

Paper abstracts and authors

1. Ben RAMPTON, King's College, London

Super-diversity and social class: The view from interaction

In the study of race, ethnicity and class, small-scale social interaction is seen as increasingly important. From one direction, superdiversity makes ethnic classification a major problem, and faced with the inability of the old binaries - minority/majority, migrant/host - to account for the splits and alignments emerging in the contemporary urban environments, social scientists are turning their attention to informal processes, seeking new principles for social cohesion in local 'conviviality' and low-key 'civility' (Gilroy 2006; Vertovec 2007). From a second direction, British research on social class now looks back to pre-quantitative, cultural perspectives, seeking the emergence and effects of class in "everyday negotiations of the mundane" (Skeggs 1997), and "in the medium of time, in action and reaction, change and conflict" (Thompson 1978). Unfortunately, though, key aspects of 'convivial' and institutional communication are indirect, implicit, grounded in activity and background understanding, and for any social science that looks to explicit claims and propositions for its primary evidence (cf Savage 2007), this can make interaction hard to study.

To address the problem, this paper uses linguistic ethnography and interactional sociolinguistics to engage two datasets of ordinary interaction, one current and one from the 1980s. Looking across them, it identifies interethnic crossing and hybridisation as convivial practices that have been a stable feature of the urban landscape for at least 30-40 years. But rather than dwelling on "what [these] meaningful interchanges look like, how they are formed, maintained or broken" (Vertovec 2007:27), it aligns these practices with more enduring structures of class differentiation. A case study of one speaker in a range of urban encounters shows how in interplay, ethnic and class-marked linguistic forms provide reliable coordinates for interaction, and this suggests that although the semiotics of class aren't holding still, they remain a major communicative resource, an essential reference point even in superdiversity.

Finally, the paper reflects on the practicability of this methodology, and suggests an arena where these inferences about the class structuring of superdiversity can be further tested.

2. Michael Joseph and Esther Ramani, University of Limpopo

Marginalised knowledges and marginalised languages for epistemic access to Vygotsky's theory

A third-year module on *Language and Cognition* in a dual-medium undergraduate degree (in English and Sesotho sa Leboa) at the University of Limpopo is the context for *epistemic access* to the theories of Piaget and Vygotsky on private speech. The oral and written reflections of both staff and students on their experiences of private speech constitute introspective data within an autoethnographic perspective. These data, originating in the diverse geographical and cultural worlds of all the participants, are used to access and re-construct scientific theories leading to a global perspective on private speech. The dialectic between everyday and scientific knowledge (Vygotsky) is the basis for an epistemically-driven curriculum, in which learners draw upon local knowledges in two languages. "The burden of white guilt" (which applies to all non-African teachers) is overcome by us through the narration of our own anecdotes, which while located in places and times unfamiliar to our learners, contribute -along with their diverse narratives - to the co-construction of global scientific knowledge. Our paper will demonstrate how the mobility of these marginalised stories, the use of many languages, and the process of theorising lead to a more in-depth understanding of the relation between language and thought.

3. Rajend MESTHRIE, Department of English Language and Literature, Linguistics Section, University of Cape Town

The making of a dialect dictionary in relation to community oral norms and literacy practices

This paper examines the theoretical and practical underpinnings of a *Dictionary of South African Indian English* (Mesthrie: in press), a work of about 1500 items characterizing this New English (or social dialect of South African English). The paper will begin by giving an overview of the characteristic vocabulary captured in the dictionary: terms characteristic of community usage that is little known in the broad South African community (e.g. *garden chops, suitcase aunty*) as well as some terms that are known widely in South Africa and internationally that nevertheless warrant an entry (e.g. *bangra, chutney*). It will also pay attention to community members' own perceptions of their characteristic vocabulary as well as the central role of slang in these perceptions (e.g. *vai pozi*). Thereafter the paper will consider the way the characteristic vocabulary of the dialect surfaces in community writing (comic sketches in newspapers, dialect in plays and novels, and cultural terms in 'serious' newspaper articles, advertisements and historical writing). Some attention will be paid to the technicalities of representing Indian words from about six languages in a consistent way, in contrast to the way in which such words are currently represented in multiple spellings in the written sources.

The overriding question facing the lexicographer of such a work is 'where does dialect description stop?' (in relation to the local standard, international standard(s), other related dialects, global culture etc). The paper will discuss decisions taken over the following issues (i) Lexis extremely common in SAIE that is shared with general South African English, e.g. *babelaas* ('hangover'); (ii) Lexis from SAIE that has been adopted more widely in SAE, e.g. *biryani* ('a rice dish cooked with meat and/or vegetables'); (iii) Lexis from Indian languages that continue to be used either widely or in some homes according to ancestral languages, long after those languages ceased to be spoken in the home, e.g. *kaaro* ('chili hot'); (iv) Lexis shared with IE (English of India) and with international English via the British Empire or the new globalization, e.g. *curry, Bollywood*; religious terminology from Hinduism and Islam that is shared with India, the Middle East and these religions in diaspora, e.g. *Kavady, Ramadan*. There are other complex decisions to be made in relation to geography and slang. The core features of the dictionary come from KwaZulu-Natal province, though decisions have to be made in respect of Afrikaans-English bilingualism in the other provinces. In respect of slang, whilst many speakers believe that forms like *vai* ('to go') and *pozi* ('home') are essential to their dialect, these are in fact part of a largely mainly male form of slang shared with Tsotsitaal nationwide. The paper will show that some boundaries have to be set, albeit fuzzy ones. The paper will show that in this process dialect dictionaries have their own interests, rather than being purely prescriptive artefacts.

4. Alastair PENNYCOOK, Language Studies, University of Technology, Sydney

Language mobilities

This paper will look at three aspects of language and mobility: Language as a key to potential mobility, language use as a result of mobility, and language as mobility. Each focus draws attention not only to different roles that language plays but also to different ways of thinking about language. The first is concerned centrally with languages as means of access and gatekeeping, at the roles of language for asylum seekers, within citizenship tests, and as a means to regulate people's movement. The second is concerned with the effects of mass mobility, particularly in large urban centres. Here I shall focus both on the forms of urban language mixing described as metrolingualism, as well as issues around early literacy and language maintenance in disadvantaged mobile populations. The third is concerned with how we think about language in the context of its mobility, both physical and virtual. What are the implications of language being in unexpected places and passing through new linguistic landscapes?

5. Brian STREET, Education and Professional Studies, King's College London

Learning for Empowerment Through Training in Ethnographic Research (LETTER): A case Study of global flows and contested perspectives on literacy practices

In this presentation I will discuss an international adult literacy training programme that I believe nicely illustrates many of the themes raised in this conference. The Letter programme has been implemented in India, Ethiopia and Uganda and enables us to consider the 'global, transnational, and translocal flows which the conference addresses. In particular I will use the Programme to discuss the role (and nature) of language and literacy practices in boundary maintenance or disruption and consider the application research about language practices and documentary practices to issues of access, selection, social mobility and gate-keeping processes in learning contexts.

The aim of the LETTER project - Learning for Empowerment Through Training in Ethnographic Research - is for adult literacy trainers and facilitators to gain first-hand experience of ethnographic-style approaches to local literacy and numeracy practices in order to support teaching and learning in these areas and to produce some form of training guide to the methodologies so that they themselves can diffuse these approaches more widely. The approach builds upon the learners' own knowledge and experience; it seeks to enhance everyday literacy and numeracy practices and to engage with these practices critically, challenging the existing power relations within everyday literacies and numeracies; and thereby to empower those who have problems with their everyday literacies and numeracies. The project builds on theoretical approaches to Literacy (and numeracy) as Social Practice from an Ethnographic perspective.

I will discuss ways in which the workshops and the participants' own research activities highlight the difficulties in introducing people to others' practices (the Buddhist story of the Turtle and the Fish provides a nice metaphorical introduction to such problematics) as the Programme aims to help them to observe and describe local literacy events and practices as a basis for themselves designing educational programmes. Recent accounts of such local uses and meanings of literacy in the Programme sites in India, Ethiopia and Uganda lead us to ask different questions than those raised by mainstream programmes for the 'illiterate' - in Ethiopia, for instance, where multiple languages and scripts are apparent in everyday street activity, the question becomes not 'how can we make them literate?' but rather 'which languages and which scripts are

appropriate for which purposes?'. Looking at the writing practices on the walls of houses and on public signs in India and Uganda, we reflect upon the narrow and prescriptive range of surfaces usually designated for literacy activities and instead ask: 'which surfaces/ materials and resources are used for which purposes?'. And, in contrast to the dominant autonomous model which sees literacy as fixing what is otherwise ephemeral, we note when the surfaces and resources used for writing are ephemeral and when permanent and ask why. Such ethnographically grounded questions draw attention to the wider sociological issues being considered in this conference, concerning different ways of 'reading' the 'literacy environment', by different participants, in different sites and the relationship between local participants' perspectives and the view brought to bear by external pedagogies and policies.

References (these locally produced and focused resource materials will be made available at the session).

Street B V Rogers A Baker D A (2006) "Adult Teachers as Researchers: Ethnographic Approaches to Numeracy and Literacy as Social Practices in South Asia", *Convergence*, XXXIX (1) pp 31 - 44 Montevideo, Uruguay: Journal of the International Council for Adult Education/NIACE ISSN: 0010-8146

Gebre, A, Openjuru, G, Rogers, A and Street, B 2009 *Everyday Literacies in Africa: Ethnographic Studies of Literacy and Numeracy Practices in Ethiopia* Fountain Publishers; Addis Ababa

Nirantar 2007 *Exploring the Everyday: ethnographic approaches to literacy and numeracy* www.nirantar.org
Nirantar: Delhi

Street, B, Baker, D., Rogers, A 2006 'Adult teachers as researchers: ethnographic approaches to numeracy and literacy as social practices in South Asia' *Convergence* Vol XXXIX (1) pp. 31-44

Nabi, R, Rogers, A and Street, B (2009) *Hidden literacies: ethnographic case studies of literacy and numeracy from Pakistan* Uppingham Press

6. Constant LEUNG, Education and Professional Studies, King's College London

The impact of diversity on academic language and literacies research

High levels of ethnic, linguistic and social diversity among the student population are becoming the norm in contemporary British schools and universities. In London it is reported that 40% of the school students in London are from a language-minority background, and there were over 200,000 international (non-European Union) students in British universities in 2009. At the same time this increasing diversity has been accompanied by popular belief and official anxiety that academic and literacy standards are falling. The research foci of the project are:

- to identify academic literacy and language practices enacted in specific disciplines (English, Biology and Humanities) taking into account the linguistic diversity in the student population;
- to uncover institutional and staff expectations over uses of literacy and language in writing and reading for course assignments;
- to investigate linguistically diverse students' understanding of, engagement with and responses to the requirements for academic literacy and language practices evident in their specific disciplines and learning contexts.

The research design and methods of data analysis of this project draw on principles of classroom ethnographic research, discourse analysis and Second Language Acquisition (SLA). This presentation will draw on material from a corpus of data comprising over 70 hours of video classroom recordings, student and staff interviews, student written work and other printed curriculum material, and a collection of official curriculum documents. Working with the findings, I will critically examine some of the established conceptual and theoretical frameworks in literacy education and SLA with a view to complexifying and enriching their domain assumptions. I will also discuss how the findings of this study may contribute to further development of academic literacy and language theory in socio-culturally and linguistically complex teaching and learning environments.

7. James COLLINS, Anthropology, Albany, State Univ. of New York;
Stef SLEMBROUCK, Linguistics, Gent University

Classifying Migrants in the Field of Health: Sociolinguistic Scale and the Neoliberal State

The provision of health care for migrants is typically a disorderly arena of institutional practice, where questions of citizenship status, funding, and language sit uneasily beside the idea(l) that health is a 'basic human right'. This is true of nationalized and privatized health systems. In prior research, we have argued that the concept of scale, derived from geography and world systems analysis, provides a robust analytic perspective on the inherently spatialized inequalities of migration-driven language and cultural contact (Collins & Slembrouck, 2006). However, it is not clear how scalar analysis applies to the typical sectoral division of modern nation state regimes into institutional fields (such as health, education, law, etc.) which are channels for official policy, research funding, and publically-regulated training and practice (Slembrouck, 2009).

In this paper we develop this issue by exploring two related hypotheses. The first is that a given scale, that of 'the state', provides a privileged lens from which to view the major institutional fields that shape migrant encounters with the host/receiving society. The second is that classifying and categorizing practices, often sensitive to scale, are a central feature of official response to immigrants in institutional sectors such as health. Drawing on recent work on the anthropology of the state, we analyze categorization practices as a 'state effect', a scale-sensitive and scale-flexible form of regulatory control for de-centralized, neoliberal states in a globalized system (Gledhill, 2004; Truillot, 2003). Grounding our arguments in research studies of migrants and health care provision in Flanders/Belgium (Collins & Slembrouck 2006, 2009, Slembrouck, 2009) and the U.S. (Collins & Burrell, forthcoming), we examine the relationship between scale and categorization: on the one hand, between scalar concerns with 'local' health needs, 'international' migrants, and 'national' health policy; on the other hand, between state-based classifications and the situated interactional processes (including, crucially, aspects of 'framing', stance and alignment) that produce categorizations of migrants in the field of health encounters.

We conclude with two general arguments regarding the theme of institutions, migration, and language: first, that such concerns require attention to both sectoral (field-specific) and transsectoral (scale-related) processes; and, second, that such concerns require theoretical and empirical attention to the nation state, whatever its fortunes under ongoing globalization.

8. Jan BLOMMAERT, Babylon Center, Tilburg University

Truly moving texts

This paper sets issues of literacy within the broader frame of a sociolinguistics of globalization, and looks at how mobility affects what texts are, what they do and what they represent. All of these aspects require different questions from the ones we are accustomed to - questions of function, of meaning, of agency, and of the larger epistemological perspective from which all of this needs to be addressed. The argument is that, in order to address mobility as a feature of textual phenomena, we need to draw on a materialist and ethnographic epistemology. This is apparently paradoxical: while globalization compels us to draw on ever larger 'contexts', and requires us to introduce scoping concepts such as 'scale', it at the same time forces us to consider such broad and large contexts ethnographically, i.e. from within a Bourdieuan position on objective-subjective knowledge, and from within a Hymesian position on semiotic objects being knowable only through a 'democratic' process of knowledge construction. The simple fact, therefore, that texts move from one point to another, or that readers of texts move across differently located texts, hides a complex set of theoretical and paradigmatic issues that require serious attention. These points, even if rather momentous, can be made clear by means of very simple examples, and we shall use a micro-linguistic landscape as the empirical case here: a sequence of similar signs in the Forbidden City, Beijing.

9. Lynn Mario T. Menezes DE SOUZA, Modern Languages, University of São Paulo

Place and (im-)mobility: The need for *auto-ethnography* in ethnographic studies of literacy

In this presentation I will look at the role of 'place' in studies of Literacies as social practices from the perspective of post-colonial theories (Bhabha 1992, Spivak 1990) which emphasize the concept of the 'locus of enunciation'. This perspective runs in tandem with the much-used ethnographic approach to literacy studies but emphasizes the need for acute critical self-consciousness of the role of the *place from which the ethnographer speaks/reads* the communities whose literacy practices are under scrutiny. As a discursive position traversed by its own genealogies (Foucault 1972, Hoy 2004) and cultural assumptions (Rosaldo 1989, Clifford 1986, Jullien 2008) I suggest that the literacy analyst/ethnographer be aware of how these may colour/prejudice/impede not only the literacy practices being observed, but more importantly, what is even *assumed* to be literacy and writing. Such an awareness gains importance in considerations of literacy mobility where *place* becomes a factor of crucial importance. As an illustration, I will discuss the cultural assumptions of the concepts of *vision* and *voice* and how they may interfere in studies of literacy practices.

10. Suresh CANAGARAJAH, Migration Studies Project, Linguistics and English, Pennsylvania State University

Ethnicity and Heritage Language in Diaspora: The Identification Practices of Sri Lankan Tamil Youth

This presentation will analyze the new practices of representing identities and community affiliation among Sri Lankan Tamil migrant youth in Toronto, London, and California. Though a majority of Tamil youth are more proficient in English, and claim only rudimentary proficiency in Tamil, they display creative new ways of adopting Tamil community membership and vernacular identities. Many resort to self-styling. They perform Tamil identities by mixing Tamil words in English matrix sentences. They also use their Tamil receptive competence to participate in conversations with elders when Tamil is the dominant language. They transliterate Tamil in English to participate in religious worship and cultural events. They also adopt non-linguistic practices and multimodal communication to participate in Tamil community life. Even if they can't speak the heritage language then, they are able to participate in Tamil cultural life through effective and strategic symbolic practices. Through these means, they represent a Tamil identity.

The findings question the absolute and unqualified role given to heritage language for the representation of vernacular identity and community solidarity. We have to ask: if full proficiency in a language is necessary to enjoy community membership; if heritage language is necessary to display vernacular identities; if language is at all necessary to display identity. The study exposes the ways in which our field essentializes languages and identities. At a time when multiple codes form an integrated repertoire for diaspora members as they shuttle between communities, we have to question the separate/bounded identity posited for languages and identities.

11. Lionel WEE, English Language & Literature, National University of Singapore

Is there a market for English as a Lingua Franca?

In a world of increasingly mobile individuals, speakers from different linguistic and cultural backgrounds often communicate using English. This observation has led to the claim that English is not only a global language (Crystal 1997). It is also argued that speakers for whom English is the second language outnumber those for whom it is the first language. Consequently, the kind of English spoken by first-language speakers ('native speakers') is supposed to be irrelevant to the use of English on the global stage (Jenkins 2000).

It is this concern with the global spread of English that motivates the English as a Lingua Franca (ELF) project. The ELF project aims to propose a non-hegemonic alternative to English language literacy by identifying linguistic variables that can facilitate communication between speakers of different linguistic backgrounds.

In this talk, I critically examine the ELF project by problematizing its narrow conceptualization of communication as information transfer and its inability to address the prejudices that speakers may still encounter because they speak the language 'differently'. I highlight the importance of convertability of linguistic capital in both intra- and inter-market relationships, and argue that the ELF project, despite its good intentions, fails to adequately address the significance of distinction (Bourdieu 1984) as a basis for profits in the linguistic market.

This talk is based on a forthcoming book, *Markets of English: Linguistic Capital and Language Policy in a Globalizing World* (Routledge, co-authored with Joseph Park).

12. Robert SERPELL, Psychology, University of Zambia

Growth of communicative competence in a dynamic African context: challenges for developmental assessment

Children progress over the course of their lives from infancy to linguistic competence. The growth of such competence is monitored by their families, peers and schools in different ways arising from the task demands of various activity settings. The conventional academic categories and rules of language, dialect and orthography define regulatory borders that children cross with impunity in everyday discourse with peers. Moreover their parents often use and endorse speech varieties at home that are stigmatised in school. How then should a developmental psychologist assess the degree of communicative competence of a child who commutes among such varied contexts on a daily basis? Data will be presented from several recent empirical studies of early childhood in Zambia's Lusaka-Chipata corridor, to illustrate the dilemmas facing educational assessment, curriculum development and instructional practices in an ethnically diverse African society undergoing rapid politico-economic and socio-cultural change. My analysis will draw on theoretical ideas emanating from psychology, linguistics and anthropology.

13. Hilary JANKS and Ana FERREIRA, University of the Witwatersrand

Othering, xenophobia and critical literacy education

Adegoke's (1999) research *Media Discourse on Foreign Africans and the Implications for Education* explored the media constructions of foreign Africans and their countries in the South African press. This paper will begin with a discussion of her findings and argue that twelve years later little has changed. The discourse on Africa remains negative, this despite the rhetoric of an African Renaissance. At the time, Adegoke's findings led her to conclude that xenophobia, tied to discursive constructions of the other, should be included in a critical literacy curriculum. The attacks on 'makwerekwere' living in South Africa in 2008, make Adegoke's recommendations appear prescient. Starting with a brief review of Adegoke's findings, this paper moves to a theoretical discussion of Othering based on Thompson's (1990) modes of operation of ideology with particular focus on his argument in relation to the 'expurgation of the other'. Illustrations of othering at work in texts are considered in order to show the discursive process of othering at work. Finally the paper turns to materials that we have developed for working with the constructions of the othered in a critical literacy classroom. The focus will be on xenophobia and will include some discussion on *District 9* and popular representations of aliens, as visual metaphors for xenophobia.

14. Bryan MADDOX, Lucio ESPOSITO, University of East Anglia
Shreshna BASNET, Kathmandu University

All I can do is write my name: Most valued literacy practices, capabilities and the good life in Patan, Nepal.

This paper presents the findings of a large scale literacy survey and experimental game. The study was conducted in the ancient Newar city of Patan. The city of Patan has a highly structured and hierarchical caste system with distinct occupational groups. It also has a large proportion of adults whose first (or only) language is Newari, a local language of the Kathmandu valley. The study investigates people's valued literacy practices, educational experience and self-reported literacy abilities. Informed by Gellners' (1997, 2008) work on caste hierarchies and status in Newar society we based the study on a sample of 200 adults, with 50 respondents selected at random from groups of sweepers, butchers, farmers and metal working artisans. The caste groups of Patan involve highly developed social networks, strong oral and literate traditions and sense of communal identity. There is also widespread access to literacy mediation. The literate tradition was limited to high castes, but now, with rapid access to schooling, literacy has extended to all groups. Individual literacy abilities and schooling are highly valued as components of a good life. The research takes an inter-disciplinary approach, combining anthropology and economics theory and methods. In addition to a structured interview (producing statistical data), we asked the respondents to individually take part in a game designed to indicate which literacy practices people most highly valued, and which of those they are able to do without the help of others. The results of the study are presented here, and provide insights into the significance of social status and educational inequality on the distribution of literacy capabilities.

15. Catherine KELL, University of Waikato, New Zealand and
Twaweza Initiative, East Africa

"Ariadne's thread?": Mobility, scale and the New Literacy Studies

The title of this paper is drawn from Latour (1993:121) who talks about "an Ariadne's thread" as "networks of practices and instruments, of documents and translations that allow us to pass from the local to the global". The paper reviews the theoretical framework of the NLS, in particular the concepts of literacy events and literacy practices and the levels at which these concepts have been applied. It argues that the NLS framework works against Latour's idea of tracing such threads, and needs refinement if it is to address mobility and meaning making flows. Drawing on data from South Africa, New Zealand and Tanzania, it presents elements of a method developed for studying meaning making as it is recontextualised across space and time, as people themselves move, carrying their technologies for meaning making along with them and projecting their meanings (if not to the global, at least beyond the local). The projecting of meanings is addressed as an issue of scale, and the concept of scale-jumping is considered. It argues that for the NLS to take account of mobility a number of shifts are needed in the theoretical framework: these involve addressing the levels at which the concepts of events and practices are treated and the relation between them, the need to shift to a focus on multimodal forms of meaning making (not just linguistic) and the need to pay closer attention to the technologies and the affordances of the modes for making meaning.

Latour, B. (1993) *We have never been modern*. Cambridge, MA: Harvard University Press.

16. Andrew BABSON, School of Education, University of Michigan

Involvement of two groups of youth, through their language and identity choices, in English language shift in the Mankweng area

This paper is based on my recent dissertation study addressing how two groups of rurally located South African youth have been involved - i.e. *both actively and passively participating* - in local English language shift. The participants are recent high school graduates (aged 18-25, n=48) living in the Mankweng area. One group attends and resides in one of three area villages, the other, on the campus of the (former apartheid) University of Limpopo. Among both groups an elaborate though unsurprising dichotomy obtains according to two major *categories of sociocultural indexical potential* - or, to follow Bakhtin, *genres* (cf. Martin 1997; Garret, 2005). These are "African" (e.g. authentically African, local/rural, black, traditional, spoken word) and "English" (e.g. non-African, translocal, white, modern, "written" word). These genres are in turn organized and oriented by certain hegemonic discourses and "centering institutions" (Blommaert, 2007) - here, namely, tradition/"roots" and, more materially and spatially specific, the campus community.

In each group's discourse about the other group, there is evidence of the exploitation -- through their language and identification choices -- of indexical potentials differentially available within these genres. This paper pays special attention to the campus youths' ability to participate in a globalized, "English" community, and extend agency to exclusively construe oneself as a type of person (Agha, 2005) through indexical potentials offered by and organized within the indexical field (Eckert, 2008) of the campus community. The paper also briefly explores participant reports of mobile phones usage, allowing the potential traversal of diverse social networks and disruption of the aforementioned patterns of language and identification choice.

17. Amoafi KWAPONG, Charmian KENNER, Eve GREGORY,
Department of Educational Studies, Goldsmiths, University of
London

Chapter and verse: literacy learning and identity construction in a London Ghanaian Pentecostalist Church

Faith communities provide support for migrant families on arrival in a new country, often being one of the few places where people can encounter others with similar cultural and linguistic backgrounds. For example, the Pentecostalist Church in this study offers a rare opportunity for children of Ghanaian origin in London to hear and use Twi, Ga or Fante alongside English, in church services and Sunday school. Faith settings therefore make an important contribution to children's language and literacy learning, yet this is an under-explored area of research.

The data presented here forms part of an ongoing study funded by the UK Economic and Social Research Council (ESRC) on children's learning in four communities of new Londoners: Ghanaian Pentecostalists, Bangladeshi Muslims, Polish Catholics and Tamil Hindus. The methodology is ethnographic, including participant observation in the faith setting and in homes, building up case studies of three families from each community with children aged 5-12.

In Pentecostalist Church services, children observe and participate in multilingual events that take place in a spontaneous and dialogic manner, with the congregation responding to the pastors' talk, song and prayer. Music and dance are an integral part of the performance, syncretising Ghanaian traditions with elements designed to appeal to young people growing up in London. In Sunday school, children build upon these experiences to move from orality to literacy, as they engage with rhymes, songs and stories, eventually writing their own interpretations of Biblical messages. Literacy learning is interwoven with children's construction of identities as young British Africans growing up in a society that holds considerable dangers for them. Sunday school teachers encourage children to discuss the interpretations of Biblical stories, familiarising themselves with chapter and verse so that they can refer back to key passages in times of need. For example, one teacher used the story of David and Goliath to help 6-8 year olds to deconstruct the 'gangsta' identity often taken up by young boys of African descent, and find other ways of building self-confidence in the face of hostility. Findings suggest that literacy learning in this Pentecostalist Church merges traditional customs and values with religious text, providing a potential space for children to develop multilingual identities

rooted in their faith community.

18. Stella ACHEN, Dr. George L. OPENJURU, Makerere University
Kampala, Uganda

Local appropriation of transnational movies and technology: access to English Hollywood movies in Uganda

Uganda is a multilingual country with over 40 local languages. This has made English the dominant and prestigious language of communication. However, only a few people who have been to school speak it. This class of people speak classical British English (what is variously known as the Queen's English or BBC English). The ordinary people who have not been to school do not understand English very well. In spite of their limited English, the local people have not failed to enjoy the transnational Hollywood movies that are mainly in United State English. In addition to English, the movies are based on Western European/American cultures. The uses of English sub-titles that are available in some movies are also difficult to cope with given the very fast reading requirement needed for coping with them.

In spite of these difficulties, these movies are still an attraction with the local people in Uganda. To enable the audience access these movies, the video operators often interpret the movies for their local audience. This interpretation is done in the local Luganda language, a practice called "enjogerere" in the local language. Through this method of rendition, the local people appropriate transnational movies and make it available to local contexts in a localized format.

On the other hand, local renditions or appropriation of movies is not done for Nollywood/African movies that are based on African cultural settings and yet these movies are in English too. This means that it is the cultural differences that make the English in Hollywood movies inaccessible and thus a candidate for local rendition by local DJs.

This paper therefore, examines the dynamics of these renditions as a way of understanding how the global transnational movies and conditions influence local contexts and get infused into the local contexts through local appropriation.

19. Ana DEUMERT, Department of English Language and Literature,
Linguistics Section, University of Cape Town

Multilingual Mobile Literacies in South Africa

Mobile phones have developed into a veritable 'mass technology' in South Africa with over 30 million regular users in 2009. (Total population in 2009: just over 48 million). Among the youth, in particular, mobile phones have created new opportunities for written communication and social interaction. Although English is strongly associated with digital communication in general, South African data shows strong usage of indigenous languages in these spaces. Mobile literacies are generally closely linked to non-standard versions of indigenous languages and serve to diffuse 'discourses of the street', leading to the 'literalization' of informal linguistic practices which were traditionally confined to spoken discourse.

This paper compares mobile data from two different sources: (a) the top-down, expert-led *m4Lit* project which was carried out in 2009 (in association with the Shuttleworth Foundation, details available at <http://m4lit.wordpress.com/>), and (b) 'grassroots' (Blommaert 2008) data from SMS corpora and Facebook (status updates and discussion groups). The analysis shows that the expert-led initiative of m4Lit engaged in boundary maintenance and encouraged parallel or multiple monolingualisms (as well as a dominance of English in its second phase). This stands in opposition to the highly localized and socially meaningful hybrid sociolinguistic practices which we see in the grassroots data (SMS, Facebook). The paper concludes with recommendations for expert-led literacy initiatives which aim to utilize the potential of mobile phones for disseminating reading materials in a cost-effective manner to large numbers of people (cf. UNESCO's, 2009, *Framework for Action*).

20. Ana FERREIRA, Belinda MENDELOWITZ, School of Education,
University of the Witwatersrand

An undergraduate English course as multilingual pedagogic space

This paper explores how a linguistically diverse subject English class can become a linguistic contact zone in which naturalised linguistic identities are made visible and interrogated. The research is situated in a highly diverse educational context - Wits School of Education in Johannesburg. This is framed by a society in which English occupies a hegemonic position despite there being eleven official languages. English is the de facto medium of instruction at schools and the official medium of instruction at Wits. Our students come from a variety of linguistic, cultural and social contexts and were compelled to do a year of subject English at the time of the research.

Within these constraints, we attempt to construct a pedagogic environment in which students' various language histories and practices are invited into the discursive space - not as medium of communication but as valued subject matter. Drawing on Blommaert et al's spatial theorisation of multilingualism (2005), we will argue that the pedagogy of the course in question constitutes the classroom as a discursive space which enables students to renegotiate their linguistic identities in various ways. While presented as an English course, it seeks to construct multilingualism as a resource and prioritises students' own language experiences by having them write personal language biographies in which they reflect on their linguistic identities. We will use a selection of the students' language biographies to explore how these speak to the ways in which students write themselves into the regimes of language constituted by the course.

21. Anne SCHLUTER, Foreign Language Education Department,
Boğaziçi University, Istanbul

Diglossia among Kurdish migrants in Istanbul workplaces

With the claim that the use of ethnic languages compromises Turkish national unity, Turkish governments of the Twenties, Thirties, Sixties, and Eighties intermittently banned Kurdish. Such pressures erased Kurdish languages from public domains; however, they flourished in private domains, especially among populations in the predominately Kurdish East and Southeast (Polat 2007). Although most of these restrictions have since been lifted, many from the Turkish mainstream who live outside of Kurdish enclaves still associate the Kurdish language with revolutionary tendencies (Saraçoğlu 2009). Likewise, many Kurdish speakers express hesitation about using their native language in public lest they appear to be undermining the integrity of the Turkish state (Schluter 2010). The legacy of these perspectives is examined in the current qualitative study which uses questionnaires, interviews, and audio recordings to explore Istanbul-resident Kurdish migrant workers' [N=21] language attitudes and practices according to Fishman's (1967) definition of extended diglossia. Questionnaire data tie Kurdish to traditional L domains and Turkish to traditional H domains: the majority of the participants appear to have internalized the ideology promoted by the dominant group. The corpus from the audio recordings, however, shows Kurdish to be the language of thirty percent of the participants' workplace interactions, despite their beliefs about its inappropriateness in workplace environments. Workers' potential for interaction with customers appears to play an important role in language choices. This theme of visibility resembles that of Catalan before its resurgence (Woolard 1986, 1989, 1990, 1991, 1996.) The degree to which fear drives these choices merits further investigation.

22. Christine ANTHONISSEN & Erica GEORGE, Department of
General Linguistics, Stellenbosch University

Variation in bilingual speech patterns in Western Cape Afrikaans-English communities

In work that has followed a presumed shift from Afrikaans to English as family language in a number of Western Cape "coloured" communities, social indicators of such shift were traced. (See Anthonissen & George 2003; Anthonissen 2009). Thus, considering how speakers themselves rated and reported their proficiencies and patterns of use, it was found amongst a particular, mostly middle class, group of speakers who do have reasonable Afrikaans proficiency that they prefer to use English in all public domains (school, workplace, with friends, at church, etc.). This could be indicative of what Myers-Scotton has referred to as a "matrix language turnover" which is a relatively formal indicator of language shift. It has been noted that such shift is remarkable due to the limited mobility of the communities in question. Social and symbolic mobility appear to have been at least as decisive as forced removals in determining language choice. Using the criteria Muysken (2000) and Deuchar et al (2007) put forward to classify individual codeswitches and different profiles of bilingual speech, this paper will consider data collected among a number of younger members of the speech communities said to be illustrative of how language shift has progressed. We shall indicate specifically how patterns of codeswitching among Afrikaans-dominant bilinguals differ from patterns of codeswitching among English-dominant bilinguals.

23. Barbara TRUDELL, SIL, Nairobi, Kenya

Of gateways and gatekeepers: Language, education and mobility in francophone Africa

Over the past 15 years, a range of alternative education programs have been launched in Burkina Faso. The programs have been developed primarily by international or national NGOs, within a supportive policy space provided by the national government. They aim to respond to the widely recognized inadequacy of the French-language *écoles classiques* to provide a meaningful primary education experience for most Burkinabè children.

One of the values which these programs all espouse is support for the lived realities of Burkinabè communities, particularly the communities that are least well served by the traditional school system. This value is reflected in, among other things, the use of the learner's mother tongue as a gateway to effective learning. However the influence of the French-dominated educational system is evident in the curriculum choices made in these programs; clearly, success in that system is a crucial step in navigating one's way past the social and economic gatekeepers of success in Burkina Faso. Thus language is seen as both gateway and gatekeeper, depending on its role in facilitating academic success or inhibiting social mobility.

This paradoxical allegiance to both local realities and the colonially established education system has led to the development of bilingual education models which are at variance with the models promoted by theorists in the North. This paper examines several of these programs in the context of larger issues of mobility, literacy, language and culture in francophone Africa.

24. Bjørghild KJELSVIK, Institutt for Lingvistiske og Nordiske Studium

Teaching and learning interactions in a multilingual setting in Cameroon

In my research on children's learning in Cameroon I have used a community of practice (CoP) perspective (Wenger 1998) along with cognitive linguistics (CL). CL strongly anchors meaning to individual experience in actual language use situations while the CoP perspective provides better understanding of interactional settings. My data come from videotaped interactional data recorded during participant observations of village life and ca. 100 hours of classroom observations.

In my presentation, the Bakhtinian concept of *speech genres* (Bakhtin 1986 [1979]) is used to describe linguistic structures that are closely tied to interaction. Speech genres are generalized schemas from repeated usage events in recurring situations, thus becoming conventionalized linguistic units (Langacker 2001). Mastery of the relevant speech genres of different interactional contexts are important skills to learn for children.

My presentation focus on the informal village learning environments. Playing social games is here a way of practising language skills and speech genres. Traditional tales provide the children with other learning material through focusing e.g. on foolish vs. smart behaviours. Both kinds of village learning environment connect children with a cultural frame of reference (Klapproth 2004), giving deeper resonance to everyday talk. However, such informal learning is invisible in Cameroonian schools, where French is the language of instruction.

In the multilingual encounters of Cameroonian children, we see the development of speech genres through participation in communities of practice in and out of school, important tools in all multicultural teaching and learning interactions.

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25. Brenda LEIBOWITZ, Centre for Teaching and Learning,
Stellenbosch University

Languages and their associations amongst academics at a South African university

This paper seeks to contribute to an understanding of the dynamics informing the management of language and language policies in higher education by reporting on a study conducted at the University of Stellenbosch, South Africa. The study was conducted against the backdrop of an emotive institutional debate on the use of language. Sixty-four academics and academic support personnel were interviewed, across a matrix broadly representative of the University demographic in terms of gender, age, race, primary language spoken, disciplinary affiliation and level of seniority. All individuals were asked to narrate their educational biography. A content analysis of references to the three languages predominant in the region, namely English, Afrikaans and IsiXhosa, was conducted with transcripts of the audio-taped discussions. A grounded approach to the analysis revealed references to language in relation to four broad categories: the individual's own proficiency in relation to the language; the cultural or political associations of the language; the use or practical value of the language, for example in relation to knowledge and networking outside of the university; and the language as medium specifically for teaching. With reference to the interviews and literature on language and identity, the presentation demonstrates how different languages are imbued with varying degrees of significance in relation to issues of culture, competence and utility, which are influenced by the trajectory of the particular language, and by the interviewees' own educational biographies. The paper concludes with implications of the study for policy on language in education and suggestions for further research in the field.

26. Beatrice MIRONKO, Language Education Department, University of the Western Cape

'It's not our fault': Student perspectives on academic literacy in a globalising Rwanda

This paper presents a set of student perspectives on the academic literacy programme provided in an Institute of Science and Technology in Rwanda. This programme was designed to assist students in the sudden switch from French to English as language of learning at tertiary institutions in (2005) as a result of increasing pressures to enter global markets. The focus of this paper is on the role of the English language and literacy programme in overcoming or maintaining barriers to scientific communities of practice. A preliminary analysis of interview data indicates that Science and Engineering students in this programme see a lack of appropriate discursive competence and multisemiotic repertoires as major factors in inhibiting academic mobility. This can be partially explained by the nature of the English language learning materials in use which provide neither general nor disciplinary specific academic English. Drawing on postcolonial perspectives on English language teaching, I argue that the provision of inappropriate and outdated language learning materials to Rwandan students, combined with often contradictory ideologies of language learning and academic literacy, serves to recolonise their minds, maintaining boundaries and complicating access to local and global cultural capital.

27. Cate ALMON, Temple University

Student-faculty interaction as a point of access to academic resources for ELLs

This paper draws on dissertation research involving English language learners (ELLs) and their retention at a U.S. community college. Community colleges hold the majority of college-seeking ELLs in the nation, and are important institutions for ELLs to gain access to language and other resources such as certificates or associate's degrees for gainful employment or for transfer to universities by offering open admission and comparatively affordable tuition. However, given that the focus for faculty at community colleges is on teaching rather than research, there is a dearth of studies on them and the ELLs attending them. The paper is informed by engagement theory which suggests that students' persistence at college depends on their involvement in certain activities, such as interacting with faculty.

In interviews, ELLs characterized their interaction with faculty as unidirectional from instructor to student. One even recounted that she felt instructors would not listen when she attempted to ask questions after class. During class, ELLs felt particularly constrained from participating in discussions due to feelings that no one, including the instructor, would understand them because of their accents. These and other findings led to the conclusion that ELLs' language is not valued as a resource but as a deficit at the college. Implications will be given about how community colleges can do more to make students feel appreciated and welcomed for their unique experience and knowledge so that they may participate more fully in their college experience.

28. Catherine WALLACE, School of Culture, Language and Communication, Institute of Education, London

When the local and global meet in a London Secondary School

Many London schools experience exceptionally high mobility, with new students arriving daily from all corners of the globe. The present study investigates the literacy and learning experiences of these students in one such school. I explore the way in which new arrivals to the school accommodate to or resist local educational practices, as interpreted by the curriculum. I use the term 'curriculum regimes', adapted from Blommaert's term 'literacy regimes', to describe the ideologies which are embedded in the school curriculum. In the paper I focus on four 12 year olds, who have arrived in the UK within the last two years, from Somalia, Nepal and Afghanistan. The overall question addressed by the paper is: how do the school's curriculum regimes as revealed through classroom pedagogy and discourses mesh with the children's earlier experiences of schooling, family literacy practices and their educational ambitions in the new country? Over a period of three weeks I observed the children in three classes: Maths, Humanities and English. In addition I interviewed the children and their teachers. I note the manner in which the young people express both the wish to belong, to take on the new, along with their desire to assert identities derived from religious and family practices. In conclusion I suggest ways in which educators can help these young people to reconfigure their considerable cultural capital and resources in the new school society.

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29. Cheryl BROWN, Centre for Educational Technology, University of Cape Town

University students as digital migrants

South African university students are on the frontline of a global world. Whether they are attending university in the rural Eastern Cape or urban Johannesburg, the social practice of using Information and Communication Technologies (ICTs) has enabled virtual global mobility. The internet has opened up an opportunity for them to easily cross beyond the borders of South Africa and become part of an experience in another part of the world whilst the cell phone has facilitated this mobility anytime any place. This paper focuses on the students who are migrants into this digital world through analysis of their technology discourses and the role this has in how they engage with and within this digital environment. Using Gee's notion of big D/ little d D(d)iscourses (1996) I have examined the meanings held by students in relation to technology. For some the migration is like a religious conversion, where they leave the old behind and accept the new in the hope of belonging. For others it's a more cautious experience, as they enter the digital world as strangers aware of how little their previous literacies and experiences are valued, yet optimistic that if they can assimilate, and there will be better opportunities. However not all students feel the borders are open. Many feel like aliens and hover on the outskirts or cross over only for short periods. This analysis of language provides insights into students' educational and social identities and the position of globalisation and the information society in both facilitating and constraining their participation and future opportunities.

30. Christina CUONZ, Deutsches Seminar, Universität Basel

The Social meaningfulness of language internal variation in a context of leaky diglossia - German migrants in German-speaking Switzerland

Cognitive Sociolinguistics has stressed the importance of studying language internal variation, that is to say, the social, conceptual and cultural meaningfulness of intra-linguistic variation (cf. Kristiansen/Dirven 2008). This paper argues that migration processes that lead to language variety contact should be taken into account when examining transnational flows of people from a sociolinguistic perspective. Ever since the entering into force of the agreement on the free movement of persons between Switzerland and the European Union in 2002, the number of migrants from Germany has constantly increased and they are now the second largest foreign resident population in Switzerland (250'471). German-speaking Switzerland, thus, is an example for increased language variety contact induced by migration processes.

In 1998, the Swiss-German diglossic situation was described as *leaky diglossia* by Cheshire "with the German speakers [...] using their dialects increasingly more often in domains where (High) German used to be the norm." Scharloth (2005) found that negative attitudes towards Standard German among Swiss-Germans correlate with linguistic insecurity (*Defizienzempfinden*) when it comes to speaking the standard variety.

Taken this into consideration, the question arises - how do Swiss-Germans and German migrants interact linguistically? Do they choose a single language variety for their everyday spoken interaction or do they interact dual-lingually? Is it possible that a new direction of leaking emerges from these encounters?

The paper presents results of a research project that a) works with a *community of practice* approach by conducting narrative interviews with a mixed team of construction workers, and b) investigates language choice and language attitudes in bi-national couples.

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31. Christina SCHMIDT, Linguistics and English Language, The University of Edinburgh

'English makes me think of hard times' - Negotiating transnational identities in South African churches in the United Kingdom

In the last two decades, a number of churches have been established in the United Kingdom to cater specifically for the increasing number of Afrikaans-speaking South African immigrants. One of the challenges these immigrants face is to negotiate aspects of their "old" and "new" identities, resulting in the formation of new transnational identities.

Based on quantitative and qualitative data collected in South African churches in London in 2009, this paper looks at the role language and religion play in migrants' experiences of "home", community and belonging. As in "ethnic churches" elsewhere, e.g. those researched by Woods (2006) in Melbourne, language choice in South African churches in the UK varies among using Afrikaans, English or one of various bilingual strategies. How this multilingual repertoire is managed seems to depend not only on theological issues as is the case in Woods' study, but also on other aspects of religious identity. In turn, processes of linguistic identification among Afrikaans-speakers in the UK are highly dependent on religious affiliation. Ultimately, this is tied to the development of a range of different transnational identities within the Afrikaans-speaking community, which both reflect and shape their experiences of life in the UK.

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32. Doris WARRINER, Department of English, Arizona State University

Symbolic Competence Revisited: Narratives of displacement, contested identities, and transformative practices

Through autobiographical storytelling, adult immigrant learners of English often achieve a strategic and situated performance of identity by emphasizing certain experiences and identities over others. This paper examines excerpts from interviews with five adult learners of English who identify as refugees where the narrators perform locally relevant identities that actively contest assumptions made about the "refugee experience." Oral storytelling is viewed as a set of social practices (as well as a form of situated communicative competence) that accomplish a skillful co-construction of locally relevant, globally influenced, and institutionally recognized languages, literacies, and identities.

With a focus on how autobiographical narrative—or what Blommaert & Slembrouck (2001) have called "trajectory telling"—captures and enacts experiences of "simultaneity" (Levitt & Glick Schiller, 2004), the analysis highlights how such strategic performances of identity might actively contest discourses about immigration and ideologies of language and thereby influence the educational, economic and social trajectories of the narrator. Findings demonstrate the locally specific ways that refugee learners experience multiple memberships in intersecting communities of practice (local, transnational, and global); how autobiographical narratives constitute a locally situated manifestation of global conflict; and how local performances might respond to and influence regimented discourses about "the refugee experience." Finally, by illustrating the multiple ways that refugee learners of English are more "symbolically competent" (Kramsch 2006, 2007) than many accounts of their language learning indicate, the analysis offers a new way of analyzing the experiences of simultaneity that accompany movement (or people, ideas, and practices) across borders.

33. Charlyn DYERS, Fatima SLEMMING, Linguistics, University of Western Cape

'When I moved, I found God!': Rural-urban migration, literacy and identity in a Cape Town township

In late modern Cape Town, we find a range of multilingual linguistic resources at grassroots level, e.g. people's narratives, their community and individual discourses, the various expressions of local voice - street vendors, small businesses (hair dressers, taxi drivers), the various pastors and other religious leaders in particular spaces, the articulation of community and individual needs at meetings as well as more creative forms of expression. This paper, with a particular focus on one family's experiences, looks at the transportability of linguistic and literacy resources in a conception of language as a mobile resource in 'a township of migrants' and how these linguistic resources can be used as tools of empowerment in relation to all the societal structures (family, community, local government, etc) people need to negotiate in order to become more powerful agents of their own transformation into full participatory citizenship.

Current approaches to multilingualism and language policy fail to take into account that a politics of linguistic recognition detached from a resource base, or a politics of redistribution, cannot provide workable remedies for increased recognition or employment by the community. Local languages defined in pastoralist and invariably static terms as authentic expression of primeval identities cannot address the issues of mobility, linguistic transportation and relevance arising from the pressures of transnational developments.

In examining the literacy resources that people bring with them to new urban spaces, the paper poses the following questions:

How do these literacy resources actually transfer to new shared spaces?

How do people make use of these literacy resources?

Are there forms of mediation where practices are passed on to novices that can be mined for participatory citizenship?

Drawing on the theoretical lens developed by Kenner (2004) and Gregory *et al.* (2004) to look at multilingual literacy practices in homes and communities, the study will consider levels of education, methods of acquiring literacies, how these are passed on by the able to the less able, etc. In new shared spaces it may also consider conflicting voices leading to problems with intercultural communication and blocking of access to particular literacy sources.

34. Elizabeth R. MILLER, Department of English, University of North Carolina at Charlotte

Constituting agency in embedded spaces: Language and ideology at work among immigrant small business owners

The presentation explores the ideological effects of how adult immigrants are constituted as *(in)agentive selves* within *embedded spaces*. It draws on a corpus of eighteen interviews with individuals who migrated to U.S. after childhood, learned English as adults, and started their own small businesses, such as "ethnic" restaurants, nail salons and dry cleaning businesses. This study uses a combination of quantitative (accounting for recurrent linguistic constructs used) and qualitative (positioning analysis, Bamberg, 2004) analytic approaches in analyzing approximately 280 pages of transcription text and 430 minutes of interview talk. It explores the seeming paradox of interviewees simultaneously positioning themselves as poor learners of English and describing English as a "hard language" while also positioning themselves as having little difficulty communicating in English in their workplaces. Further, they spoke of learning simple expressions in the languages of their multilingual customers; for example, a Vietnamese hairdresser reported learning some Spanish and Arabic in order to establish rapport with her clients. The presentation will argue that these individuals are able to carve out workplace spaces, embedded within dominant cultural and linguistic spaces, in which different ideological evaluations operate, and that these multilingual ideological configurations are an effect of the agency afforded to and constituted by these individuals in opening their own businesses. However, cautioning against taking a celebratory stance, the presentation explores such agency constitution as both enabled and highly constrained (Butler, 1997) by the varying linguistic regimes (Blommaert, Collins, & Slembrouck, 2005) at work in such embedded spaces.

35. Elsa AUERBACH, University of Massachusetts, Boston

Glocalizing pedagogies

How do new understandings of “global flows and ethnoscapas” translate into pedagogical practice on the ground? What does all the talk about “global, transnational, and translocal processes” mean for students and teachers as they work with each other inside and outside the classroom? This session will explore a range of ways that activist educators and immigrant learners together can address these questions in the context of the “globalization from below” movement, focusing on pedagogical models that link local concerns with global justice initiatives. On the one hand, the session will examine concrete, inquiry-based classroom strategies for discovering learners central concerns (and the language/literacy practices associated with them) as they navigate new realities in their changing lives; examples of glocalizing “lessons” from my own work and that of other educators will be presented. On the other hand, the session will look at popular education models that frame language and literacy instruction in service of analysis, skills, practices, and discourses to enable people to participate in organizing for change as part of global networks, in what has come to be called ‘glocalized’ action for change. It will explore a range of initiatives that connect educational provision with grassroots organizing for immigrant rights, access to health care, or against environmental pollution and domestic violence (as such extending participatory, Freire-inspired pedagogy to transnational, translocal struggles). The session will address the dialectic between what happens inside the classroom and outside it in enacting glocalizing pedagogical approaches.

36. Emmanuel SIBOMANA, Yvonne REED, University of Witwatersrand

"We know *what* to say, we know *what* to write, but we don't know *how*": the challenges of becoming academically literate in a new linguistic and socio-cultural space

This paper presents and discusses findings from a case study of challenges experienced by a group of postgraduate students from Rwanda whose main languages are Kinyarwanda and French, but whose studies and research at the University of the Witwatersrand are in English. The research investigated the nature of the challenges, the effects of these on students' academic progress, the strategies adopted by students in addressing them and the extent and forms of institutional support available to the students. Analysis of data collected from questionnaires, interviews, assignment tasks and lecturers' feedback on assignments and research work indicates that these postgraduate students' previous 'ways with words' (Heath, 1983) in an academic institution differ from those expected by lecturers in the institution in which they are now studying. The paper offers a critical discussion of some of these differences and of the strategies adopted by students in order to master "the right English" (Hyland, 2002) to cross academic borders. It raises questions about academic borders and academics as border guards.

37. Fatima BADRY, American University of Sharjah, UAE

English on the move: Authenticity in the emerging Arab identities of the 21st century

Recent research on language and identity suggests that the classical dichotomy of native/non native speaker is often disconnected from language users' own relationships to multiple languages or language varieties (Leung, Harris, and Rampton, 1997; Nero, 2005). LePage and Tabouret-Keller (1985) argue that particularly in multilingual communities, individuals' linguistic behavior is highly influenced by their identifying with particular groups in specific contexts. In the Arabic context, the classical definition of Arabness as being based on speaking Arabic as a mother tongue has also come under scrutiny (Barakat, 1993). Increasingly, Arabic is no longer perceived at the center of Arab identity among the young generations raised in bilingual/multilingual contexts.

Many argue that the increasing intrusion of English in both private and public spaces is leading to the bastardization of authentic Arab identity. Others claim that Arab identity can be interpreted within a continuum from the global to the local which allows Arabs to cross from language to language without necessarily feeling a fragmentation or living linguistic and cultural multiplicity in negative terms.

This paper examines the ways in which multilingual Arabs' appropriation of English reflects a changing role of the position of Arabic in their identification as Arabs. Results from a survey of young Arabs studying in the UAE are analyzed to examine the relation between the Arabic language and Arab identity and the participants' perception of the impact of the use of English in everyday life on their sense of belonging to Arabness. The results suggest that, increasingly, Arabic plays a less symbolic and more pragmatic role in the lives of its native speakers educated in non Arabic medium institutions. Globalization forces as well as a localization of Arab nationalism away from the earlier Pan Arab conceptions of national identity are used to interpret these findings.

38. Frieda COETZEE University of Western Cape

Language choice and multi-modal literacy practices in an Afrikaans-dominant Coloured Neighbourhood - a Sociolinguistic Study

This paper describes the ecology of language and the literacy practices of bilingual families living in an Afrikaans-dominant, Coloured neighbourhood called Maitland Garden Village, situated in the Cape Town Metropole. The research focuses, in particular, on inter-generational language choices when family members of this language group engage in literacy activities in the domains of family, friendship and religion.

Afrikaans is traditionally the home language of the residents in Maitland Garden Village. However, observation has revealed that there are patterns of language choice regarding inter- and intragenerational communication. Grandparents and parents speak Afrikaans to each other, but English to their grandchildren. To speak English to the younger generation is a conscious effort by the older generations as they consider it to be advantageous to the grandchildren. Patterns of language choice across the domains of family, religion and social relationships have been observed as well.

This project involves an ethnographic case study of families living in the Village which investigates if the language choices for the literacy practices in a certain domain are congruent with the preferred spoken language for a certain domain. The paper will provide a comprehensive discussion of the community's literacy activities across different media, including print and digital. Interviews and observations will identify language choices when written and electronic texts are produced and engaged with. Additionally an inventory of the 'linguistic landscape' of the neighbourhood shows that hand-made signs for informal trading are predominantly produced in English.

A survey in the form of a questionnaire regarding home language, language choice in literacy activities and the availability of digital media will be conducted in the community.

39. Glynda HULL (New York University), Amy STORNAIUOLO (Berkeley), Xolani TEMBU, Suenel HOLLOWAY (McGregor, Western Cape)

Cosmopolitan Engagements: Youth's Imaginings of Self and Other in an International Social Networking Project

In this paper, the authors explore the social-semiotic processes of adolescents' practices of the self in an international social networking project. In particular, they focus on a group of South African eighth-graders who created digital stories to share with local and global audiences, in the process agentively redefining themselves in relation to the world and negotiating their cultural and individual identities, both imagined and embodied, in relation to diverse others. Through their engagement with newly available symbolic tools for textual construction, the South African youth experimented with new "narratives of the self" in their digital self-presentations, particularly as they playfully engaged the semiotic affordances of various resources to take into account imagined and present audiences.

In our globally interconnected yet increasingly divided world—importantly characterized by unceasing and multidirectional flows of media, people, and ideas—this kind of self-reflexive understanding about one's position in relation to others, accompanied by a critical reflectiveness about the transformation of one's perspectives as a result of engagements with others, seems a crucial 21st century literacy for youth. We submit that youthful experimentation with and reflection about their presentations of self in relation with others is a crucial part in their developing cosmopolitan habits of mind. These dispositions include the capacity for hospitable cross-cultural communication across multiple symbolic systems while considering one's moral responsibilities toward others across national, cultural, geographic, and linguistic boundaries. The authors explore how youth's digital narratives served as sites of struggle in the presentation of possible selves in relation to imagined others as well as tools for critical reflection about those struggles.

40. Helen PETERS, Ronald KERR, Education and Language Studies,
The Open University

Global English online - reactionary or liberatory?

The Open University in the UK, which has been providing distance education across the UK and continental Europe for the last 40 years, has recently started to develop an international strategy with a view to marketing courses globally. This includes the formation of a team of academics involved in producing courses to help students develop their English language and literacy skills as an integral part of their studies and/or work environment. In the context of a global target audience, how can such courses be developed in such a way as to serve the needs of diverse learning communities with a range of aims and prior language backgrounds? New media allow for the creation of virtual learning spaces where students can learn from each other via the stimulus of materials from which they can draw according to their own perception of their needs. The challenge is to create materials appropriate for the range of possible contexts.

This paper seeks to explore the role of such courses in relation to the concept of lingua franca English (LFE) as described by Canagarajah (2007). LFE is construed as a different entity from EAL, since it is essentially pragmatic, developing within a particular context, for a particular purpose and negotiated by those using it in that context. In this case does a formal taught course have anything to offer those already functioning through the medium of English? The paper will draw on the ideas of Canagarajah, Seidlhofer and Pennycook in reflecting on how such courses position us in negotiating the terrain between the local and the global.

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41. Helle LAURSEN, School of Education, University of Aarhus

Linguistic diversity and literacy practices in multilingual classrooms

In the context of an increasing multilingualism, literacy teaching has become a central and contested issue in public and political debate. International comparisons of levels of literacy have been interpreted as an indication of a prevailing literacy crisis that demands political actions to avoid negative impact on national competitiveness, democracy, and coherence. "The bilingual student" is placed in the core of this debate, as he or she is portrayed as a main cause of the low national placement in the international rankings (Holm & Laursen, forthcoming).

The above conditions tend to give rise to mismatch between the realities of the students' actual language and literacy practices and the official educational conception of literacy and classifications of 'the bilingual student'. In the official educational discourse literacy seems to be constructed as a unified concept streamlined for administration and measurement (Prinsloo & Baynham, 2008), and linguistic diversity seems to be associated with societal problems and educational failure. The symbol of the societal problem seems to be "the bilingual student", who increasingly is conceived of as a threat to a school's profile (Rampton, Harris & Leung, 2001).

In search of a critical postmodern perspective on classroom studies, as advocated by Lin & Luk (2002), the study 'Signs of language' (2008-2014) aims to investigate the possibilities of restructuring the literacy practices in multilingual classrooms by giving attention to the children's actual language and literacy use and understandings in concrete local socio-cultural contexts.

42. Hirut WOLDEMARIAM, Addis Ababa University; Elizabeth LANZA, University of Oslo

Language ideology and local literacy practices in Ethiopia

The study of language ideology in Africa has focused on the use of colonial languages within post-colonial societies. Ethiopia, however, does not have a colonial past yet English plays an important role in globalization. The sociolinguistic status of languages in multilingual societies has been fruitfully investigated through the study of the linguistic landscape (LL), the written language in the public sphere. Amharic has historically dominated multilingual Ethiopia where, since 1991, a new language policy has been enacted in which regional languages have been promoted for education and other public affairs. Consequently, there has been a transition to literacy in these languages, and hence languages other than Amharic have become visible in the LL. In many cases the LL shows the dominance and influence of Amharic over the regional languages in various ways. In this presentation, we explore the LL of the capitals of two different federal regions in Ethiopia to investigate such language contact, contextualizing it within a larger sociopolitical context. A similar situation of language dominance and language contact is also exhibited in textbooks, and radio and television programs prepared in regional languages. The study is based on data collected from two federal regions: Tigray and Oromia Region, which have fought for the recognition of language rights. An understanding of the LL requires an emphasis on the importance of sociohistorical context. The results from the LL study will be discussed in light of language ideology and literacy practices in Ethiopia, also taking into account the role of English.

43. Isaac Nnam OHIA, University of Ibadan

English as a global language and the problems of teaching English in non-native English-speaking multilingual countries: a Nigerian perspective

There is ample evidence that the real problem with the increasing use of English as a global language, particularly the spread of American influence in former British colonies, is the acceptable variety to be used in teaching and examination between British English and the American variety. This problem becomes even greater with the emergence and acceptance of indigenized varieties of English, resulting from language contact situation, in such countries. The question that arises is whether it is still possible to recommend a single model of the older varieties or a standard local variety for use in teaching and examination in these countries. This study therefore, explores this question within the context of English teaching and examination and intercultural communication in Nigeria. It investigated the knowledge, use and attitude of teachers and students towards a lexicon-based corpus of the three variants of the British, the American and Nigerian English. The study investigated usages in two communicative modes - speech and writing and four communicative contexts - informal and formal speech and informal and formal writing. The study also considered variations between teachers and students. Based on the results, implications for English teaching and examinations and intercultural communications in Nigeria have been discussed. Furthermore, recommendations for English teaching and examinations as a global language in multilingual non-native English speaking countries have also been made.

44. Jean FARMER, Centre for Teaching and Learning, Stellenbosch University

Bilingual parents - monolingual children?

This paper will report on the findings of a project that profiled the linguistic resources of learners with a strong Afrikaans-English bilingual background at an historically white, Afrikaans-only high school where English medium classes had recently been introduced. Considering also the link between language and ethnicity, the research focused on the language repertoire and patterns of school enrollment of the mostly "coloured" learners from Afrikaans homes who had registered in English first language classes. The language of learning in this school had been adjusted to fit the linguistic and literacy requirements of learners from linguistically and racially diverse backgrounds. Thus, by the time the study was undertaken, the school was offering bilingual education with around 78% of grade 10 and 11 learners enrolled in the English medium classes, and only about 22% in the Afrikaans medium classes.

The preferences expressed by a younger generation of learners from "coloured" communities, indicated an extensive process of marginalization of Afrikaans in families that formerly had a strong Afrikaans identity. The assumptions, prior to the study being undertaken, had been that learners were minimally stimulated in terms of language and literacy awareness before entering an English medium educational programme. Data was collected by means of questionnaires (303) and interviews with learners (20) and parents (6). The study reported exposure to and usage of different languages and literacies in different social domains; language choices at home and with relatives were shown to be influential in the formation of language related identities.

45. Jennifer MILLER, Joel WINDLE, Debra IVES, Education,
Monash Victoria

Second language literacy practices for refugee background students: What teachers know

The past decade has seen increasing numbers of students with disrupted schooling and low literacy entering Australia from places of conflict and persecution, including Afghanistan, Burma/Myanmar, Iraq and Sudan. The enrolment of these students has precipitated a quantitative and qualitative shift in classrooms, particularly in the low socioeconomic fringes of the major cities. Recent research shows these students create challenging new pedagogical dilemmas for teachers, and school systems are experiencing a sense of crisis in relation to English literacy provision for them.

This paper reports on the first phase of an Australian Research Council funded project investigating the literacy pedagogy of teachers in schools with many refugee background students. Australian research has informed a number of literacy frameworks, including the Four Resources Model (Luke & Freebody, 1990, 1999), genre-based pedagogy (Martin, 1999), and scaffolding language and literacy (Gibbons, 2009). The major principles from these frameworks and others, including Cummins' transformative pedagogy (2000), were woven into a comprehensive survey of 300 secondary school teachers. This included English as a second language specialists, geography, history, mathematics, and science teachers. The analysis provides insight into what teachers know and do in regard to literacy teaching and the impact their practice has on the learning and life opportunities for students who have not only experienced interrupted education but also family dislocation, poverty, and trauma.

Presenters will outline the development of the survey instrument, the first of its type, and the implications for content-based literacy pedagogy and the social and educational mobility of these learners.

46. Marie-Therese JENSEN and Byanjana SHARMA, Education,
Monash Victoria

'To master the world you must know English': ESL parents' views on English in the learning and lives of their children

An example of global mobility is immigration to developed nations such as Australia. Each year more than 120,000 migrants from different parts of the world move to Australia (<http://www.dfat.gov.au>) where English is the national language. One in four students in Australian schools speaks English as a second language. Using a sociocultural framework, this paper reports on English as second language (ESL) parents' views on the role and importance of English in the learning and in the lives of their children. The paper draws on data from an ongoing doctoral study, which explores parents' and teachers' perspectives on the literacy learning of ESL children at primary school. Along with one researcher's reflective journal, qualitative data include transcriptions of focus group and in-depth individual interviews with six newly-arrived parents of children aged eight to ten years at a government school in suburban Melbourne.

The findings from these data show that parents see English as essential for their children to know the world and to fit into global society. As one parent put it, "To master the world you must know English." At home these parents more or less actively encourage their children to learn English and to learn through English. Use of mother tongue seems to be taken for granted and contrary to the experience of the researchers, loss of mother tongue is not perceived as a threat. Parents need, however, to make considerable adjustments in their understanding of how literacy in English is included in the school curriculum.

47. Joseph Sung-Yul PARK, National University of Singapore

Dynamics of diversity in a multinational corporation: Language, identity, and transnational space

The multinational corporation (MNC) is a celebrated site for global mobility and transnationalism (Moore 2005, Bozkurt 2006), where elite workers from diverse cultures and nations are brought together through the working of global capital flows. This paper draws attention to the importance of language, identity, and transnational space as key windows for studying MNCs, by pointing out how workers' understanding of their transmigrant experiences, local positioning, and future trajectories—in other words, their translocal identities—plays a major role in shaping what it means to work at such a global workplace. The multinational and multilingual workplace of MNCs often has the ironic effect of reifying essentialist categories of nationality, ethnicity, and language, as cross-cultural communication and corporate diversity become highly salient metadiscursive topics in both managerial discourse and casual talk among workers. This opens up a space for the construction of enregistered figures of identity (Agha 2007) mediated by metapragmatic discourse (e.g. "Koreans are slow to express their views"), and such figures, in turn, become powerful resources for rationalizing and justifying various interactional patterns and structural constraints embedded in everyday experiences of the multinational workplace (e.g. who has better prospects for promotion within the corporation). This paper illustrates this point through an analysis of a conversation among three co-workers at a MNC located in Singapore, focusing on how their metapragmatic comments about different nationalities and ethnicities become sites for negotiating images of an ideal worker in the transnational space characterized by the culture of the MNC.

48. Katharina MAYR, Sören SCHALOWSKI, Ulrike FREYWALD,
Heike WIESE, Department of German, University of Potsdam

Kiezdeutsch: Attitudes towards a German multiethnolect

Recent decades have seen the emergence of new linguistic practices among adolescents in multiethnic settings in urban Europe (Wiese 2009), and comparable novel youth languages have also been observed in urban centers of different African countries (Kießling & Mous 2004). We investigate "Kiezdeutsch", a German case in point.

From language attitude research, we know that there is an ideological alliance of speakers to the standard register, and a tendency to deprecate a way of speaking when it is associated with a group of speakers of (alleged) lower status. The tie between attitudes towards linguistic varieties and those towards their speakers can lead to a language-ideological shift where instances of speech perceived as characteristic for members of a certain group become associated with types of people. Taken together, this can lead to negative evaluations of people speaking a low-prestige variety, and evidence from Swedish studies investigating speaker evaluations in listener experiments suggests that this is also true for multiethnic youth varieties (Bijvoet & Fraurud 2010).

We present results from an ongoing study into attitudes towards Kiezdeutsch. Using a modified version of the set-up employed in the Swedish studies, we compare the perception of three kinds of stimuli: recordings of (1) Kiezdeutsch, (2) the traditional Berlin dialect, and (3) informal spoken language close to Standard German. In order to find out how the perception of Kiezdeutsch might affect social opportunities of its speakers, we selected as participants social key actors and gatekeepers such as school teachers and staff from Human Resources departments.

49. Kedrick JAMES, Language and Literacy Education University of British Columbia

The changing role of literate correspondents in the age of mass mailing

The purpose of this paper is briefly to historicize English language mail services, postal reform and the inauguration of global delivery systems for material mails, and to outline the origins of junk mail and discursive excess in network concepts and systems. These historical developments not only made mail services affordable to common people, but also created the conditions necessary for inexpensive, rapid delivery—and dumping—of bulk advertising and circulars (the precursor of spam email) throughout the literate field of personal correspondences. Mass mailing is closely connected to developments of the postal concept that came to include the general public as paying correspondents, a concept that conflated the *private* letter (Barton & Hall, 2000) and the personally addressed *impersonal* letter—or junk mail (Henkin, 2006;)—at which point the sovereignty of postal subjects became a global market of literate consumers.

From a contemporary perspective, electronic mail alters conventions that have evolved through epistolary practices (Yates, 2000). The changing role of literate populations is situated on a background of a formal, dialogical ethos of personal answerability among a distributed public, the reciprocity of migratory, networked cells in the social body (Nielsen, 2002). Mass mail makes global populations the object rather than a dialogical subject of literate relations, with consequential changes to social and cultural habits and attitudes toward personal correspondence. To conclude this paper explores global dynamics of digital correspondence that place unanswerability at the core of twenty-first century dialogical relations.

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50. Kim LENTERS, University of British Columbia

Revisiting the 'literacy event' in Roadville and Trackton

Shirley Brice Heath's ten year ethnographic study of oral and written language use changed the manner in which studies of language and literacy from that point forward would be conducted. One of the stunning achievements of *Ways with Words* (Heath, 1983) was the way it modeled a means for cross-cultural comparisons of literacy (Collins & Blot, 2003), accomplished by using the *literacy event* as a unit of analysis. This methodological breakthrough set the stage for numerous ethnographic studies of literacy. However, though rich and important for the insights they provide, these studies do not take into account an understanding of the way distant forces play a role in shaping local literacy practices (Collins & Blot, 2003; Hamilton, 2001; Lewis *et al.*, 2007; Pahl & Rowsell, 2006).

Brandt and Clinton (2002) propose that by accounting for the activity of objects (Latour, 1994) in the social practice of literacy, studies addressing local-global flows of language and literacy may more effectively address issues of power. The literacies people practice in some locales are not always those they prefer to practice; frequently, they are introduced or imposed from distant sources and literacy objects are often called into action to accomplish this task. Building on the work of Brandt and Clinton, this paper will revisit key literacy events found in Heath's work, looking at them through a new unit of analysis, *literacy-objects-in-action* (Brandt & Clinton, 2002), which simultaneously looks at what people are doing with literacy and how literacy, through the activity of literacy objects, is playing a role in that activity. This exploration of the theoretical potential of the *literacy-in-action* model, with its new unit of analysis, will be of interest to conference participants concerned with translocational flows of language and literacy.

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51. Lars HOLM, School of Education, Aarhus University

Literacy assessment practices in transition

Literacy assessment has been researched as social practice from different perspectives (McNamara & Roewer, 2006; Shohamy, 2001). Drawing on a Foucault inspired concept of governmentality in which literacy assessment practices are seen as social technologies (Dean, 1999) and as a phenomenon closely related to supra- and transnational agencies this paper investigates the relation between state, pedagogy and conceptualizations of literacy. Drawing on data and findings from three ethnographic oriented studies of the institutional assessment practices of literacy in preschool, primary school and in adult second language teaching in Denmark (Holm 2004; 2007; 2009) this paper reveals the construction of values, ideologies and practices around institutional assessment of literacy in education.

The analyses of assessment instruments and assessment practices indicate among other things that assessments of literacy have become a central instrument for the installation of the autonomous model of literacy (Street & Street, 1995) as the dominant conceptualization of literacy in post-modern national states, and that the state plays a more active role in this development than previously. Furthermore the analyses reveal that the dominant assessment formats are theoretically grounded in concepts that are insensitive to multilingualism and therefore often leads to negative categorizations of multilingual groups in society.

Literacy assessment is thus not only a question of measuring individual competences, but is closely related to broader social practices and values involving issues about identity, societal membership, citizenship and Bildung (Holm, 2007).

52. María E. TORRES-GUZMÁN, Christian MÜNCH, Teachers
College, Columbia University

**Transnational Mobility and Education: Japanese-Brazilian Migrants in
Japan and Brazil**

In 2008, Brazil and Japan celebrated 100 years of Japanese immigration to Brazil which, to this day, is home to the largest Japanese community outside of Japan. In the 1980s when Brazil's economy was rocked by hyperinflation, members of the Japanese-Brazilian community went 'back to Japan' as immigrants, occupying jobs in the Japanese industry and benefiting from an enormous discrepancy between Japanese and Brazilian currencies. While their privileged position has been eroding slowly since the 1990s, the global economic crisis has suddenly put them in a highly vulnerable position within the Japanese society, while the Japanese government has been actively sponsoring their return to Brazil. In addition, the recent economic boom of Brazil has motivated tens of thousands of Japanese-Brazilian immigrants, including their children who were born and raised in Japan, to go 'back to Brazil'. After a brief discussion of the immigration history of Japanese-Brazilians, this talk will focus on the social and cultural consequences of return migration, looking at Japanese-Brazilian communities and their position in the educational systems of Brazil and Japan.

53. Mary SCOTT, Institute of Education, London

Academics as writers and as teachers of writing: From assessment criteria to ethnopoetics

In this presentation I focus on a current research project in a UK university with a substantial number of 'international' teachers and students. The subject of the project is academics' 'dual role' (Thaiss & Zawacki, 2006) as writers of research papers and as teachers responsible for helping their postgraduate students write doctoral theses. However, the primary aim of the presentation is to introduce the theoretical perspective on writing in linguistically and culturally diverse academic contexts which is suggested by the initial interviews with academics .

The academics comment on how their different writing histories shape their mediation of given assessment criteria in their tutoring of doctoral student writers from in and outside the UK. The academics perceive their mediations as a recasting of the given criteria in a form that will help students understand what is required. However, I argue that, in their poetic-like use of metaphor, rhythmic patternings, or visual images, the teachers emerge from their recastings as social individuals who have been ideologically and emotionally shaped (Appadurai, 2004) within the wider context of national and international histories. This description of the individual in the text invites attention to the 'back stories' which inform academic writing and teaching but are made invisible in institutional assessment criteria. I argue in conclusion that 'ethnopoetics', in Blommaert's (2009) extension of the term as applicable to texts in which different systems of knowledge-making meet, can offer a theoretically coherent and pedagogically relevant framing of writing-cum-teaching in linguistically and culturally diverse academic contexts.

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54. Mbulungeni MADIBA, University of Cape Town

From Fanakalo to Functional Multilingualism: Implications of the new language policy of the Mining and Mineral Sector for foreign migrant workers

Fanakalo has been used as a lingua franca in South African mines from as far back as 1910. However, in 2001 the Mining Qualifications Authority (MQA) developed a new language policy which seeks to replace this language with Functional multilingualism. As pointed out in the policy document, "fanakalo shall be phased out as a means of communication in the workplace as well as during the learning and assessment of learners". The question of crucial concern to this paper is to what extent the implementation of this new language policy will affect migrant workers from other parts of the African continent who speak languages other than those designated as official languages for South Africa. The paper will draw insight from the findings of the research conducted at Beatrix Gold mine as part of a Masters study (cf. Mutsila 2003). The findings of this research show that although Fanakalo is stigmatised in South Africa, it is still regarded as an important means of communication among mine workers when working underground and when socialising in the mining compounds after work. As most of the mine workers have no or low English proficiency, Fanakalo seems to provide a practical solution to communicate across languages and cultures. Most of these workers are employed on short term contracts, and they are moved from one mining area to another. Accordingly, it is not possible for them to acquire the regional language and English within such a short time. This is a dilemma which the MQA have to phase in in implementing its new language policy.

55. Mie HIRAMOTO, Department of English Language & Literature,
National University of Singapore

Huli-huli Chihuahua foh da Filipinos: Mobility, class identity, and ethnic jokes in Hawai'i Creole

Hawai'i is often called the 'melting pot of the Pacific' due to its multiethnic composition. This paper investigates the use of both racial and economic classification as membership markers among locals in Hawai'i by focusing on one of the most obvious representations of language ideology, namely, ethnic jokes concerning the two types of Filipinos in Hawai'i—local Filipinos and recently immigrated Filipinos, often derisively referred to as 'Fresh off the Boat (FOB).' In their performances, local Filipino comedians separate themselves from FOB Filipinos through their use of language: Mock Filipino, a non-standard language whose use is attributed to FOB Filipinos, and Hawai'i Creole (HC) used to convey the comedians' own voices. The establishment of *local* as a dominant category is constructed through looks, actions and speech, all of which have to meet certain criteria to be considered local (viz., Labrador 2004). While passing the look-local test, FOB Filipinos' failure to act and talk local results in distancing and marginalization. Recent literature (e.g., Hill 2008) reports that the use of mock language often functions as a racialized categorization marker; however, observations on the use of Mock Filipino in this study suggests that the classification as local or immigrant goes beyond race or ethnicity, and that the differences between the two categories of Filipinos observed here are better represented in terms of social status rather than race.

56. Miriam FINE, Monash University, Victoria

Re-Imagining ESOL

This paper draws attention to ways in which 'common sense' understandings of adult ESOL are produced and naturalized in some Australian public and professional texts. I argue that these texts exemplify problematic discourses about mobile populations that influence the formulation of the ESOL teaching field in Australia. The 'knowledge' about migrant language learners which is produced and circulated through such texts promotes a policy climate that generates well intentioned but ill informed policy interventions. Of interest to this conference is that the texts appeared in the context of wide public debate about Australia's first significant influx of African settlers in 2006 -2007. The texts produce distinctions between 'migrants' and 'Australians' in terms of singular origin and inherent culture, which in turn provide codings which serve to explain, locate, and contain others. Languages and identities are constructed as fixed structures, where migration is a journey from one monoculture to another.

There is a marked dissonance between such understandings of migrancy and of language, and this conference's positioning of language teaching for migrants with research into contemporary transnational mobility. I'm suggesting that a challenge for such research is to productively influence language and literacy programs, so that these reflect current conceptualizations of language/ literacy as social practices and incorporate more complex and dynamic perspectives (such as diaspora and hybridity) to explain the relationship between adult language learners' lives and their learning.

57. Nikuigize Eric SHARTIELY, Department of General Linguistics,
Stellenbosch University

**English for Academic Literacy at the University of Dar es Salaam:
language related obstructions to learning and suggested restorative
interventions**

This paper will give an analysis of how the Center for Continuing Education as a section within the Quality Control Bureau (QCB) of the University of Dar es Salaam manages problems that are related to the language of instruction. There is a long-standing debate on which language should be used in secondary and higher education in a multilingual community where the primary languages of instruction are not L1s to the majority of the learners. This paper will use the four-stage Analytic Framework proposed by Fairclough (2001). With this framework the paper firstly presents background to the challenges facing the University in terms of English language proficiency of students of whom most have languages other than English as their L1. This will be related to the expectations of employers in the local and global markets. Secondly, the paper will illustrate the measures that the university is taking to improve English language skills of its students. Thirdly the paper will describe how the practical implementation measures are being received and what obstacles the QCB is encountering in the process. Fourthly it will underline the sources of the obstacles in the wider context suggesting means by which the University can effectively address the obstacles.

58. Oliver STEGEN, SIL Uganda-Tanzania

Writer's workshops in SIL: Global assumptions in a local setting

Even though grassroots level literacy projects in minority languages are by definition localised, they often depend on outside support from translocal organisations. One of these global players in mother tongue education is SIL International. A central strategy for localised literature production in SIL projects is the running of writer's workshops in which incipient writers are trained to write in their mother tongue.

In this paper, I investigate the influences which literature on writer's workshops has on individual SIL literacy projects. The Rangi language project in Northern Tanzania serves as a case study. A first one-day writer's workshop was conducted for Rangi between May 2005 and January 2006 in four different locations. I give an overview of the preparation, implementation and results of these four workshop occasions.

The study pays particular attention to the workshop leaders' assumptions, which are at least partly based on anecdotal evidence in SIL publications from the 1970s and 1980s that a natural writing style evolves "intuitively" in newly written minority languages. I then compare these assumptions with later instructions on writer's workshops as published by SIL literacy consultants with international experience (summarised in Weber et al. 2007).

The results of my investigation suggest that available literature on best practices was not implemented to its fullest potential in the first Rangi writer's workshop. The paper concludes with suggestions for better distribution and implementation of localisation instructions.

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59. Anna-Mari OLIVIER, Christine ANTHONISSEN, Frenette SOUTHWOOD, Department of General Linguistics, Stellenbosch University

Emergent literacy among learners with a second language as medium of instruction: Are we addressing the Matthew-effect?

In a study that investigated English Language Learners' (ELLs) emergent literacy skills prior to entering Grade 1, the effectiveness of an evidence-based stimulation program in the South African mainstream classroom context was evaluated. In a quasi-experimental design, learners were compared to English L1 and ELL control groups on important emergent literacy subskills e.g. alphabet knowledge, phoneme awareness, print awareness and oral language skills. Results indicated that while learners showed significant improvement on six out of eight subtests, the particular intervention program did not significantly improve ELLs' emergent literacy skills when compared to learners in the respective control groups. However, when controlling for receptive language abilities, English L1 learners did not perform any better than their L2 peers on any of the eight measures of emergent literacy prior to or post-intervention. This indicates that stimulation programs should consider other context-specific variables and not merely language status in order to narrow the gap between ELL's and their peers in multi-lingual classrooms. These variables are addressed with regards to assessment, intervention and service delivery.

60. Onalenna Tiny KGATHI, University of Botswana

Unmarked code-switching: an email code choice among Batswana students in Higher Education

When communicating, bilinguals usually select and use one code in specific places with certain people. In other situations, they select and use another code they consider more appropriate for communicating desired information. Often, this code selection is quite regular and its patterns can be investigated. This study, therefore, examined code-switching used by Batswana graduate and undergraduate students when interacting on the Internet. The main objective was to determine the key factors that influence this type of linguistic choice among the group of bilinguals selected as research subjects. Email data (containing instances of code-switching) used in this study was collected from Botswana Cyber Forum 1999, a branch in the Botswana Internet, which was planned and organized by some Batswana graduate students who were studying at Sheffield University in the United Kingdom. The results of the study suggest that the type of code choice employed by most of the participants in this forum is unmarked (more natural and frequently used) code-switching between Setswana and English, which is significantly influenced by social norms. The education system of Botswana is bilingual in the sense that both Setswana and English are taught in schools from the primary level up to tertiary level. Thus the two languages tend to share the same status in education and therefore switching between the two languages seems to be the norm in this forum. The conclusion reached is that the desired and salient identity displayed here is the one represented by both Setswana and English together.

61. Sue NICHOLS, Centre for Literacy Policy and Learning Cultures,
University of South Australia

Actor networks and the resourcing of early literacy through social and cyber space

An international multi-site study has for three years investigated the production and circulation of resources that are claimed to support preschool children's literacy learning (Nichols, Nixon & Rowsell , Australian Research Council DP0770720). Taking an ethnographic approach, researchers have located themselves in diverse geographic and online places, gathering participants' perspectives, images, texts and artefacts. To develop a methodology capable of tracing these texts, practices and artefacts through social and cyber space, we have drawn on actor network theory (Clark 2001, Law 2003) and geosemiotics (Scollon & Scollon 2003). In this paper I will develop the concept of the actor network in relation to the resourcing of early literacy on two scales - the individual and the organisation. Case studies of parents will be presented that show how analysis of their networks along multiple dimensions - social, textual and spatial - contributes to an understanding of the circulation of knowledge and practice (see also Nichols, Nixon & Rowsell 2009). A health service organisation that has recently become a sponsor (Brandt 2001) of literacy is also subjected to analysis of its material and virtual productive and networking activities. Implications of an actor network perspective for research and practice in early literacy are considered.

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62. George L OPENJURU, Makerere Institute of adult and continuing Education

Life as a refugee: fluency in English, literacy, livelihoods and transition prospects for refugees in Uganda

Uganda is playing host to a number of refugees from Somali, Sudan, Rwanda, and Congo. All these countries, except Sudan, do not, to a greater degree, speak any of the many local native languages or English the dominant language in Uganda. Some, from Sudan come with some background in Arabic scripts. These different backgrounds put these refugees at odds in term of seeking better livelihoods in Uganda. To get by, the refugees have to learn both informally and non-formally how to speak and write in English. This is important not only for them to earn their living in Uganda but also to prepare themselves for transition to their favoured destinations like the United States of America and the United Kingdom, which are known English speaking countries. This paper examines the different strategies that the refugees deploy in learning how to read and write English and how this relates to their well-being as refugees in Uganda. The paper will also examine how knowledge or lack of it shapes their identities as refugees in Uganda. This paper will examine the different experiences that the refugees from the different countries go through in relation to their country of origin background information, to show how these back ground make it easier or difficult for them to transition to their new location. The paper will contributes some recommendations that can be use to helped the integration of the refugees into their countries of refuge.

63. Patricia A. DUFF, Duanduan LI, Centre for Research in Chinese Language & Literacy Education, University of British Columbia

Learning Chinese as an additional, transnational language: Negotiating identity, community, and legitimacy

Chinese is now being learned and used by millions of non-native speakers in and across diasporic and other communities, including virtual communities, around the world (Lo Bianco, 2007). Yet the experiences of these learners and users of Chinese--their diverse multilingual identities and repertoires, their trajectories, goals, achievements and even misgivings vis-à-vis Chinese as an additional language--have received almost no attention in the applied linguistics research literature. In this presentation, we describe our research on long-term Chinese heritage- and non-heritage-background learners of Chinese and discuss some of the challenges they report in learning spoken and written Chinese, their dilemmas and choices regarding which oral dialects and orthographic systems to acquire (or not acquire), and their complicated negotiation of access to communities of Chinese speakers and to identities as legitimate, (multi)literate, cosmopolitan, transnational speakers of Chinese and other languages.

64. Patricia WATSON, Lesley HUDSON, University of the Witwatersrand

Process is as important as product: a case study for HIV and AIDS low literacy materials development

This article examines the processes of production and reception of materials for HIV/AIDS education. The argument is straightforward, the case study supportive. Effective materials which deliver the correct message, and contribute towards a positive change of behaviour, are as much the result of the process of development, as they are of the nature of the materials. In other words, in order to produce materials which have the desired impact, you have to consider the 'how' of development, as much as the 'what'. The case study reviews the strategy, project structure, the process followed, and the nature of the resources applied in the production of a set of low literacy HIV and AIDS education materials. These materials were developed across borders: funded by a USA agency, crafted by a South African creative team and piloted and distributed in Malawi, Botswana and Zimbabwe. This case study critically analyses the top-down yet consultative approach to materials development informed by north-south contractual relations. It also presents a framework for positive process which contributes to successful product. It does so by exploring how the project stakeholders conceptualised the project and negotiated its outcomes (**strategy**); the way in which the project was organised in terms of the relationships and their associated power relations between project owners and service providers (**structure**); the process of developing and refining the products including issues such as reporting lines, how decisions were taken, and which issues were fore-grounded or marginalised (**process**); and finally the way in which resources were allocated including financial, human and technical capital (**resources**).

65. Peter PLÜDDEMANN, Praesa, University of Cape Town

Mobiliteracy for multilingual citizenship amongst students at a university in the Western Cape

The intersection of migration, language biography and multilingual citizenship forms the focal point in this presentation. Data for the paper comes from undergraduate linguistics students at a university in the Western Cape who experience inter-regional (translocal) migration, mostly between metropolitan Cape Town and either the rural Eastern Cape or multilingual Gauteng. Students reflect on their situated experience of language and literacy learning by means of a (written) language biography and a (drawn) language portrait. One area of interest is the way in which students' existing repertoires of language varieties and literacies (multilinguality) relate to their identity as migrants, with different languages and literacies required for, and produced by, such mobility (hence mobiliteracy). A second strand of enquiry is the relationship between students' lived multilinguality and the institutional language policy of the university (multilingualism), or its policy orientation towards the formal recognition of multiple languages and the systemic promotion of language learning. The two lines of inquiry are taken together to explore the meanings of the concept of multilingual citizenship, which views language as a resource and emphasizes political and social participation of individuals and linguistic communities in a multilingual polity. The paper concludes by proposing a role for language biographies, including those of migrants, in the institution's language policy process.

66. Phil CORMACK, School of Education, University of South Australia

Mobile practices in the teaching of reading: The case of school papers in late nineteenth century Australia

School papers as a distinctive genre were developed in the last decades of the nineteenth century by the education departments of Australian colonies as a local response to problems of managing standards and spatial relations across vast distances, and to produce a distinctively Australian national imaginary. The school papers were collections of poems, stories, historical and geographical information, as well as puzzles and letters to the child reader. First developed in South Australia in 1889 where they were sent monthly to each school and to individual subscribers across a vast area, the school papers quickly became the basis for the reading curriculum and a site for experimentation in producing a citizen-subject who could be proudly Australian, but also a member of an international British Empire.

The South Australian school paper - *The Children's Hour* - was the site of local experimentation where teachers and Inspectors presented a distinctly local mode of thinking to the student and teacher readers. Thus *The Children's Hour* can also be read as a site where teachers and students were addressed and invited to become different kinds of subjects - more reflective, ethical and Australian - than were traditionally seen as ideal in the nineteenth-century classroom.

School papers were strongly implicated in the discursive construction of both a global/imperial and local/Australian identities and represent an informative case of the ways that pedagogies, and the ideals that underpin them, have been highly mobile in the field of reading. This work also demonstrates the importance of utilising genealogical approaches to the study of historical sources - approaches which emphasise the everyday, the common and the local techniques which were deployed in varied ways in response to different local problems. The story of the English curriculum in general, and reading in particular, needs to attend to what happened in 'marginal' sites, as here, in a far-flung colony of empire, in order to understand the way that curriculum operated as a flexible technology, where the margins acted as sites of innovation in curriculum and pedagogy and not just as importers of ideas from the of imperial centre.

67. Priti CHOPRA, School of Education and Training, University of Greenwich

(Re)claiming 'truth': (de)constructing learning identities through (un)validated knowledge

Truth can only be a surface. But the blushing movement of that truth which is not suspended in quotation marks casts a modest veil over such a surface. And only through such a veil which thus falls over it could 'truth' become truth, profound, indecent, desirable. But should that veil be suspended, or even fall a bit differently, there would no longer be any truth, only 'truth' -written in quotation marks. (Derrida 1997:59)

This paper considers intercultural learning for teacher educators (see for example Collard and Wang 2005) a basis for enhancing teaching practice in a British government teacher education programme for English for Speakers of Other Languages (ESOL). Through ethnographic vignettes I (re)present the multicultural practices and multilingual identities of first generation migrant ESOL teacher 'trainees' as forms of (un)validated knowledge -within the context of the ESOL teacher education programme. I (re)claim 'truth' by examining how intersectionality in terms of ethnicity, class and gender impacts on their learning and learning identities. Drawing on the work of Lea and Street (1999; 2000), I analyse their academic literacy practices and their academic support provision in order to identify key issues and practices that require pedagogical consideration and cultural awareness. I claim that through a process of intercultural learning ESOL teacher educators may open spaces for reflecting on and transforming their practice. This may encourage a more active engagement with the (un)validated knowledge and socio-cultural realities of minority groups of ESOL teacher 'trainees'.

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68. Rajendra CHETTY, Cape Peninsula University of Technology

Metaphors of English in education: towards an ethical engagement with the other

The discourse about English in South Africa draws on a wide spectrum of metaphors and includes English as liberator, gatekeeper, killer of other languages and colonizer of minds. This paper argues that language policies and social transformation in postcolonial contexts are complex, hence the need for an ethical engagement with the other to ensure that literacy serves emancipatory purposes. Spivak encourages the academe to reflect on its own context, positioning and complicities, to unlearn privilege, to establish an ethical relationship to difference and to learn to learn from below.

The paper interrogates the controversies and (in)sensitivities of the imperatives for the foregrounding of English as language of teaching and learning. The process of domination and subjugation has resulted in the perception that indigenous cultural values, beliefs and norms are inferior. Can English be taught in a way that allows space to challenge such negative perceptions? A critical re-thinking of the quality of English teaching, what is taught in the English lesson, how we train teachers of English and what pedagogies underpin the teaching of English is necessary. Can English be taught in a manner that empowers speakers of indigenous languages? Can it also be taught in such a way that it facilitates the acquisition of other subjects such as mathematics? The teaching of English should go beyond basic skills to integrate issues of cultural heritage, personal growth, functional language studies, cultural studies and new literacy studies.

Education should aim to build democratic civility through the activation of an ethical imperative conceptualised as a responsibility to the other (as answerability or accountability) and not 'for' the other (reminiscent of a colonial hegemonic stance).

69. Scott BULFIN, Monash University, Victoria; Dimitris KOUTSOGIANNIS, Department of Linguistics, Aristotle University of Thessaloniki

Challenging the new home-school mismatch hypothesis: A transnational study of young people's digital literacy practices in Australia and Greece

Research, policy and wider media discussions on children's digital literacy practices are conducted mainly through two discourses: the instrumentalist (or the technology-as-saviour) and the 'eco-social' (Koutsogiannis 2010, Bulfin 2009). The latter discourse, which is somewhat more scientifically oriented, argues that the 'children's machine' (Papert 1993) has altered dramatically young people's out-of-school literacy practices. A main characteristic of this discourse is its emphasis on a clearly demarcated boundary between the digital literacy practices of children in- and out-of-school. According to this discourse, out-of-school practices are presumed creative, innovative and non-traditional, embodying new 'ethos stuff' (eg Lankshear and Knobel 2006), while in-school practices are a dreary part of traditional school life and ignore the pervasiveness and educational potential of children's everyday digital literacies. In this paper, we question this new 'home-school mismatch hypothesis' and emphasise schools as complex social institutions, places where concrete but not uniform literacy experiences with new media are practised and acquired, where specific student tactics are developed in response to school containment strategies, and where special initiatives are employed by the children to make their school experience more livable. In our analysis, we draw on data from two large mixed-method studies conducted in Australia (Bulfin 2009a, 2009b; Bulfin and North 2007) and Greece (Koutsogiannis 2007, 2010) with children 14-16 years old.

70. Sepideh FOTOVATIAN, Monash University

Going beyond G'day in the tearooms: Negotiation of institutional identity and integration among postgraduate international students in an Australian university

Communication strategies have long been known to play a key role in second language interactions, and a range of negotiation and communication strategies are associated with multicultural and intercultural interactions. Modern sociolinguistic research shows that language in use and identities at play are tied in second language interactions. Using a social perspective of language in use, the study presented here argues that multicultural encounters are platforms for construction and negotiation of second language identities. Newcomers to multicultural contexts, therefore, need specific strategies to negotiate not only perceived social and cultural 'gaps' but also their target social and professional identities.

Data collected through recorded 'tea-room' conversations and focus group interviews of eight new international doctoral students in an Australian university revealed that daily informal multicultural encounters in an academic community are congested with intercultural interaction strategies such as avoidance, silence, smile, or 'let it pass'. These strategies are not merely language oriented but may be used to negotiate cultural gaps, 'face', 'professional legitimacy', and 'second language identities'. Data showed that the over-application of these strategies contracted the social interactions of postgraduate students in this study to a 'hi and bye' level.

71. Ian SIEBÖRGER, Ralph ADENDORFF, Department of English
Language and Linguistics, Rhodes University

Spatial negotiation as recontextualization in the Parliament of the Republic of South Africa

Members of Parliament (MPs) in South Africa find themselves enmeshed in a complex web of relationships in physical, ideological and institutional space. As representatives of different constituencies across the country, they are translocal and transcultural migrants who commute on a weekly basis from these constituencies to meet in the institutional space of parliament in Cape Town. Within parliament, they must negotiate a range of situational contexts including their parties' caucuses, individual committee meetings and sittings of the houses of parliament. Each of these spaces is linked to a distinct identity and particular groups of stakeholders whose expectations MPs must manage through complex negotiations. In this paper presentation, we view these negotiations as recontextualizations (Iedema 1999) in which MPs represent information from one context in an entirely different context. They present experiences from their constituencies to committee meetings. The content of these committee meetings is in turn recontextualized in written committee reports which are ultimately recontextualized in spoken debate on these reports in the houses of parliament. This forms a genre chain (Fairclough 2003) which we have studied ethnographically in order to examine the literacies which MPs require to negotiate the contexts linked in this genre chain and the communication difficulties which can occur in it. In this paper we analyse the ways in which MPs recontextualize information from their constituencies in committee meetings, and observe how recontextualization itself becomes both a site and means of ideological struggle in parliament.

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72. Simon COFFEY, King's College London

Ways of constructing place as a metaphor for change in autobiographical accounts of language learning

Autobiographical accounts are increasingly used to understand the experience of border crossing. In this paper I report on research for which the autobiographical accounts of six British adult language learners were analysed using a narrative frame. The participants involved were not 'living abroad' but nonetheless constructed their accounts around the narrative trope of place(s) as a metaphor for change, identification with place(s) being narrated as identification with versions of self in the life story. The metaphor of place drew on discursive repertoires which circulate in social worlds and are cited to legitimate decision-making in the autobiographical story. The analytic frame was developed to acknowledge both the ethnographic dimension inherent in the way participants signal social (figured) worlds and the interactional constraints shaping the interviewer / interviewee relationship. Unlike most narrative treatments of language learning autobiographical data, I draw on concepts of performativity (Bauman, 1986) and discursive co-construction (Mishler, 1986, 1997) to emphasise the constructed and contingent nature of the identities which are performed in the accounts as participants narrated different subjectivities as protagonists moving across (imagined and sometimes physical) cultural borders. Stories of place were dependent on particular narrative context as participants constructed themselves at moments as insiders-outsiders for narratives ends, a perspective which is not adequately accounted for in single, linear accounts of border-crossing encounters. My claim is that this type of narrative analysis may help us to understand how language learners construct and negotiate narrative identities vis-à-vis their *language learning project* (Coffey & Street, 2008).

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73. Maria Do Socorro Alencar NUNES MACEDO, Federal University of São João del-Rei, Minas Gerais

School literacy as a space of tensions: a case study of a Brazilian primary school

This paper aims to discuss a literacy practice in a Brazilian primary school focusing on the tensions constitutive of this teaching - learning process. My argument is that school literacy is complex and heterogeneous by definition and it is marked by specificities such as the teleological nature of the teaching, the particular kind of language used by the teachers and textbooks and the asymmetrical nature of the relationship between teacher and students as well. Basing on the NLS (Street, 1984; Heath, 1983; Barton, Hamilton and Ivanic, 2000) and in a dialogic approach of language (Volochinov, 1929/ Bakhtin, 1981) I consider that teaching-learning is not a spontaneous process, on the contrary, it is controlled and guided by the purposes established in order to accomplish expectations of what is the main role of the school in the society. Thus, literacy as a wider phenomenon necessarily is transformed inside school when a teacher decides to take the literary books, newspapers, poetry and other type of texts to teach reading and writing. I have argued that even under those conditions, it is plausible to identify signs that the teachers are looking for alternative ways to improve their pedagogical practices implementing some shifts I have observed in Brazilian primary schools. According to my data the teachers have confirmed that to improve the students literacy practices is necessary to take account of everyday literacies and it might be implemented taking the social texts as a way to structure the literacy events inside classroom.

74. Stuart PERRIN, *Language and Learning*, Queen Mary, University of London

Situated identities and constructed learning environments - Chinese students studying English in London

The English Language Teaching literature standardly assumes that being in a native speaking environment is automatically advantageous for language learning. The work of identity researchers however argue that current theories of second language acquisition are problematic in explaining the relationship between the language learner and the wider social world. This paper examines the relationship between situated identities and constructed learning environments, and discusses the implications this relationship may have on language learners' perceptions of acquisition of English through a longitudinal case study of a group of Chinese students who are temporarily in London studying English.

The data suggests a number of recurring themes such as personal 'investment' in English, perceptions and experiences of English, imagined communities, the role of the periphery and centre in terms of the English language, stratification of English varieties, and learners' literacy practices. The findings point to the complexities of learners' multiple identities and the role these have on accessing their (real and imagined) English speaking communities. Drawing on this research, this paper will argue that reasons for learning English and the educational values of being in a native speaker environment should be seen in terms of the learners' identities and complex social realities that they construct, shaped by a mixture of language preferences, social values, personal goals and notions of 'home'. Subsequent implications for the eventual 'acquisition' of English will also be discussed.

75. Susan NYAGA, Department of General Linguistics, Stellenbosch University

Linguistic diversity - challenges to the Kenyan policy of mother tongue education in early learning

Since 1976 Kenyan language in education policy officially supports mother tongue education as the ideal approach to developing language and literacy skills of young learners. In practice however, for more than 30 years very little progress has been made in implementing this policy. This paper will report on how the policy of mother tongue education has been reframed considering the difficulties of taking care of educational needs in a multilingual society which represents more than 40 mother tongues. It will also report on work started in 2001 to develop learning materials and teacher support for learners from some minority language communities.

Due to linguistic diversity in all urban and peri-urban schools where learners come from a number of different indigenous language communities, the policy has been adjusted so that in effect the notion of "mother tongue" seems to have been redefined. Kiswahili and in certain areas English, are chosen as languages of early learning. In rural settings where there is perhaps less linguistic diversity, the ideal of mother tongue education is frustrated by other complexities. Some of the minority languages do not have a literacy tradition nor are there developed teaching and learning materials. Then either a neighbouring dominant language is introduced as the mother tongue or they revert to English or Kiswahili as medium of education.

76. Thabisa XHALISA, School of Education, University of Cape Town
English, Xhosa and non-standard variation in an under-resourced Cape Town school

The poor culture of reading and writing among African-language speaking in South Africa children has been consistently documented. This problem has been attributed to the use of English as a medium of instruction, which has been seen as the main reason these children continue to trail behind from their white and coloured counterparts. Schools should acknowledge the importance of the home language because when children enter school, they carry with them a variety of 'home' knowledge that has been mostly acquired in their first language. This study sets out to investigate such contentions issues in an under-resourced Xhosa-medium school by examining the pedagogical practices educators employ in their Grade 1 classrooms to facilitate instruction. While the home language is seen as a valuable asset for literacy development, the incessant use of local/non-standardised languages and code-switching in these grades is also explored. The study will also highlight the reading and writing practices children are oriented towards and the pressure educators experience in overcrowded classrooms. The study concludes that the problem goes beyond the use of English as a second language that there are factors that have not been explored.

77. Alfred THUTLOA, Kate HUDDLESTONE Department of General Linguistics, Stellenbosch University

Language shift from Afrikaans to English: Is Afrikaans declining in the communities that gave birth to it?

Reports on the phenomenon of language shift in South Africa have generally focused on the marginalisation of indigenous languages, in favour of English. There is evidence, additionally, that a shift from Afrikaans to English is also taking place in certain communities. Anthonissen (2009), for example, reports on a language shift of marked proportion occurring from Afrikaans to English among coloured communities in the Cape Metropolitan area. Furthermore, according to Statistics South Africa, the number of people that speak Afrikaans at home declined from 14.4% to 13.3% between 1996 and 2001 (Census 2001). Against this backdrop, the current paper reports on a study undertaken to explore language shift in two semi-urban Western Cape communities.

The study reported on in this paper involved the administration of a questionnaire to 100 households (50 in each of the communities targeted by the study); with an approximate 50/50 split between low income and middle income households. The questionnaire was completed by (at most) three participants in each household, a grandparent (65+), parent (35+), and child or adult dependant (10-25+). This allowed the researchers to investigate whether there is indeed language shift occurring in the two communities under investigation, and to evaluate the extent of such language shift across three generations. Furthermore the study aimed to elicit data on sociolinguistic aspects, such as age, gender, socio-economic status, and literacy, as well as the identities and values encoded in the two languages under consideration, that may or may not influence language shift in these communities.

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Afrikaans to English - a Western Cape community survey

78. Vanderlei J. ZACCHI, Federal University of Sergipe

Space, narrative and the identity construction of landless workers in Brazil

This paper seeks to examine the role of space and narrative in the identity construction of Brazil's Landless Workers Movement (MST). The narrating process implies the possibility of constructing an identity for oneself. As for the landless movement, narrative is useful as a tool for portraying an image other than that presented by dominant groups, usually conceived of as their opponents. Such a counter-narrative is constitutive of both the landless's self-representation and actions. At the same time, the occupation of space by the movement also implies a narrative process. A great number of the MST's actions rely on space and movement, such as: occupations, demonstrations, marches, street protests, performances. The use made of space by the landless in their encampments and settlements is also indicative of a significant narrative process. Finally, the historical journeys between the country and the city and between the coast and the countryside in Brazil play an important role in the formation of the landless movement. Therefore, space occupation and displacement have a strong connection with narrative and counter-narrative processes and contribute to a great extent in the identity construction of the landless.

79. Wendy CARR, Department of Language & Literacy Education,
University of British Columbia, Callie MADY, Nipissing University
**Multilingual immigrants' investment in learning an additional minority language
(Canada)**

The Canadian Government's ideal of strengthening national identity through official bilingualism (English and French) is examined from immigrant perspectives: those of recently arrived allophone students studying French as an additional language in an English dominant community and those of their parents. Such an ideal, the imagining of a nation, includes the privileging of certain languages (Heller, 1999)—in this case, English and French—which in turn gives rise to the questions of who forms part of the dominant group and who does not (Blackledge & Pavlenko, 2001) and what advantages accrue to those in the dominant group. Such questions are of particular pertinence to Canada's growing immigrant population as it constructs and reconstructs its identity in a new community.

We report on the findings of semi-structured interviews that were conducted with allophone, immigrant students and parents in order to explore their perceptions of learning their second official language and the benefits they hoped to achieve. The interview findings from two studies (one conducted in eastern Canada, the other conducted in the west) reveal that the participants view French language learning as an investment not only in their pursuit of belonging to a new community (Kanno and Norton, 2003) but also in their economic advancement (Heller, 2001) as well as in a multilingual identity that transcends the Federal Government's bilingualism ideal.

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80. Marion WALTON, UCT, Ana DEUMERT, UCT, Steve VOSLOO,
Shuttleworth Foundation

Mobilising peer networks and mobile literacies in the m4Lit project

Models of informal online learning and digital literacies depict freedom of movement through expansive online learning spaces and of individual trajectories of participation in peer and affinity networks (Gee, 2003, 2005; Jenkins et al, 2006). These models are not necessarily adequate to describe online learning networks in the global South, where the internet is increasingly accessible via GPRS-enabled mobile phones. This paper presents a case study of the m4Lit project (Mobiles for Literacy), a teen literacy development project in South Africa which recruited around 63 000 subscribers using mobile internet technologies and an m-novel (mobile novel) entitled Kontax. The project's strategies for enrolling and mobilising peer networks for leisure reading and writing were investigated through surveys (N=61, N=50), focus groups, and usability observations of teens from Guguletu and Langa townships. Large-scale mobile internet traffic patterns and discourse were also analysed. Different configurations of mobile internet use functioned as distorting mediators rather than as predictable intermediaries (Latour, 2005) for the m4Lit campaign. On mobile platform MXit, Kontax benefited from the pedagogies of peer culture, peer networks and teen literacy practices. A mobile website was not nearly as successful, despite its identical content and additional social network features, since it did not benefit from network externalities - social, semiotic or economic. By effectively restricting the 'writing-rights' (Kress, 1994) of Kontax readers and splintering them off from other networked publics, the MXit campaign nonetheless raises broader questions of digital inclusion for mobile-centric internet users in South Africa and elsewhere.

81. Yolandi KLEIN, Department of English Language and Literature:
Linguistics Section, University of Cape Town

Tracing Literacy Religiously: a Community of Practice Approach to Literacy Practices

New Literacy Studies regard literacy as a social practice, where people use various texts to participate in the creation of meaning in social communities. Literacy practices include the construction of knowledge, values, attitudes, beliefs and feelings associated with the reading and writing of particular texts within particular contexts.

This paper focuses on literacy as a social practice in a peri-urban, Coloured and Afrikaans-speaking residential area in South Africa called Pacaltsdorp. The presentation considers the ecology of language within the Pacaltsdorp community, and describes linguistic repertoires and language choices across different media (i.e. speech, written texts and electronic/digital texts). More specifically, the 'communities of practice' (CofP) framework - which facilitates the recognition of mutual engagements, joint enterprises and shared repertoires - is used to establish locally salient literacy practices. Because the London Missionary Society (LMS) has played a pivotal role in the establishment and development of Pacaltsdorp, and because religion still plays an important role in the community, the paper focuses on literacy practices in a church congregation (as an example of a CofP). This paper discusses data obtained through participant observation and focus group sessions, with the focus on the interplay of language ideologies, linguistic forms and social meaning in a Pacaltsdorp congregation.

82. Carolyn MCKINNEY, School of Education, University of Cape Town

Moving between *ekasi* and the suburbs: language and identity in South African desegregated schools

Recent analyses of youth culture, and of popular culture more broadly, emphasise movement - of people across global spaces and of global cultural flows. Yet for most youth, physical movement across national boundaries is relatively restricted. In South Africa, there are of course large internal flows of people between urban and rural areas, and significant for my focus in this paper, a number of youth who travel between their homes in the townships on city peripheries, or inner-city areas, and the previously 'white' suburbs for their schooling. In a context where English is claimed to be hegemonic, and where African parents' and learners' choices to be schooled in English are often seen as assimilationist, this paper explores girls' language use and discursive practices as a productive site for cultural re-making and border crossing. I focus on data collected using ethnographic methods in two desegregated suburban girls' schools: one in Gauteng where black learners have replaced the white learner body; and a second in the Western Cape where black learners are in the minority. I draw on a poststructuralist theorising of discourse and subjectivity to analyse learners' linguistic ideologies and discursive practices. I argue that learners simultaneously reproduce a monoglot linguistic ideology which privileges White South African English as the only legitimate language in formal school spaces, as well as undermine this ideology at strategic moments through their own hybrid discursive practices. The paper aims to contribute to debates on the mobility of linguistic resources as well as the theorising of language and identity/subjectivity.

83. Huamei HAN, Faculty of Education, Simon Fraser University

"China the new colonizer in Africa"? Talking back online in multiple voices

In the past few years, mainstream English-language medias, such as BBC, CBC, and New York Times, have implicitly or explicitly constructed China as a new colonizer in Africa (Michel and Beuret, 2009). Seeing everyday presentation of self as performance (Goffman, 1956) and combining critical discourse analysis and interactional sociolinguistic analysis (Cameron, 2001; Heller, 1999), this paper explores how certain segments of the general public talked back online, and with what effects and consequences.

Based on online postings (Sebba, 2003) regarding relevant news reports and YouTube video clips, educated White Europeans/North Americans, Africans /African Americans and Chinese worldwide talked back. The majority deconstructed and ridiculed the mainstream media construction, and some engaged in verbal bashing with their opponents. Focusing on postings about four YouTube clips, I analyze how some individuals revealed their national, racial and sometimes gender identities subtly or explicitly; how a largely masculine space was constructed linguistically; and how some genuine dialogues and debates took place, which seemed to have fostered learning and understanding across national, racial and linguistic boundaries.

I then discuss how the specific topic of China in Africa, mediated by the online forum offered by YouTube, enabled the establishment of a virtual transnational community of practice (Lave and Wenger, 1991) that fostered alliances that transcended categorical differences in the globalized world. However, given the relative socioeconomic privilege enjoyed by these participants, I argue that those who were absent in or excluded from this discussion, e.g., the poor, the undereducated and some women, were further marginalized.

84. Kathleen HEUGH, Research Centre for Languages and Culture,
University of South Australia

**Shades, Voice and Mobility: Afar pastoralist and Rift Valley communities
(re)interpreting literacy practices**

This paper draws on ethnographic field research conducted in Ethiopia during 2006, alongside a system-wide study for the Ethiopian Ministry of Education (see also Heugh, Benson, Bogale and Gebre Yohannes, in press). Narrative data from remote communities in this country resonate with contemporary global and local concerns of linguistic diversity, literacy and migration. Ethiopia, one of the poorest countries of the world, is a country with: significant numbers of pastoralist (nomadic) communities traversing (semi)desert-like regions; and a significant concentration of people (at once rooted and mobile) along the flood plains of the Rift Valley. Each of these environments is geographically remote, distanced from the domestic and international centres of political and economic power, and susceptible to ravages of climate change. Despite federal and international frameworks of commitment to school retention and gender equality, girls succumb to abduction, early marriage and forced migration, exacerbated by cross-border raids from Somalia and Saudi Arabia (via Djibouti). In such settings, communities express a matrix of articulate positions on language/s and literacy/ies. Amongst the challenges of (re)interpretation for the researcher is a discordant intersection of fluid temporal and spatial positions of researcher and respondent, simultaneously translocal and transnational. Agitated shifts in time and space recast shades and voice for both respondent and researcher. This paper raises questions of research procedures and interpretation of narrative accounts of literacy(ies) practices on the margins. It also demonstrates lucid views of engagement with the centre from the periphery.

85. Liz BOTHA, University of Fort Hare

Identity across spaces, as constructed in the life stories of four white South African men who speak isiXhosa as well as English and Afrikaans

In this paper, the researcher looks at how four white men who grew up in the Eastern Cape speaking isiXhosa position themselves and construct their identities as they move across the spaces, geographical, political, social and personal, of the apartheid and post-apartheid worlds which form the backgrounds of their stories. This involves considerations of power, separation and boundaries, and the ways in which language shifts as the men traverse black and white spaces, sometimes moving into more hybrid spaces.

Analyzing extracts from the stories using post-structuralist and post-colonial theories of language, identity and discourse, as well as discursive psychology (e.g. Weedon, 2004; Bakhtin, 1981; Steyn, 2001; Wetherell and Potter, 1992; Durrheim and Dixon, 2005), the researcher shows how, in the stories, apartheid and post-apartheid space are both polarized in terms of race and language. When describing incidents taking place in these spaces, participants tend to fall into ways of speaking which could be called 'white discourse'. The paper looks at boundaries between 'black' and 'white' space and who constructs, maintains and breaks them, as well as incidents where boundaries seem to collapse, where space becomes 'hybrid', and where the norms and conventions of modern society - apartheid, post-apartheid, colonial and post-colonial - are overturned, largely through the men's multilingual repertoires.

86. Nicola PIETERSEN, School of Education, University of Cape Town

What counts as 'English' in Cape Town schools

'English' is not the 'same thing' everywhere but depends on circumstances as to 'where' and 'how' it is employed. I take the view that it is a social practice and differs in diverse contexts and in varying classroom contexts. Language and literacy practices in schools produce and 're-produce' certain 'things' that count. I ask what 'counts' as English and what 'practices' are employed in varying 'contexts' to validate what counts in a greater context, that is, 'what counts' and toward what student mobility? I argue that binary concepts such as a 'core' and 'periphery' are too dichotomous a way to view language and literacy practices as they occur in educational contexts that vary in complex ways. This paper examines data on Grade Six classes in two Government run Primary schools in Cape Town. One is a well-resourced monolingual, English classroom and the other a poorly-resourced multilingual, 'English as an Additional language' classroom. Contrastively, I show that these two sites differentiate greatly in terms of literacy events and practices, and I argue that 'classroom context' shapes what 'counts'. The ethnographically-based findings are presented in terms of how the 'context' bound nature of classroom interaction and practices, utilise, construct and normalise particular forms of language interaction in these settings. The 'story' of what 'counts' in current South Africa classrooms is that there is a more sophisticated tale of how school 'fails' or 'succeeds' to provide mobility in terms of language and literacy for 'core' or 'peripheral' students.

87. Ola ERSTAD, Kristin Beate VASBØ, Kenneth SILSETH,
Department of Educational Research, University of Oslo

Creating dialogic spaces - Norwegian multiethnic youth negotiating cultural identities in 'Space2cre8'

Cultural processes are now more than ever not limited to specific geographic locations (Appandurai, 1996). Young people, in particular, move across social and national boundaries and are living in "transnational connections" (Hannerz, 1996) through the use of 'social media'. In this paper we argue that when utilizing a particular social networking site, called Space2cre8, in an educational context, students are given new opportunities to discuss and negotiate their own cultural identity and create new voices (Bakhtin, 1981; 1984) in formal learning situations.

In sociocultural perspectives on meaning-making and learning, which we draw upon, identity and learning are closely connected (Lave & Wenger, 1991; Holland et al., 1998). Important questions are: to what extent and in what ways cultural backgrounds affect how youth are using social media for learning purposes in educational settings.

Space2cre8 is an ongoing transnational research project where youth in India, South Africa, Norway, and the United States interact and communicate through a social networking site. The data stems from an ethnographic study at the Norwegian site, where we have followed a multi-ethnic classroom of 12 to 13 year old students in Oslo during an academic year.

The findings suggest that Space2cre8, might facilitates a dialogic space (Wegerif, 2007) where students are given the opportunity to discuss and explore their cultural identities through interacting with other kids across geographical and cultural spaces.

88. John Wankah FONCHA, University of the Western Cape

Us' and 'Them': the social construction of 'the other' in Greenmarket Square, Cape Town

This paper is based on research done at Greenmarket Square in the heart of Cape Town, well-known as a hub for informal traders (mainly from other parts of Africa), local people and tourists from all over the world. This investigation focused on how power and social positions lead to the construction of stereotypes construed to particular groupings, i.e. how otherness is constructed. This research is based on the theoretical framework of Lynn and Lea (2003), and also Blommaert (2005) and Vigouroux (2005) spaces of multilingualism. The principal objective of this ethnographic study was to investigate/explore how 'the other' is constructed discursively amongst different ethnic groups of traders and also in their interactions with tourists. According to this study, the core component of intercultural miscommunication in this space is based on how 'the other' is constructed discursively. This construction appears to be heavily influenced by ethnocentrism and its extreme form, xenophobia, which leads to increasing sociolinguistic barriers between the different groups of actors in the space of Greenmarket Square.

89. Patrica WATSON, Belinda MENDELOWITZ, University of the Witwatersrand

Writing Ourselves OUT of the Closet: the Processes of Developing Gay and Lesbian Life Stories in Malawi for Africa

The call for freedom is one that marks the history of many countries in Africa, but whose freedom is the question. In contemporary times the criminalization of Lesbian, Gay, Bisexual, Transsexual, and Intersex (LGBTI) indigenous people poses a threat to their freedom to choose sexual orientations outside of normative heterosexual constructs. This paper explores the cross-border collaboration between the Gay and Lesbian Archives at Wits University in Johannesburg and the Centre for the Development of People, an NGO in Malawi. The collaboration involved the sharing of skills that enable ordinary gay and lesbian Malawian nationals to write and publish their own life stories. The processes of production draw down on oral history collection methods and life-writing pedagogy, both of which are embedded in an intensive weeklong workshop involving the collaborative exchange of multivoiced and multimodal literacy practices. The intention of the products - the publication of gay and lesbian life stories and a mobile photographic exhibition - enables Malawian activists to speak for themselves and disrupt oppressive state practices that are designed to silence and marginalize their identities. The process also gives the participants the know-how necessary to own the means of production with which to promote the advancement of minority and vulnerable groups in the context of human rights (and LGBTI rights in particular) both locally and across the continent.

90. Quentin WILLIAMS, Linguistics, University of Western Cape
Stand-up performance, multilingual citizenship and the ethnography of township food at Mzoli's Meat

The paper reports on the ethnography of a popular township restaurant, Mzoli's Meat, in Gugulethu (Cape Town). Mzoli's Meat is a famous *foodway* locally known for the 'raw' taste and consumption of *Tshisha Inyama* (in isiXhosa: hot/grilled/'braaied' meat). It is a place that offers unique encounters between mobile populations of multilingual language users in the transcultural flow of goods, services, music, languages, peoples and food. As such this study is situated in a sociolinguistics of globalization (Blommaert, 2010; Pennycook, 2010) and will illustrate through ethnographic data how multilingual communication is represented through the stand-up performance (entextualized and resemiotized) of a famous comedian. I argue the manner in which this comedian constructs multilingualism and moves artfully across languages and linguistic repertoires is a deliberate attempt to (re)represent multilingual patrons' agency and voice in inclusive and participatory terms, that is, as *multilingual citizenship* (Stroud, 2010). At the same time, it reflects how multilingual patrons' meaningfully and linguistically navigate the urban landscape of late-modern Cape Town.

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91. Monica HENDRICKS, Institute for the Study of English in Africa, Rhodes University

Language and sense of self of two young bilinguals

This paper discusses the evolving identity as bilinguals of two South African children, a boy and a girl aged about 12. They are Xhosa-speakers learning English as an additional language at a remote rural school in the Eastern Cape Province, South Africa. Because it is difficult, as an English-speaking urban-based researcher to elicit biographical data from young children in their second language, I used a blank graphic outline of a person (taken from Busch, Jardine and Tjoutuku 2006) for the children to represent their feeling about isiXhosa and English non-verbally. For further conversations and interviews in isiXhosa, their L1, and English, their L2, a perfectly bilingual learner in a higher grade will act as interlocutor. Using the cue word technique (Marian and Kaushanskaya 2004), we will interview the children in both English and Xhosa in order to build up biographical narratives of events and activities in their lives in both their languages. I will transcribe the English interview data (a research assistant will transcribe and translate the Xhosa interviews into English) and I will analyse the narratives using a systemic functional grammar framework to examine and compare how the children speak their lives in their two languages.

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92. Moragh PAXTON, Language Development Group, Centre for Higher Education Development, University of Cape Town

What are the constraints of western academic genres for postgraduate students from diverse cultures and backgrounds?

Theorists have noted that writers are constrained in establishing a writer's voice because their resources often do not match the functions they are to accomplish (Ivanic 1998, Maryns and Blommaert 2001, Wertsch 1991). Blommaert (2005), however, has placed notions of voice in a more global context by arguing that voice is the capacity to cause an uptake close enough to one's desired contextualisation and that in order for a writer's identity to be established, it has to be recognised by others. This paper draws on a study of the research writing journey of a Malawian midwife studying for a Masters in Maternal and Child Health Care at the University of Cape Town, in order to explore the gains and losses involved in studying at the postgraduate level at a university, where values and practices are foreign for many students. The student brings a wealth of diverse experiences and knowledge as head of the labour ward at a large Malawian hospital but finds the new genre of the scientific protocol she is required to write a very constraining structure and discourse so she has difficulty weaving her own voice into the thicket of information she has read. The paper will argue that Western academic genres play a gate keeping role for many writers who struggle to establish a writer identity that is recognised by others and when their voices are erased in this way, so too are the rich experiences and epistemologies they bring with them.

93. Olive Vakaloloma BALOILOI, Monash University

Grassroots literacy practices in Papua New Guinea's Milne Bay Province

Grassroots literacy skills limit the ability of people living in the remote villages of Papua New Guinea to fully understand the science and technology, let alone the legal procedures, associated with development projects in the areas of mining, eco-tourism, eco-forestry, smallholder agriculture and rural coastal fisheries. As a result, such projects have frequently become empty symbols of political patronage, and their benefits unsustainable, lasting only as long as they are able to function independent of the community involvement. Located within the context of development projects designed to 'improve' their lives and conditions, this paper discusses the everyday literacy practices of rural people in Salamo on Fergusson Island in Milne Bay Province, PNG.

The study investigated the everyday literacy practices of the rural people associated with the Rural Water Supply and Sanitation Programme (RWSSP) project funded by the Government of Papua New Guinea and the European Union. The ethnographic research project generated a case study of 40 people using observations, interviews, photographs and conversations conducted in the villages where the water source was to have been built, as well as at the station, which is the economic centre of the island. The study found that people use their functional grassroots literacy for social practices as they strive for economic gains amid poverty in rural communities (Baynham 1995; Prinsloo and Breier 1996; Street 1996; Street 2001; Blommaert 2008). These literacy practices are adequate for simple communication in English and Dobu languages but are less effective in the context of complex projects such as the RWSSP. The implications for literacy education in this area of PNG are considered.

94. Lucia THESEN, Language Development Group, Centre for Higher Education Development, University of Cape Town

Writing, risk and an 'Afropolitan' voice

The postgraduate experience is increasingly marked by crossings - between continents, national boundaries, languages, disciplines and professional contexts - which raise new challenges for writing and reading. The university where I work has borrowed Achille Mbembe's term 'Afropolitan' to carve a strategic niche for itself as an international university in Africa. This paper interrogates the term with reference to a collaborative research project on writing, risk and the making of new knowledge. We have observed that the deletions - what students (and their supervisors) do not, or cannot, commit to in writing - are as significant as what they do end up saying. We use the notion of risk to retrieve these lost meanings in writing, and to consider the implications for what could be meant by an 'Afropolitan' writing voice, where voice is understood in Blommaert's terms as the capacity for semiotic mobility.

This paper outlines the conceptual framework for the project, focusing specifically on the term 'risk' and how it has emerged as a central concept. I show how the term has been caught up in competing power-knowledge frameworks, to the extent that it is now strongly associated with a discourse of risk management, employed by the institutions which calibrate and regulate the uptake of voice. This discourse plays out in important ways when it comes to writing from, in and for southern Africa. I am interested in risk as an unstable productive link between writing and voice, as the tilting point between the production of writing, where matters of form are decided, and reception, where meanings are attributed to texts. This tilting point is a locus for discerning agency in writing.

95. Violet Bridget LUNGA and Daniel KASULE, University of Botswana

Coca Cola Open Happiness: Carnival or spectacle?

The dynamics of globalisation are remapping media spaces and transforming nation states into transnational cultures and identities and opening up increased opportunities for cultural, social and political exchanges between and among people on a global level regardless of geographic location and time zones. Globalised media has made possible cross-border movements of ideas, goods, capital and people and has also challenged and questioned notions of boundaries and ideas of territoriality. This transnational connectivity has created cultural artefacts which resist borders and boundaries of space and time. The high media profile of the 2010 FIFA games has translated the June 2010 football event into carnivalesque proportions. Media and cultural artefacts and paraphenelia marketing around the games has heightened and the fever has spilled over into neighbouring countries such as Botswana and Zimbabwe. This paper analyses one such advertisement for its dialogic composition. In particular, the paper examines how the *Coca Cola* billboard which appears in Gaborone, Botswana, synthesizes the carnival sign and the corporate sign simultaneously and the tensions which ensue. Historically, carnival is poised between subversion and compliance. Carnival has been studied as a site and subject of subversion and of commercial exchange and/or commodification. Based on critical discourse analysis of the advertisement, the paper theorizes the interplay of carnival, spectacle and cultural identity/ies.

96. Felix BANDA, Linguistics Department, University of the Western Cape

**Multilingualism and Semiotic Remediation as Discourse Practice in Popular
Zambian Music**

The paper draws on popular Zambian music to explore multilingualism and semiotic remediation/resemiotization (Iedema 2003, 2010; Prior and Hengst 2010) as resources and material means to urban culture, and for artistic/aesthetic expression, and for material consumption and commercialism.

The paper shows how musicians *linguistify* and *delinguistify* (Habermas 1987) social messages so that, for example, those about HIV/AIDS are re-voiced linguistically and re-framed non-linguistically and hence given new meaning and agency; while taboo topics are defamiliarised to become 'Kool' and ordinary, as they are semiotically remediated against blended local (traditional *Kalindula*), African music genres and dance moves with international hip hop, Latino and reggae references. This also serves to give the music a unique character and local identity whose appeal transcends trans-national borders. The messages (including social commentary) are re-framed linguistically (through creative use of the extended urban repertoire) and non-linguistic, as music, dance, gesture, action, sound and visual representations and designs.

Finally, it is argued that the privileged urban environment not only provides the musicians local and international materials to use in their music, but also the fertile grounds for re-media-tion including extended code repertoires (multilingual resources) and information technology which enable them to re-voice other's words, re-perform other's sounds (including guitar licks and rhythms) and dance moves in such a way that they modernise the traditional, traditionalise the modern; localise the international, internationalise the local, de-tabooing socio-cultural taboos, etc and generally re-purpose objects and messages for artistic expression and material consumption and commercialism.

97. Fiona Severiona FERRIS, Linguistics department, University of the Western Cape

Semiotic remediation and appraisal in toilet graffiti: Investigating the transformation of meaning

This paper uses multimodality (Kress, 2003; Kress & van Leeuwen, 2006) and the notion of semiotic remediation/resemiotisation (Iedema, 2003, 2010; Prior & Hengst, 2010) as an analytical framework to investigate the mobility of material meanings in toilet graffiti. Exploring the evaluative function of toilet graffiti, the paper shows how graffiti writers re-voice and re-present political messages, academic, sitcom, cultural and even agony-aunt discourses linguistically and non-linguistically to meet their own communicative and evaluative purposes. Ultimately the idea is to show how material meanings and messages including social taboos are transformed and remediated through *linguistification* and *delinguistification* in the 'privacy' of toilet contexts.

98. Tendani Mulanga THABELA, Linguistics Department, University of the Western Cape

Re-branding semiosis and mobility in selected television advertisements in South Africa

The paper demonstrates how advertisers re-voice and re-perform others' gestures and actions (Prior and Hengst, 2010). The focus is on the mobility of semiosis across boundaries and practices. Using multimodal discourse analysis (Kress and Van Leeuwen, 2006; O'Halloran, 2004) and semiotic remediation/resemiotization (Iedema, 2003, 2010; Prior and Hengst, 2010) as the theoretical/analytical framework, the idea is to explore how semiotic elements are remediated through intertextual references and multimodality and how semiotic remediation is employed in the process of re-creation and re-purposing of objects and messages in the selected television advertisements. Drawing on selected MTN and Vodacom television advertisements, the paper shows how cultural, historical and political discourses are reported, re-created and re-lived as ideas in the selected television advertisements in the process of re-branding. In this regard, resemiotization or semiotic remediation should be seen as social practice and an integral part of the marketing strategy in advertising in South Africa.

99. Thokozani KUNKEYANI Linguistics Department, University of the Western Cape

Linguistic and non-linguistic remediation of HIV/AIDS messages in the Eastern Region of Malawi

The paper explores how HIV/AIDS discourses are differently constituted (and evaluated) across different modes and practices. The focus is on how HIV/AIDS messages are linguistically and non-linguistically remediated across modalities such as traditional Nyau dance, song and masks, posters, television and radio. Interest is in the mobility of messages and semiosis across languages, modes and practices in the fight against HIV/AIDS in Malawi (Eastern Region in particular).

Using the semiotic remediation/Resemiotisation and multimodality (Prior and Hengst 2010; Iedema 2003, 2010; Kress and van Leeuwen 2006; Martin and Rose 2004) as theoretical/analytical framework, the paper shows the mobility of the messages as well as the social structuring of consumption or non-consumption of information by the communities relating to different practices and modalities, with implications for local and national organizational HIV/AIDS campaign structures.

100. Waseem MATTHEWS, Linguistics Department, University of the Western Cape

Localised meaning making in the public sphere: Investigating the construction of Cape Flats identity in resemiotised threads of the *Daily Voice*.

This paper looks to investigate how the Western Cape based tabloid, the *Daily Voice*, uses conventional newsroom techniques to capitalise on cultural schema in the presentation of local stories. The *Daily Voice* uses localised discourse on both the visual and verbal levels to construct threads of information to capture their target audience. These linguistic threads exemplify the newsworthiness of stories, events, ideologies and cultures that forge the core of the *Daily Voice's* content. Information and social identity constructions of the Cape Flats within the *Daily Voice* are resemiotised in various formats within the newspaper as well as extended to other platforms. These formats include front pages, editorials, hard and soft news stories, feature articles and the SMS forum known as *Rek Jou Bek*. The news story threads extend beyond the newspaper into headline posters that act as portals to advertising the lead stories of the day in the *Daily Voice*. These posters are placed in public spaces such as roadside lamp posts, house shop (tuck shop) and commercial shop windows, malls and public squares. These posters are located in the same spaces as posters from competing publications from the same media house as well as competing media houses. Therefore this study looks to trace several threads in and beyond the *Daily Voice* newspaper to show how information and social identity constructions are resemiotised to project a distinct Cape Flats flavour.

101. Leslie LIMAGE, UNESCO retired

Language, Literacy and Women's Identities: France and Integration of Diversity

France's singular political philosophy of equality of opportunity and national integration, dates back to the 1789 Revolution. It is reinforced by a resolutely secular approach for the public space and separating it from the private political, religious or family settings. *Laïcité* seems strongly supported by French of diverse regional or migratory origin. Language and literacy policies have always been grounded in mastery of the French language and culture. Recent global events, international treaties, and declarations have not radically shaken official and public commitment to these principles. France has ensured that secular approach with strong support from both longstanding and recent migrant origin populations. This is particularly visible internationally on issues relating to girls and women of Islamic origin concerning legislation on conspicuous religious or political signs or full body covering (burqa, hijab, headscarf)..

This paper looks at French policies concerning equality and the secular public space through several language and social discourse lenses: (a) young women of Islamic migrant origin in northeastern Parisian suburbs in school setting; (b) Islamic women's organizations; (c) North African origin women in government; and (d) French women academic and political leaders. The language used by young women in the suburbs blends local and youth cultural expression with the French learned in school. Women's organization's and leaders use a language and discourse more accessible to the wider French public. The paper analyzes this language and substance to contribute to a better understanding of just how far these women support, use or modify official French policies in their daily lives and activism.

102. Erika HOFFMANN-DILLOWAY, Anthropology, Oberlin College

Circulating the Signing Body: An emerging, transnational Deaf literacy through SignWriting

Though sign languages have traditionally been unwritten, small groups of Deaf and hearing signers from over 30 countries have begun to write their sign languages using a script called Sutton SignWriting (SSW). Originally derived from dance notation, SSW allows signers to iconically represent the moving body through a flexible system that can be easily adapted to accommodate different sign languages.

SignWriters from a range of countries regularly post and compare SSW texts on an email listserve. Applying a new script to these previously unwritten languages brings meta-linguistic awareness into sharp relief; SignWriters also use this forum to discuss the insights their writing has given them about their particular sign language, sign languages in general, and the social consequences of this new form of literacy.

This paper argues that the circulation and discussion of these texts both reflects and contributes to an emerging transnational Deafness, while at the same time relationally shaping and reinforcing the local identities of particular sign languages and signing communities. The simultaneous processes of transnational network formation and local differentiation are heightened by the unique ways in which SSW texts import the bodies of signers from far removed locations into the shared space of the internet. However, the process described in this paper are not limited to signing communities, but provide broader insight into the ways that the body (or its absence) are involved in the constitution of transnational text-based social networks.

103. Jennifer ROWSELL, Brock University, Canada

Design literacies: learning in the digital age

Built on an argument that to understand contemporary knowledge systems demands understanding the logic of new communicational texts, the research presented in this paper documents the voices of thirty producers of digital and new media across a range of positions and perspectives. Cope and Kalantzis (2000) unraveled some of the mystery of design when they said that "all meaning and Design is transformative in one sense: human agency constitutes meaning (designing) and remakes the world in the process (the redesigned)" (Cope & Kalantzis, 2000: 205). This paper will present three years of interview data with new media and digital technologies producers. Documenting practices, discourses, and a logic to marketplace production offered us (Sheridan & Rowsell, 2010) far more depth and understanding about new media and technologies that we consume on a daily basis. Production is not a human-denying process in that there are people and/or identities making decisions based on a logic. These people are so varied that there is no way to categorize them, yet a pattern develops in the types of groups who produce. Most producer interviews were conducted in-person by one of the researchers, while some were conducted through teleconferencing. Within these idiosyncratic stories, producers share striking patterns that reflect an expanded understanding of the practices and places of literacy learning, most notably the call to produce.

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104. Rakesh BHATT, University of Illinois, Urbana-Champaign

Script choice, language loss, and the politics of anamnesis: Kashmiri in Diaspora

In the relatively stable multilingual context of India where language maintenance is the norm, Kashmiris in Diaspora are actively engaged in erasing all indexicalities associated with Kashmiri linguistic practices, leading to rapid language shift/loss. The analysis of empirical data leads to a surprising result: The loss of inter-generational transmission of Kashmiri is to a large extent related to multiple ideologies about its script—often contested, contentious, and communally organized. In this presentation, I will argue that these multiple ideologies of script operate at different sociolinguistic levels leading cumulatively to linguistic subordination, and eventual loss, of Kashmiri language:

- **Historical:** Four scripts have been historically used to write Kashmiri, viz., Sharada, Roman, Devanagari and Perso-Arabic. However, the historical absence of a unique one language-one script relationship is recalled in contemporary discourses as evidence of its "dialect" status; hence, unworthy of any formal linguistic, literary, or cultural activity.
- **Communal:** The Hindu Kashmiris have traditionally used Devanagari to write Kashmiri whereas Muslim Kashmiris have traditionally used Perso-Arabic to write it. As such, each community, especially the language experts, summons the literary traditions of the past to rationalize and legitimize their current writing practices and script choices. The sociolinguistic consequence of these conflicting and often contentious discourses is a generation of Kashmiris in Diaspora that neither read and write Kashmiri nor do they have any desire to speak or understand it—this generation displays all symptoms of ethno-linguistic malaise.
- **Political:** There have been two surprising language-policy decisions that have introduced negative (e)valuation of Kashmiri language: Kashmiri is not the "official" language of the state of Jammu and Kashmir—Urdu is!—but there is an "official" script to write it: Perso-Arabic. These decisions do not comport well with Kashmiris in Diaspora, largely Hindu Kashmiris aligned with Devanagari script, who not only have to reconcile with a language they speak but has no official status or functional power and a script they don't command but has official status.
- **Linguistic:** The two competing scripts—Devanagari and Perso-Arabic—to write Kashmiri are inadequate to represent the entire inventory of the sounds and the range of phonotactic patterns of the language. Additionally, with the emergence of modern technologies of communication—email, texting, tweeting, etc.—the traditional scripts have become more irrelevant to modern generations of Diaspora Kashmiris—the preference is now for the roman script, a plausible option but fiercely contested by competing groups with vested interests.

105. Marie Eugenia De Luna VILLALÓN, Department of Modern Languages and Literatures, The University of Western Ontario

Homeliteracy Practices: A case study of Mexican transnational families living in Western Canada

The number of Hispanic immigrants in Canada has been growing in the last decades and in consequence the necessity to get to know more about their adaptation and development processes with the objective of contributing with resources that may support them in their integration and development process.

Based by the idea that *literacy practices* are the cultural forms of using written language (Barton, Hamilton, and Ivanič, 2000), and that this practices help us to better understand how social, psychological and historical aspects are involved with social structures through the written and reading language (Barton, 1994; Cairney, 2002), this study examines homeliteracy practices of four Mexican transnational families living in the West of Canada. The main objective of this work is to learn which are the homeliteracy practices of the participants. Data was collected at the families' homes, through ethnographic research methods as interviews, observations, fields notes and photographs.

Some findigs were that homeliteracy practices were used by parents and children, to keep in touch with their home country, their social networks, and their culture; furthermore, they are a way to preserve and share their cultural practices and their cultural heritage; finally the results show that homeliteracy practcies are fundamental in the integration and adaptation process to Canada. Some implications for the participant families include conscious raising of the value of their homeliteracy practices as part of their funds of knowledge (Moll & Greenberg, 1990), cultural capital (Bordiey, 1977), social capital (Coleman, 1990), and linguistic funds of knowledge (Smith, 2001), to maintain their cultural identity, as well as a key factor in the learning and development of another literacy system (i.e. in English). Implications for teachers, school division.

106. Monique BOURNOT-TRITES, Department of Language and Literacy Education, University of British Columbia

Culture, language and professional identity development through teachers' international exchange

This paper reports on the experiences of a group of new foreign language Canadian teachers who participated in an international exchange program and taught in France or in Spain in the host country language, which was their second language. This qualitative investigation explores the teachers' language competence and professional identity development while abroad for four months. Data were gathered by means of interviews, questionnaires and self-reflective journals. Results show that teachers gained a more positive understanding and appreciation of the host country, consequently increasing their intercultural sensitivity. Their first hand knowledge of the culture of the other country gave them reassurance about teaching culture in their classroom when they returned. The findings suggest also that their language competence increased significantly and that they felt more confident as foreign language teachers upon their return. In particular, teachers felt more legitimate as foreign language teachers compared to teachers who teach their native language, as they did not use the native speaker norm anymore to talk about their second language proficiency. Therefore, the current study makes a unique contribution to research in foreign language teacher development and intercultural understanding within the modern context of globalisation.

107. Maria Lucia CASTANHEIRA, Centro de Alfabetização, Leitura e Escrita, Faculdade de Educação, Federal University of Minas Gerais

Culture, language and professional identity development through teachers' international exchange

This paper reports on the experiences of a group of new foreign language Canadian teachers who participated in an international exchange program and taught in France or in Spain in the host country language, which was their second language. This qualitative investigation explores the teachers' language competence and professional identity development while abroad for four months. Data were gathered by means of interviews, questionnaires and self-reflective journals. Results show that teachers gained a more positive understanding and appreciation of the host country, consequently increasing their intercultural sensitivity. Their first hand knowledge of the culture of the other country gave them reassurance about teaching culture in their classroom when they returned. The findings suggest also that their language competence increased significantly and that they felt more confident as foreign language teachers upon their return. In particular, teachers felt more legitimate as foreign language teachers compared to teachers who teach their native language, as they did not use the native speaker norm anymore to talk about their second language proficiency. Therefore, the current study makes a unique contribution to research in foreign language teacher development and intercultural understanding within the modern context of globalisation.

108. Sandra LAND, Centre for Adult Education, UKZN

Shifting ground or quicksand? Reading across languages in KwaZulu-Natal

This paper is based on a current study of people who read Zulu text in KwaZulu-Natal. It explores information gathered in relation to the shifting linguistic relationships that characterise people's current lived experience, particularly in relation to the following findings:

- People studying and working in the tertiary education sector state that they read better in English than in Zulu, but recordings of their reading do not support their perceptions.
- Research participants express a strong belief in promoting isiZulu as language of learning, but do all they can to send their children to English medium schools.
- There is less political reading now than during apartheid. But Zulu newspapers survive, and the more sensational ones are flourishing.

In the historically recurring pattern of languages after conquest, the use of the Zulu language is strongest in the most economically and politically marginalised groups of its native speakers, and divides are opening up within families between urbanised and rural family members.

109. Zannie BOCK, University of the Western Cape

Multimodal meaning making by two children: drawings, writings, imaginings

This paper explores the different ways in which two children utilize a range of semiotic resources to make meaning. One of the children prefers drawing and writing; the other free and imaginative play using discarded objects as props. The paper traces the development of the first child's drawings and writings between the ages of 2 years, 10 months and 7 years of age and explores the early 'wholeness' of these two modes as well as the importance of aesthetic considerations in their development. The paper then considers the elaborate 'game' which the second child has created and reflects on this as a semiotic act. This paper is informed by both a cognitive and socio-cultural perspective, in particular by the work of the developmental psychologist, Maureen Cox (1993, 2005), and the educational linguist, Gunther Kress (1997, 2000). The multimodal style of presentation of the paper attempts to reflect the integrated and holistic nature of these multimodal forms of expression.

110. Crispin HEMSON, International Centre of Nonviolence, Durban University of Technology

Moving into resistance: young African migrants in a Durban school

In a primary school in Durban, South Africa, young migrants from war-torn countries in central Africa come to speak English, a language that both connects them to their new country and distances them from some of the youngsters they are amongst. They achieve academically well, despite social dislocation, including in some cases trauma related to why and how they left, xenophobia, poverty, lack of communication between parents and the school, and the challenges of learning new languages. The study foregrounds the experience of xenophobia in addressing the questions of how the migrants speak of their experience and how they respond within the school. It takes the form of a case study including ethnographic accounts of young migrants in Grades 6 and 7, reports from school managers and teachers, and analysis of data on school achievement. The thesis is that the migrants develop an identity and ways of speaking of themselves that enable them to access resources available to them as effectively as possible. Instead of accepting a marginalised status, they build an identity in which their resourcefulness in languages is also the expression of resistance against xenophobia.

111. Mukhlis Abu BAKAR, National Institute of Education,
Singapore

**The preschool home literacy environment provided by non-local mothers:
two case studies**

This paper follows the literacy practices of two mothers, residing in Singapore as non-local residents. It provides a glimpse into the lives of these women and how they support and develop the literacy potential of their youngest child, in a foreign country, where English as the primary language of instruction, is a challenge to these mothers as limited English speakers. Information on personal English literacy experiences, maternal evaluations of their children's English levels, attitudes towards literacy, and sources of support were gathered through interviews and observations on field visits. Mother-child interactions in book-reading activities were also recorded to assess how these mothers negotiate around their limited capacities in the English language in order to impart reading skills. The mothers in this study were educated mainly in Bawean and Malay respectively and have increased their fluency and use of English with their stay in Singapore, although in varying degrees. They value literacy as an essential tool in developing their children's academic abilities and take on most of the responsibility of seeing this task through. They view their children as reluctant but relatively capable readers who need to be pushed to engage in reading. Sources of support such as private tutors, their husbands and their older children are roped in to compensate for their limitations. During book-reading activities, mothers engage in the phonetic decoding of words akin to that of their native language and extend on the meaning of English words using synonyms in their native language as well. They make connections between text and illustrations and also practise "distancing talk" in a mixture of English and their native tongues. The implications of these findings for the development of oral language and early reading-related skills in multilingual settings are discussed.

112. Rahmat OMAR, University of the Western Cape

Language talks: call centres in South Africa

Language has played a central role in broader processes of social change. This paper examines how language policies and practices operate as strategic and management tools in South African call centres and how they intersect with processes of globalization. It explores how language is implicated in strategies adopted by policy makers and other social actors in engaging current processes of globalization. Language skills matter to investors in deciding where to locate multi-national call centres. They matter to employers for evaluating individuals as potential and current employees. For school-leavers multilingualism particularly in "global" languages improves their employability. Language has also become a tool for regulating communication patterns and standardizing language varieties in call centres.

These developments generate significant dilemmas for language trainers. Do they present opportunities for individuals to acquire the linguistic capital needed in an increasingly cosmopolitan world? Or do they implicate language trainers in new forms of imperialism? The paper suggests that the processes of language commodification and valorization or devalorization of certain languages highlights the need for critical language pedagogy.

113. Mastin PRINSLOO, University of Cape Town

Language policy contra practice in multilingual schools: A social approach

This paper examines the divergences between what educational policy calls for in South African schools with regard to language and learning and what takes place in schools. It argues that South African constitutional and education policy statements employ an idea of languages as bounded entities and systems and combine this understanding of languages with discourses on language rights and of language endangerment. An alternative view is developed that studies language as practice rather than system. From this perspective the idea of 'a language' is a misleading shorthand for a diverse range of language varieties, genres, registers and practices. Such resources are not equally distributed amongst users of these resources and they carry different social weightings or valuations. The paper argues that the language assumptions in language policy 'erase' linguistic complexities and assume a linguistic homogeneity and stability which is inappropriate. A view of language is developed where language operates as a 'non-neutral medium' in stratified social contexts of all kinds. These inequalities operate just as much within designated 'languages', in terms of the varieties and their uses within that language, as across them. The observed differences between policy prescription and language practice provide support for this alternative perspective on language.

114. Nicola PALLITT, University of Cape Town

'Grand Theft South Africa': Approaching game literacy for primary school children

This paper reports a pilot study of gaming among Grade 6-7 boys (N=103) at a middle class primary school in Cape Town. The study contributes to a digital literacies project documenting children's practices in relation to differential access to ICTs, media literacy and involvement in consumer culture. The pilot study documents primary school boys as game players and consumers, and suggests approaches to developing games literacy within the South African Arts and Culture curriculum.

Games literacy was approached in terms of understanding what research and pedagogic techniques would help boys of this age group to talk analytically about games and gameplay in a classroom context. For boys in this school, computers and PlayStation consoles are the medium of choice for play within a primarily male peer group, which also extends online. Digital gaming takes place across a plethora of devices and networks. The meanings of the boys' play are approached through an analysis of their visual and verbal representations of their favourite games, notably FIFA10 and the Grand Theft Auto (GTA) series. The boys' drawings demonstrate how globally distributed games are interpreted locally and redesigned. Although games are part of these children's cultural capital, they are only part of their media ecologies (Ito, 2010). The boys' drawings exemplify the creative dimension of media consumption, as their knowledge and experience with different media are made salient in these texts. While these may reflect middle class interests and pleasures, they also present local and social meanings of games for boys of this age group.

115. Andrea PARMEGIANI , Bronx Community College

"My language is not your language": Overcoming dichotomies in language ownership

The notion that language and literacy are social practices that determine power relations and shape subjectivity has become widely accepted in critical language and literacy studies. Within any socio-linguistic community, certain ways of using language are considered "proper," "educated," "standard" or "legitimate," while others are not. According to Bourdieu, "legitimacy" is determined not so much by intrinsically superior linguistic features, but by power relations: the language of the elite is imposed as the norm and functions as a gate-keeper.

Language rights activists have denounced the consequences of language inequality, both locally and globally, by looking at how dominant language, dialects, and literacies (such as English, standard English, and academic literacy) hamper upward socio-economic mobility. The rhetorical pillar of this argument is that native speakers of marginalized languages are disadvantaged since they have to compete for symbolic and material resources in languages that are not "their own." I argue that while it is important to push for language equality, it is also important to avoid setting up dichotomies based on birthright when thinking about language ownership among multilingual speakers. I will discuss epistemological, political, and pedagogical limitations of assuming that speakers are legitimate owners only of their mother tongue, as they cross social, linguistic, cultural, ethnic, and geographic borders. Drawing on an empirical study that I carried out among multilingual students at a South African university, I will suggest a more fluid and nuanced understanding of language ownership that can help create a more effective critical discourse about language and literacy.