature on language ideological debates in a global perspective and it is also of relevance to the fields of sociolinguistics, pragmatics and linguistic anthropology.

Amaya Vázquez Díaz (Autonomous University of Madrid, Spain)

Keeping the balance between content and form: a study of learner errors in the interlanguage of CLIL English students

Over the past few years, there has been an ever-growing concern for foreign language learning and teaching in Spain. Government authorities as well as language teaching stakeholders have tried to improve English proficiency among the population by implementing several CLIL programs that have proved successful so far. Quite a number of research volumes have been published in which linguists attempt to single out and lay down the basic principles of such bilingual programs, and also to shed some light on the ever controversial issue of the balance between content and form.

Foremost among the bilingual programs is the MEC-British Council’s, which has been running for over ten years now in the Autonomous Community of Madrid. The current research study presents some interesting findings regarding the interlanguage of some of the first-ever students to be enrolled in this CLIL program, and it also delves deeper into the types of errors they make, paying special attention to transfer carry-overs from Spanish to English.

Jörg Weber (University of Greifswald, Germany)

English and German in Sweden: past and present

Seen from a worldwide perspective, Sweden is a comparatively small country in terms of population size. From a European point of view, it is situated at the northern periphery of the continent. These two facts surely made/make it necessary to open the doors for intercultural contacts involving languages that were/are larger and nearer to the cultural centres of their time in order to secure the cultural, political, and economic competitiveness of Swedish society in a globalised world. For the last 700-800 years, the ‘closest’ larger languages have been German and English. Thus, both of them have had a long-lasting impact on the Swedish language, starting as early as in the Middle Ages when the Nordic region was part of a trans-European cultural zone and part of a trans-Nordic trade network known as the Hanseatic League.

Against this background, there are numerous studies on the influence of these and other languages (or varieties thereof) on different parts of the Swedish language system (e.g. the lexicon). However, a contrastive view of the impact of the two most influential contact languages, English and German, remains a desideratum.

After a brief look at the history of contact with English and German, this presentation will focus on current trends in English/German-Swedish language contact in the globalised world of the 21st century. What, for example, do new morphological and syntactical constructions such as *gillar!*, *Das transportbil*, *scheissebillig* and *surfplatta* tell us about the globalised world? What do they symbolize for the linguist and Joe Bloggs/Medelsvensson?

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Toward a unified framework for the study of contact-induced change

The emergent field of Contact Linguistics faces a number of fundamental challenges, not least of which is to reach agreement on a unified theoretical framework for the study of contact-induced change. All of the frameworks that have been proposed recognize two broad types of cross-linguistic influence, which Thomason & Kaufman (1988) originally referred to as

“borrowing” versus “interference via shift” or “substratum influence.” But there still remains a surprising lack of consistency or consensus about the classification of contact-induced changes and the processes or mechanisms that create them. In this paper, I argue that van Coetsem’s (1988, 2000) framework offers the most comprehensive and unified model of contact-induced change, because it focuses on the cognitive processes involved in such change, and allow for links to be made between structural, sociolinguistic, and psycholinguistic approaches to language contact. Van Coetsem’s major contribution was to further refine the traditional distinction between “borrowing” and “interference” by distinguishing the kinds of agentivity they involve. His framework distinguishes between two transfer types, borrowing and imposition, which differ in terms of the dominance relationships between the languages in contact. Borrowing involves the agency of a speaker who is dominant in the recipient language, who transfers features of a source language into it – a process that van Coetsem refers to as recipient language (RL) agentivity. On the other hand, imposition involves the agency of a speaker who is dominant in the source language, features of which he transfers to a recipient language via source language (SL) agentivity. This conception of borrowing and imposition is compatible with psycholinguistic models of language production such as that introduced by Levelt (1989), and subsequently adapted by de Bot (2001) for bilingual language production. I will argue that this approach yields more promising insights into the processes and products of contact-induced change than other frameworks that have been proposed, such as Thomason & Kaufman’s (1988) socio-cultural framework, or Johanson’s (2002) code-copying framework. It allows us to make more accurate classifications of the products of language contact, as well as to define the shared mechanisms of change that lead to these products. On the one hand, the view of borrowing as a process that involves RL agentivity allows us to link contact phenomena that have been interpreted and classified in very different ways in the literature. Among them are lexical borrowing, classic code switching, relexification, and the creation of bilingual mixed languages. On the other hand, the view of imposition as a process involving SL agentivity allows for a single explanation of so-called “interference” phenomena, which embrace a wide array of outcomes that have been referred to variously as cases of structural convergence, indirect diffusion, grammatical replication, selective copying, convergence intertwining, and so on. I argue here that all of these phenomena are the result of imposition. I also argue that the ‘mechanisms’ that Heine & Kuteva (2005) propose for what they call “contact-induced grammaticalization” can be better interpreted in terms of the mechanism of imposition, which is related to more general cognitive processes that are involved in natural second language acquisition and processing, as well as in other kinds of language contact situations that involve an unequal linguistic dominance relationship between the languages in contact.

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At sea with standards? The impact of the pluricentric nature of English as a world language on language usage and attitudes of non-native speakers of English at the Department of English and American Studies at the University of Greifswald

In this paper, I present the results of a sociolinguistic study carried out that at the Department of English Studies of the University of Greifswald in 2009. They are discussed in conjunction with the concept of Mid-Atlantic English according to Modiano in the narrower and the Euro-English/ELF-paradigm in the wider sense, which in turn are embedded in the framework of Kachru's Three-Circle-Model of World Englishes.

Since the middle of the 1990's, Modiano has been arguing that, due to the fact that two Inner-Circle standards, British and American English, are available as norm-providing learner-targets on the European linguistic market, non-native speakers increasingly negotiate this situation by mixing both varieties. My objective was to put these arguments to the test by empirically examining language usage and attitudes as exhibited by students of English at the University of Greifswald. To that end, I interviewed 50 randomly selected informants. The interviews consist of a reading and a writing task as well as an attitudinal questionnaire, were recorded and analysed with particular regard to matters such as intra- and inter-medial consistency, degrees of intra-medial standard-adherence, congruency between preferences and actual performance, phonetic and orthographic hybridisation, nativisation phenomena such as potential fossilisations and re-transfer, the interrelation between standard-adherence and proficiency, and others. From the results, I conclude that, although standard-mixing indeed seems to be the norm among those proficient non-native users of English, it is too erratic to be described in terms of a fledging codifiable endonormative variety, since norm perception and actual language behaviour as observed in my study tended to be at odds in unpredictable ways.