GLOBALISING SOCIOLINGUISTICS 3:

Language and inequality

Tallinn University, 22-24 August 2024

BOOK OF ABSTRACTS

Session A1 – Language, Gender and Sexuality I

Chair: **Kapitolina Fedorova**

Homosexuality in spontaneous speech of French adolescents: an insight into the heteronormative order

Kosuke Hinai (Université Grenoble Alpes, France)

Samuel Vernet (Aix-Marseille Université, France)

Language practices are resources for signifying connivance, singularity, and identity - especially for teenagers, who at this age are going through an intense period of change and self-construction (Moïse, 2011), where the issue of sexual orienta8on plays an important role. We wanted to know how and using what terms the topic of homosexuality appears in the spontaneous discourse of adolescents.

A fieldwork to study the language prac8ces of youths was carried out in a middle school in Grenoble area, France in 2022. During this inquiry, a series of focus groups were set up, in which teenagers were invited to speak freely in the absence of the researcher. The focus group lends an informal atmosphere to the discussions. Discussion topics include classmates, teachers, or games like "truth or dare". In this context, a significant number of utterances related to homosexuality emerge spontaneously – having different pragmatic values: insults, mockeries and humilia8on, or ritualized verbal jous8ng (Bertucci, Boyer, 2013). In this presenta8on, we analyze all the occurrences and propose a classifica8on; then, we discuss the idea that references to homosexuality among adolescents are the materialization of the heteronormative order rather than an expression of ordinary homophobia (Pascoe, 2011).

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Negative evaluation as working women's means to establish their own identities in narrative interviews

Kyoko Satoh (Yokohama City University, Japan)

This study examines how people construct their identities through negative evaluations of others in interview situations. The data set encompasses 22 in-depth semi-structured interviews with female Japanese managers working in Japanese companies. Reaching a managerial position is quite challenging for women in Japan, which ranks 125th out of 146

countries on the Gender Gap Index 2023. They face various unequal and unreasonable treatments in their working environments. When they narrate their work trajectories in interview situations, they sometimes express negative evaluations toward colleagues and organizations. Negative evaluation is an act that demands complex face work, since it embraces the potential to damage the speaker's dignity or reveal incapabilities; however, simultaneously, it is a way of asserting one's own legitimacy. Investigating these negative evaluations from the perspective of narratives as discursive practices, this study demonstrates how working women cleverly avoid being victims of social and organizational systems by employing intersubjectivity tactics; furthermore, their choices of such tactics are affected by gender and social normativity and the identities they want to present. Clarifying how working women, who are underrepresented and unequally treated, evaluate others contributes toward combating and eliminating their unequal treatment in male dominated environments. (194 words)

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More equality via translation? Is your boss in your own language still a foreman or is your boss a supervisor?

Pertti Hietaranta (The University of Helsinki, Finland)

That languages change over time is a truism, but the ways in which the various aspects of these changes manifest themselves are less self-evident.

This paper looks at the current situation of equality or inequality between men and women in a large Finnish-language corpus of just under 600 million words compiled from the Finnish news agency STT news items from 1992 through 2018 (https://korp.csc.fi/korp/#?cqp=%5B%5D&corpus=) to see if androcentricity, i.e. the 'perception of people as male and male as people' (Engelberg 2002: 128) is still as strong as it used to be or if translations from other languages have perhaps made Finnish speakers change their linguistic behaviour in this regard in some ways or in some degree.

Tentatively, on the basis of an examination of a dozen or so highly frequent terms referring to people in various positions and professions, language indeed seems to change slowly – very slowly. Old designations die hard.

The paper argues that this is explainable especially by reference to two psychological properties of human beings: first, a change is always a potential threat, which tends to steer our language, and secondly, as argued by e.g. Baars and Gage (2010: 431), human cognition is not an isolated function but is tightly connected with emotions, which equally affect people's language use.

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Julka – an eponym creating inequality in discourse during the 2020–2021 women's strike protests in Poland

Jan Patrick Zeller (Carl von Ossietzky University Oldenburg, Germany)

The talk covers the history of the word *Julka* in the context of the 2020–2021 women's strike protests in Poland. *Julka* is the diminutive of *Julia*, the most popular female first name for newborn children in Poland in the 2000s. In a combination of well-known mysogenic strategies *Julka* was and is used to label young, female people with a left-wing alternative worldview, and in the course of the protests to defame female protesters as ignorant, duplicitous and quixotic (Kozłowska 2020). The discursive functioning of *Julka* is thus not just a matter of lexically reflecting inequalities in society, but of creating inequality in discourse, in the sense that via a lexical designation some people are denied the legitimacy to represent a well-founded view (cf. Bucholtz & Hall 2005: 603-605). The word's history is tracked on the basis of Twitter data (250 000 tweets) from 2020-2021 using sentiment analysis and topic modeling.

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Session A2 – Languages/Dialects: Attitudes and Ideologies

M-135

Chair: **Reem Bassiouney**

Change of "language roof": inequality of idioms and trajectories of changes (Russian-Belarusian border dialects)

Anastasiia Ryko (The University of Tartu, Estonia)

The Russian-Belarusian border dialects, originally within the territory of Belarus and, for the past 100 years, within the territory of Russia, have experienced a change of the "language roof". Previously considered Belarusian dialects, they have been classified as Russian dialects since the middle of the 20th century. In the context of linguistic inequality between the dialect and the standard language, we observe a gradual transformation of the dialect under the influence of the prestigious standard idiom. These changes are not equal across different linguistic levels and in the idiolects of various speakers.

The study delves into the idiolects of dialect speakers from different generations, examining the gradual replacement of Belarusian elements by Russian ones. It establishes varying degrees of Russification at the levels of morphology and lexicon. The analysis includes both elements of inflective morphology and lexicalized morphological elements. The study speculates on factors that may have influenced the greater or lesser degree of Russification in a particular idiolect, such as gender, the social status of the dialect speakers, and their life circumstances. The research is based on field material recorded in 2018–2019 years, employing the corpus method for description.

Languages, cultures, and self-identification on the Polish-Belarusian borderland: a case study of the micro area in the historic Grodno region

Katarzyna Konczewska (Institute of Polish Language, Polish Academy of Sciences, Poland)

The subject of my speech will be the linguistic landscape multi-ethnic, multicultural, multilingual sub-area of the Polish-Belarusian borderland. I will present the analysis based on my field research conducted systematically since 2015 and sporadically since 2021, after the onset of the migration crisis. I will present the extralinguistic factors influencing the choice of language in a multilingual situation, including social gradation, describe the "high" and "low" languages, the areas of use of various language codes and their switching. The Polish-Belarusian border area is an interesting area not only in connection with the modern political picture. This is also the lateral area of the Baltic-Slavic contact zone.

The contemporary sociolinguistic situation of this sub-area can be defined as exoglossic, unbalanced, four-component. The choice of language in the situation of bilingualism and the form it takes in the situation of diglossia depend on the sphere in which the language functions and the environment. The findings of my research point to a pronounced correlation between the contemporary sociolinguistic situation and the historical processes of land

settlement in the given sub-area, as well as the specifics of its social structure. I suggest first of all taking into account sociolinguistic variables. I will pay attention to the locality as a factor of social and cognitive significance; highlight the language codes common in this sub-area; focus on language manifestations of social stratification; distinguish the main indicators and markers; and identify language sub-standards.

Role of language ideologies in language shift: the case of Võro and Seto languages

Liina Lindström (The University of Tartu, Estonia)

Maarja-Liisa Pilvik (The University of Tartu, Estonia)

Helen Plado (The University of Tartu, Estonia)

Triin Todesk (The University of Tartu, Estonia)

Historically, two Finnic languages were spoken in Estonia - North Estonian and South Estonian. Both languages have had a written tradition since the 17th century. During the period of Estonian national awakening in the 19th century, the role of North Estonian in the society was strengthened, and South Estonian lost ground as a written language by the end of the 19th century (Laanekask 2004). The North Estonian standard was quickly developed after Estonia became independent in 1918. Due to the standard language ideology and the 'one nation - one language' ideology, South Estonian languages were derogated and excluded from public use, but were still spoken at home; this process deepened during the Soviet period. Since the 1960s, Võro and Seto families began to switch to North (Standard) Estonian when speaking to their children. Now, Võro and Seto have new written standards, they are to some extent taught in schools, used in the media, but intergenerational transmission is largely lost.

In this presentation, we discuss language shift and reasons behind it, based on our web-based questionnaire (December 2022) and fieldwork interviews (2022, 2023). We focus on attitudes towards Võro and Seto languages and discuss the role of language ideologies in language shift.

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Session A3 – Language, Positioning and Identity Construction

Chair: **Anna Verschik**

Diasporization as a rhizomatic sociolinguistic experience

Gergely Szabó (ELTE Eötvös Loránd University, Hungary)

Diasporas are often seen as predefined and bounded entities of émigré communities sharing the characteristics of 'dispersion', 'boundary-maintenance', and 'homeland orientation' (Brubaker 2005). However, this view avoids the inherent hybridity of diasporas (already offered by Hall 1990), especially in terms of hybrid linguistic practices. In this paper, I propose a rhizomatic approach to diasporic experience and to diasporic social and linguistic practices. Rhizome is a metaphor for explaining social phenomena as "a more multiple, lateral, and circular system of ramification, rather than a dichotomous one" (Deleuze & Guattari 1987: 5; see also Heltai 2021). To support this argument, my paper draws on the data of an ethnographically informed critical sociolinguistic study of diasporization conducted between 2018 and 2022 among Hungarians in Catalonia (Szabó 2023). I analyzed how Hungarian diasporic subjects make sense of their life-worlds and sociolinguistic milieu in interactions in connection with their experiences in the 'homeland' and the 'host-land'. This analysis points to the fact that named languages (such as Hungarian, Catalan, or Spanish) play key roles in the diasporic subjects' understanding, but they also acknowledge language choices that transgress the boundaries of named languages as legitimate forms of expressing hybrid diasporic identities.

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The changing role of Russian as a global language

Ekaterina Protassova (University of Helsinki, Finland)

Maria Yelenevskaya (Technion – Israel Institute of Technology, Haifa, Israel)

The changing status and influence of the Russian language on the global stage concerns its role as an international language and a lingua franca (Mustajoki et al. 2010, 2021, Ryazanova-Clarke 2014, Solovova, Vakser 2023). This transformation is driven by various factors, including geopolitical shifts, cultural exchanges, economic developments, and advancements in technology (Ryazanova-Clarke 2014, Byford et al. 2019). The dynamics of the roles played by Russian in the world are connected, among other things, to its role in the Global South, the war in Ukraine, and the growing Russian-speaking diaspora. Our research questions concern attitudes of the Russian-speakers to their own and other languages, as well as attitudes to the Russian speakers and the language itself under the impact of political events. The research method comprises thematic, discourse, and narrative analyses. The material is drawn from Facebook discussions, interviews, meetings with focus groups, and media publications. The results show that despite the war in Ukraine and an increased demand for Ukrainian, the popularity of Russian culture contributes to the language's global appeal outside the nation. Recent mass emigration and growing diasporic communities further the pluricentric trends in the development of Russian. Online platforms, educational resources, and social media enhance the accessibility and use of the Russian language.

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"Our mother tongue is what's in the documents": creating and furthering linguistic inequalities through the Russian Indigenous Peoples Registry

Andrian Vlakhov (Russia)

Back in 2020, the Russian authorities introduced a new legal tool, the Indigenous Peoples Registry, to keep track of all indigenous groups within the country population and "manage the ethnocultural diversity" nationwide. After the trial run, the Registry is currently being rolled out in the Arctic and Siberia, to be extended to the entirety of Russia soon. The most notable change the Registry brings is the re-essentialization of ethnicity: for the first time since the fall of the Soviet Union, one's ethnic identity becomes recorded in official documents, at the same time making indigenous individuals responsible for "proving" their indigeneity.

Based on fieldwork conducted in several regions of the Russian Arctic, I claim that this process brings far-reached implications for language policy: access to education and language use becomes based on the Registry and dubious census data; that, in turn, leads to further economic and political inequality. What is even more important and troubling, most speakers

of indigenous languages tend to internalize the essentialized ethnicity, creating and supporting strict ethnic boundaries and thus furthering language shift. Thus, linguistic diversity and equal access to language right becomes dependent on repressive state ethnic strategies and subject to manipulation and abuse.

The sacred and the secular: two contended belonging

Ibrahim Alkhateeb (University of Hail, Saudi Arabia)

The present study explores contested belonging to space by an African American Islamic convert who lived in Egypt. The convert enacts a sense of belonging that reveals the contentious nature between sacred and secular spaces, with the sacred being unhoused in a secular-dominated space. The study aims to address the following research questions: How is social space performatively enacted in the narrator's sense of belonging? What does this reveal about the contention between sacred and secular belonging to space in his narrative? Taking a performative perspective to narrative, the study explores identity in a Butlerian sense- understanding it as performatively enacted by repeating, conforming to, and sometimes subverting congealed senses of self in discourse (Butler, 1990). The multidisciplinary narrative research analytic method proposed by Alkhateeb (2022) is employed. Aligned with Baynham (2015) and Blommaert and Dong (2010), the study argues against reducing space into a backdrop and asserts that space, like identity, is socially enacted.

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Session B1 – Language, Gender and Sexuality II

Chair: **Ilenia Del Popolo Marchitto**

Misguided perspectives on the "neutral" meaning of the masculine generic in Spanish

M. Rafael Salaberry (Rice University, Houston, USA)

The publication of administrative guides promoting the use of non-sexist options in Spanish (e.g., Guerrero Salazar, 2012; Medina Guerra, 2010) continue to be rejected by the highest arbiter of language use: the RAE (Spanish Royal Academy). Many (e.g., Bosque Muñoz, 2012; Fábregas, Chéliz, Molina & Martí, 2012), have stated that Spanish does not have masculine grammatical gender, but rather a neutral gender. In contrast, others have described flaws in the arguments advanced by supporters of the RAE (e.g., Cabello Pino, 2019; Lomotey, 2018; Moreno Cabrera, 2012).

I argue that the misguided position in favor of the masculine grammatical gender in Spanish as the neutral form is based on a theoretical framework that dismisses societal choices about language use in favor of a top-down technocratic view of prescriptive language use (e.g., García Meseguer, 1994). Furthermore, whereas some of the syntactic arguments in favor of the "neutral" masculine grammatical form can be rejected on psycholinguistic grounds (e.g., Gabriel, Gygax, & Kuhn, 2018; Sczesny, Moser & Wood, 2015), I argue that the main challenge is to vindicate the relevance of administrative guides as the proper conduit to express the views of language users as the "experts" on the social use of language.

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Rap Music and Misogyny: Exploring Linguistic Representations of Women in English, Polish, and Italian Hip-Hop

Monika Konert-Panek (University of Warsaw, Poland)

Kamila Miłkowska-Samul (University of Warsaw, Poland)

Hip-hop has long ceased to be merely a niche genre, representing solely the voice of the marginalized Black community in the USA, and evolved into a global cultural phenomenon. Its rising popularity is reflected in both global and local surveys, in which it tends to be top-ranked, occupying the third position in the IFPI 2022 report or even the second one – exceeded only by pop – among young Polish listeners in the NCK/Kantar 2020 report. Similarly, in Italian Spotify Wrapped 2023 classification the first seven positions belong to rappers.

Against this backdrop, it seems important to explore the lyrical dimension of rap with regard to sociolinguistic messages it conveys, in particular in the light of the associations with sexism, misogyny and objectification of women, the themes shown to be one of its distinctive traits (e.g. Betti et al. 2023, Weitzer & Kubrin 2009).

The main aim of this presentation is to investigate the portrayal of women by male and female hip-hop artists across three linguistic contexts: English, Polish, and Italian. We attempt to determine whether the (presumed) sexist and misogynistic gender representations are a result of diverse cultures, values, and norms or if they are rather characteristic of this particular genre. Moreover, the paper explores the potential relation between the artist's gender and the content of the lyrics in this regard.

The study employs a corpus-based content analysis approach to systematically examine the overall portrayal of femininity and specific linguistic features, including emotionally-charged lexis and explicit language. The analysis is conducted on a corpus of selected texts made

through purposeful sampling, considering the popularity of the artists and the year of release, focusing on the songs from the 2020s.

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Apologists for the odiousness: conveyed implicatures about non-binary identities in DWDS-Corpus

Oksana Khrystenko (The University of Heidelberg, Germany)

This conference paper explores the representation of non-binary identities in DWDS reference and core corpora. It focuses on inferences in the meaning and implicatures that represent the view on not heteronormative people and refer to prevailing gender norms in

analysed corpora. The paper combines the discourse-analytic approach (Baxter 2018) with qualitative and quantitative corpus analysis (Baker 2018) and deals with a complex of implicit knowledge in two time periods (1990-2000; 2001-2018) connected with functionalization and identification of non-binary identities (cf. Baker/Ellece 2011: 15) through strongest collocates of "schwul", "nicht-binär", "non-binär" etc.

As the database for the corpus analysis was chosen Digital Dictionary of the German Language (DWDS), which includes 65 480 480 706 million tokens and 182 099 844 documents. The corpus is particularly suitable for the analysis of the analysed phenomenon for several reasons:

Firstly, the data's thematic focus is on sources that are intended to appeal to a wide audience and represent common prejudices about non-binary identities. Secondly, although the sources in the corpus can be described as non-homogeneous, it can be assumed that the conveyed implicatures and entailments are quite homogeneous in their nature.

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Language choices in opinion pieces on same-sex marriage rights in Greece: a sociolinguistic analysis

Zoi Tatsioka (CITY College, University of York Europe Campus, Greece)

In light of the recent bill that legalised same-sex marriage in Greece and granted adoption rights to the members of the LGBTQ+ community (Reuters, 2024), many Greek citizens have publicly stated their opinions on this landmark change. This paper investigates ten opinion pieces published in Greek online newspapers on the said topic through the linguistic framework of Appraisal Theory (Martin, 1997; 2004; Martin and White, 2005). More specifically, the paper explores how writers have expressed their points of view through the perspectives of attitude, engagement, and graduation, as well as how particular language choices foster inclusion, while others perpetuate inequalities. Preliminary results show that the writers mostly use instances of judgment, affect and appreciation to render their opinions rather than graduation and engagement. Moreover, examples of lexical choices that reflect discriminatory or inclusive attitudes are prevalent.

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Session B2 – Language Attitudes and Social Inequality

Chair: **Ekaterina Protassova**

Native Speakers' Attitudes Towards Foreign-Accented Estonian Speech

Avneet Sharma (The University of Tartu, Estonia)

With increasing globalization and multiculturalism, the ability to communicate in a foreign language (L2) has become an essential skill. However, learners may still face challenges related to pronunciation and they may or may not exhibit accents that reflect their native language. While a foreign accent can significantly influence how native speakers perceive an L2 speaker, the occurrence of native-like pronunciation can be associated with status, solidarity and prestige. Our attitudes are intricately influenced by variables such as familiarity with accent, social context, and personal experiences. Through this research our goal is to answer the following questions: How does an Estonian native speaker react to different foreign accents? Do they express openness and acceptance towards some foreign accents, while others manifest biases and stereotypes? Employing a mixed-methods approach, this study combines qualitative interviews with L2 Estonian speakers and quantitative surveys with native speakers to provide an understanding of these attitudes in society. There is existing research on major languages such as English but no such research has been conducted on L2 Estonian speech so far. This research will shed light on an essential aspect of sociolinguistics that is relevant to the broader discussions of language attitudes, communication, and social inclusion.

The "nasty" sounds in the Eastern-Slavonic context

Irina Liskovets (independent researcher, Israel)

The topic of my presentation is connected with social aspects of usage of phonetic features that being peculiar for Belarusian and Ukrainian dialects of the Russian language constitute the ground for social stratification and form the basis for stereotyping and derogatory attitude. I am going to concentrate on two phonemes - fricative [g] and hard [ʧ] –absent in the standard Russian but present in Ukrainian and Belarusian. The material under analysis comes from my own field observations, mass media and works of my colleague researchers. I will make an attempt to analyse the system of attitudes, changes in it during the last decades and the factors which caused these changes.

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Lexical Choices and Their Impact on Attitudes: A Study of Arabic and Persian Loanwords in Turkish

Hasan Berkcan Simsek (Russia)

This research aims to investigate attitudes of native Turkish speakers to Arabic and Persian loanwords against their pure Turkish equivalents that were newly derived during Turkey's purist language planning activities in the 20th century. While the use of these loanwords has gradually declined over the years, they still form a notable part of the current Turkish lexis. Based on the hypothesis that the deliberate word choices of Arabic and Persian loanwords over the pure Turkish ones signal different identity connotations, it was aimed to map out native speakers' attitudes towards these loanwords. The study's methodology drew from social constructionism (Hyrkestedt & Kalaja, 1998) and Billig's (1987) theory on attitudes and argumentative contexts, employing semi-structured interviews for data collection. Twenty middle-class participants, balanced in terms of gender and age (18-29/30-50), were interviewed. It was evidenced that these loanwords today carry important social implications associated with different personality traits and political ideologies. The research highlights strong attitudes to these loanwords, the tendency for stereotypical perceptions based on lexical preference, and the enduring complexity of attitudes towards a lexical source suppressed by a purist reform nearly a century ago.

Navigating Linguistic Inequalities: Negotiating with the Mandarin-Dominant Policy in Taiwanese-speaking Families

Huang-Lan Su (National Taitung University, Taiwan)

This scholarly investigation scrutinizes the effects of Mandarin-centric educational policies on Tâigí-speaking (Taiwanese-speaking) families in Taiwan, particularly since the introduction of mother-tongue classes in primary schools in 2001. It investigates the paradoxical increase in socio-linguistic inequalities and the resulting barriers to educational and social experiences. The research brings to light the conflict and marginalization that occur within educational systems where Tâigí use is discouraged in favor of Mandarin, which dominates all aspects of communication and instruction.

This two-year study involving 12 Tâigí-speaking families in Taiwan methodically analyzes their adaptation to Mandarin-dominated educational settings. The first phase evaluates the shift in attitudes and Tâigí usage within these families. The second phase delves into Tâigí children's interactions and language socialization within Mandarin-prevalent school contexts, including both classroom and playground settings. This research finds the crucial influence of parental bilingual ideologies on the preservation of children's native language abilities. It elucidates the intricate dynamics within Taiwan's linguistically diverse settings, emphasizing the critical need to safeguard the continuity and preservation of native languages within its complex linguistic communities.

Session B3 – Inequality in Medical Communication

Chair: **Dick Smakman**

'Speak to me in my language and I'm healed': social hierarchies and language management in healthcare communication in Ghana

Rebecca Mitchell (University of Cambridge, United Kingdom)

Ineffective communication between healthcare professionals and patients may result in misdiagnosis or patients not adhering to treatment, and may perpetuate social or ethnic inequalities in healthcare provision. Existing studies note that healthcare communication is universally compromised by factors including a high caseload (Waitzkin 1985), the practitioner's perceived epistemic authority (Keshavarzi et al 2022), and excessive use of medical jargon (Martin 2014). In Ghana specifically, these difficulties are compounded by patients' reluctance to ask questions, a highly multilingual environment, and public health messaging which may be culturally irrelevant to Ghanaians. The present study draws on findings from 46 healthcare interactions observed at two public hospitals in Ghana in 2019 and 2020, including counselling sessions, consultations and ward rounds. The findings show that many patients' understanding of their condition is limited or non-existent, a practitioner-patient status mismatch is very apparent, and practitioners' over-reliance on English is ultimately elitist and discriminatory in a context where many patients are only proficient in local languages. This paper examines these findings in detail, concluding that practitioners should be specifically trained in patient-centred communication strategies, local languages should be mandatory in discourse directed at patients, and above all that practitioners should fully engage patients by enabling them to ask questions about their diagnosis and treatment.

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Managing inequalities related to mental illness: rhetorical strategies in stories of people with experience of mental illness

Jekaterina Kalēja (University of Latvia)

Ilze Mileiko (University of Latvia)

Background. Persons with experiences of mental illness face inequality in everyday life (WHO, 2014; Sheehan, Nieweglowski, & Corrigan, 2016;). This study aims to explore how inequalities associated with mental illness are managed in Latvia using different rhetorical strategies.

Methods. 15 qualitative research semi-structured interviews on mental illness experience are used for discourse analysis (Potter, Wetherell, 1987; Liebert, Gavey, 2009; Wetherell, Taylor, & Yates, 2001).

Results. Data analysis shows different rhetorical strategies included in interviews. Jokes, devaluation, problematizing, and questioning normality are used by others talking about mental illness experience as unhealthy, problematic and to devalue persons with mental illness. Consoling and giving advice are strategies that research participants recognize in their relations with others. This reveals inequalities since there are the ones who give advice or console and those who receive it. Avoidance, questioning, denial, and silencing are used by persons experiencing mental illness to escape and avoid inequalities associated with mental health, while normalising, renaming, and redefining allow one to manage position in relationships, sustain resilience and resistance to inequality.

Conclusion. The analysis shows how rhetorical strategies position persons with experiences of mental illness in the power relations and are used to manage inequality related to mental illness.

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Disability Terms and In/Equality

Nino Daraselia (Ivane Javakhishvili Tbilisi State University, Georgia)

According to the World Health Organization, the disability community is the largest and the most diverse minority group in the world. For promoting and maintaining social harmony with disabled individuals it is of crucial importance to consider disability an equality issue. For this purpose, a number of Disability Etiquette Guides have been designed and two basic term-building patterns (person-first and identity-first), based on two different models - Medical and Social, have been worked out. However, the question is whether these prescribed norms of inoffensive verbal and non-verbal behaviour are efficient in practice.

This paper examines English and Georgian disability terms (30 from each language) and specificity of their usage in different social contexts with the aim to state whether they serve to socially include disabled individuals within a multi-dimensional social space or trigger their social exclusion and stigmatization. Alongside the mentioned standard disability terms, the terms (functioning as solidarity markers) coined by the representatives of certain disability subgroups are also discussed.

Sociolinguistics, sociopragmatics and semantics form the theoretical basis of the study. The empirical data have been accumulated from: samples of English and Georgian media genres (both spoken and written), authoritative dictionaries, social networking sites, English and Georgian informants; besides the data have been gained by observation and note-taking.

Disorder or difference? Language and perceptions of neurodivergence in Denmark

Katrine Bechsgaard (University of Copenhagen, Denmark)

Whether a condition is viewed as a psychiatric disorder or a neurological difference, impacts the language used for the condition – and vice versa. The number of diagnoses related to neurodivergence (such as autism and ADHD) is on the rise in Denmark (e.g., Jeppesen et.al. 2020), and debate over neurodivergence seen through the lens of either the medical or the social models of disability (e.g., Bunbury 2019) has arisen. In the public debate, an increasing number of neurodivergent individuals, particularly women who tend to get diagnosed later (e.g., Attoe & Climie 2023), focuses on language when seeking neurological equality; for instance, arguing that you do not "have autism", but instead "are autistic", and that you have "traits", not "symptoms".

This presentation focuses on language used for and perceptions of neurological differences and discrepancies between the language used in psychiatric contexts (and society in general) and by neurodivergent individuals in Denmark, reflecting the inequalities connected to these different language choices. The presentation is based on a qualitative study carried out in Denmark in 2023, involving in-depth interviews with women and non-binary individuals, who have been diagnosed with a neurodivergent condition as adults. Media examples illustrating changing language and conceptions of mental health and pathologization will also be included.

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M-342

Chair: **Patrick Zeller**

"Infringement of the rights of the Russian-speaking" and "linguistic discrimination": myths and reality of the linguistic situation in southern Ukraine on the eve of a full-scale Russian invasion

Olesya Palinska (Carl von Ossietzky University of Oldenburg, Germany)

The claim of the "persecution of Russian-speaking citizens", a favorite narrative in Russian propaganda, lacks support in the research conducted by Ukrainian sociologists [2] or observations from international organizations [3].

As part of the research project "Hybridization from two sides: Ukrainian-Russian and Russian-Ukrainian Code Mixing in the context of the (socio) linguistic situation in southern Ukraine along the Black Sea coast" (2019-2024, University of Oldenburg), attitudes toward language and codes usage in the Odessa, Mykolaiv, and Kherson regions were scrutinized. These regions are traditionally known for a high concentration of Russian-speaking population [1]. The study, based on sociolinguistic surveys of 1.290 respondents and 102 in-depth interviews, delved into language attitudes, as well as the role and status of languages in society.

It can be asserted that a majority of respondents either fully or partially support the state language policy. Opponents argue against the imposition of language use and the violation of citizens' language rights. Notably, respondents were influenced by a media campaign aimed at discrediting language legislation. Some even use terms such as "language genocide" and "prohibition in a totalitarian style".

Despite a significant portion of respondents identifying as Russian-speaking (often in combination with other codes) and expressing positive attitudes toward the Russian language as of 2020-21, the absolute majority recognizes the importance of the Ukrainian as the state language, advocating for its extensive use, particularly in the political and educational spheres. Even those not supporting changes in language legislation do not report widespread instances of language discrimination or infringement of the rights of Russian speakers in the region.

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Diverse Functions but Unified Voices: Language's Path to Solidarity in Ukraine

Viktoriia Ryhovanova (Leiden University, the Netherlands)

This article undertakes analysis of the linguistic dimension of solidarity, particularly as it is characterised by a grassroots movement among refugees, demonstrating a voluntary shift from Russian to Ukrainian. Through examination of data obtained from a survey (over 100 respondents) and interviews conducted within three focus groups comprising 16 refugees in the Netherlands, subsequent to the Russian full-scale invasion, this study researches the complex interplay between language attitudes, identity construction, and expressions of solidarity.

The analysis reveals a notable discrepancy between Ukrainian identification and the functional roles of the Russian language, challenging conventional perspectives that prescribe hierarchies of Russian-Ukrainian inequality. Instead, the study adopts a nuanced approach that refrains from conceptualising social language communities as predefined entities but rather as objects shaped by the perspective of the researcher and the inquiries posed. Thus the research goes beyond simplistic dichotomies of majority/minority and dominant/dominated language relations.

Central to the investigation is an exploration of the functions of Ukrainian and Russian languages, employing the concept of "function" both theoretically, as value, and empirically, as a central point of inquiry. Through this approach, the research offers valuable insights into the dynamic interplay between language, identity, and solidarity within the context of social upheaval.

Reversing language hierarchies: identity construction in language-focused Ukrainian Facebook communities

Anna Verschik (Tallinn University, Estonia)

Kapitolina Fedorova (Tallinn University, Estonia)

Despite the fact that Ukraine is an independent state and that Ukrainian is the sole state language since 1991, language ideologies are slow to change, and the Soviet legacy in language attitudes has been slow to disappear. The situation changed radically after the Revolution of Dignity in 2014. Among other things, it resulted in a certain reversion of language shift (children and grandchildren of previously Russified Ukrainians shifting back to Ukrainian). The paper discusses the re-claiming of agency as far as Ukrainian language is concerned, and the construction of narrative that emphasizes the importance of proficiency in Ukrainian and at the same time ridicules the lack of proficiency in the language. Since nowadays communication occurs online to a great extent, it is instructive to look into online communities whose topic is (Ukrainian) language. On the examples of such Facebook groups as Підлога країни and Переходь на українську we show the following:

(1) If until recently knowledge of Russian was a default feature, now the roles are changing, and high proficiency in Ukrainian is seen as a norm and the lack of such proficiency is considered a deficit.

(2) The erroneous Google Translate from Russian into Ukrainian becomes a topic for humor, and the laughter helps to reclaim agency of Ukrainian speakers and learners, and challenges the imperial narrative about Ukrainian and Russian being almost the same language.

(3) The stories of overcoming difficulties during the transition to Ukrainian create the context that motivates others to do the same.

Session C2 – Social Inequality and Interaction

M-135

Chair: **Lesley Milroy**

Young people, language use and social distinctions

Hanna Lappalainen (University of Eastern Finland)

Lotta Aarikka (University of Eastern Finland)

Sanna Aaltonen (University of Eastern Finland)

In this presentation we focus on the intersections of youth, language use and social class. Youth is thought to be a period marked by distinctive language use which has been the focus of many sociolinguistic studies (e.g. Tagliamonte 2016; Ziegler 2018; Koreinik et al. 2023). In our paper we discuss how Finnish young people see symbolic boundaries and demarcations related to social class and what kinds of linguistic typifications they connect with social differences.

Drawing upon interview data collected among 17–19-year-old students of upper secondary educational institutions in four municipalities in Eastern Finland, we combine sociolinguistic and sociological perspectives in order to examine how linguistic practices are linked with hierarchical and valuating distinctions based on social class and which linguistic resources are used for this classification. Our study is related to the research project "LINSOC - Linguistic variation, social class and experiences on inequality in Eastern Finland" in which we have interviewed c. 40 students.

Our preliminary results show that most young people perceive clear social classes or categories, although some find classification uncomfortable. Many informants identify concrete linguistic phenomena (e.g. the use of foreign words, poor language skills, dialects) that they connect with class differences and social inequality.

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Code-switching and social class: examining the role of language variation in shaping social hierarchies in Azerbaijani professional music contexts

Fidan Garashli (Johannes Gutenberg University, Mainz, Germany)

This study examines the complex link that exists between social class and code-switching in the particular setting of professional Azerbaijani music. The study attempts to elucidate the complex ways in which language diversity contributes to the establishment and maintenance of social hierarchies within the Azerbaijani music business, with a specific focus on language choices made by artists between Russian and Azerbaijani.

In order to thoroughly investigate the reasons behind musicians' linguistic decisions and the circumstances in which they are made, the study uses a mixed-methods approach that includes participant observation, qualitative interviews, and linguistic analysis. By investigating the interaction of language, socio-economic background, and professional networks, the study offers insight on the intricate processes that explain the stratification of musicians along social class lines.

Early results indicate that a wide range of characteristics, including as educational background, socioeconomic level, and the particular social setting of musical performances, can affect a person's choice for Russian or Azerbaijani. Using language as instruments for identity building and social placement, musicians strategically use language to navigate their professional world.

The results of this study have significance for the larger Azerbaijani community as well as for our knowledge of sociolinguistics and cultural dynamics in professional music settings. This research adds value to scholarly discussions and educates industry participants and policymakers on the significance of linguistic factors in creating a more diverse and equal professional music environment.

How linguistic inequality is caused in Japanese conversation and how the speakers are influenced by the language they use

Yuko Tomoto (Yokohama College of Commerce, Japan)

The purpose of this research is to study how the linguistically unequal situations are created in Japanese dialogues both consciously and unconsciously. The author also aims to research how the speakers are influenced by the language they use. Japanese language has various personal pronouns and speakers adopt whichever most suitable for the conversational context and the relationship between speakers. Some pronouns are used only to the people the speakers regard as superior or inferior to themselves, and therefore the choice of the pronouns or the level of the politeness they select often affect the power balance of the conversations.

Due to the gender based colloquial expressions, Japanese speakers, especially female Japanese speakers are expected to talk in feminine ways or sometimes they are expected not to express their opinions fully. The author conducted the questionnaire and the in-depth interview on bilingual speakers of Japanese and English, and the result showed that the certain number of female speakers change the way they talk or the openness of the

conversation depending on the language they use. The author hopes to further the research and resolve the potential inequality in linguistic activities.

Estonian-English bilingual students at the University of Tartu: Leading the race to the top?

Kerttu Rozenvalde (University of Tartu, Estonia)

"When you have English and Estonian, you have everything," said a MA student at the University of Tartu in my university language policy research project a few years ago. Indeed, English is part of the studies for everyone enrolled at the university today (Rozenvalde 2023). According to Bourdieu (1991), language can lead to inequalities of power and opportunity because language competences of some people fit better in a particular context. The Estonian L1-using students who have attended Estonian-medium school and acquired English relatively early in their lives, are able to fit the norms of today's university better than others (Rozenvalde 2023). In a global scale, such students are regarded as winners in globalisation (Teney et al. 2014). The presentation sheds lights on their experiences. Do they see their language repertoires as enough? How do they choose between languages? How has their academic experience affected their language repertoire and choices? The paper is based on a qualitative study carried out at the University of Tartu in 2022–2024, it uses data from semi-structured interviews with students and their language diaries.

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Session C3 – Pragmatics and Social Context

Chair: **Dick Smakman**

Mimicry of a German counselling website on abortion: an analysis of presupposition and implicature

Helena Hanneder (Philipps-Universität Marburg, Germany)

In Germany, an abortion will go unpenalized, if carried out within 12 weeks of conception, after undergoing a mandatory counselling session. Counselling can take place in person and online, but there are also websites which perform a mimicry of state-funded counselling websites. The way in which information is linguistically packaged on such a website is the subject of this paper (Profemina 2023). The concepts of presupposition and implicature provide a theoretical framework for a qualitative linguistic analysis (Yule 1996, Birner 2012). Presuppositions include backgrounded information. In the difficult decision, the existence of a difficult decision is presupposed. Implicatures consider what a reader should infer from an utterance in context. So, a conversational implicature of you cannot plan the most important things in life in the context of a website informing on abortion could imply that having an (unplanned) child is one of these important things. By analyzing the two linguistic features, we may gain information that is not stated directly, but still influences the reader. The analysis reveals that the supposed counselling website in question is subtly promoting a world view in which women are predetermined to have children. This surfaces as an overarching backgrounded assumption embedded in a heteronormative narrative.

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Discursive form of manipulation in a French cult's speeches

Grégoire Andreo (Aix-Marseille Université, France)

This proposal aims to address the characterisation of manipulation in discourse from the perspective of ethnographic data. With Van Dijk, we see manipulation as "the exercise of a form of illegitimate influence by means of discourse (Van Dijk 2006). The use of such technic of persuasion and propaganda is central in the implementation of relation of power, domination, and social inequalities in general.

To bring some insights I propose a case study based on a written corpus produced by a French spiritual community inspired by the Catholic Charismatic Renewal movement. Based on numerous references to what French legislation defines as "dérives sectaires" and the

sociological framework of M. Weber and E. Troeltsch, I argue that this group can be approached as a deviant cult in which some of the former members of the group has been psychologically and physically harmed. Using a cognitive, argumentative, and social discourse analysis framework, my goal is to highlight some of the discursive features of manipulation in this specific context. The analysis allows us to delineate some semantic and lexical aspects of manipulation, as well as some narrative, enunciative and argumentative patterns.

Gender-related stereotypes in linguistic perception: an empirical study

Ilenia Del Popolo Marchitto (Tallinn University, Estonia)

People's linguistic choices and behaviour can contribute to the perpetration of gender inequalities and reflect social expectations and roles. Whether consciously or not, individuals may reiterate stereotypically gendered speech behaviours in order to identify themselves and be recognised within a certain social identity (Bailly 2009).

Russian society, with its "strong language- and culture-specific tradition with regard to male and female speech patterns" (Mills 1999: IX), is certainly not an exception in this respect. Studies on this topic (Zemskaya et al 1993) postulate that, as a result of traditional societal roles, women show a tendency to be more polite, cooperative, accommodating and emotional than men in interaction (1993: 134). However, these tendencies are often overly generalised, reinforcing linguistic gender stereotypes and influencing people's perception of language use.

This study presents the results of a sociolinguistic experiment on stereotypes about differences in female and male speech in Russian. The experiment was carried out as follows. First, authentic linguistic stimuli derived from the full-length transcriptions of the Corpus of Russian everyday communication Odin Rechevoy Den' were incorporated, without any explicit gender cues, into a questionnaire. Then, participants who were administered the questionnaire were asked to read through the utterances and delineate the sociolinguistic profile of the speakers according to different variables, including gender. The experiment is aimed at investigating to which extent participants' stereotypes about gendered linguistic behaviour influence their guessing.

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Session D1 – Linguistic Landscapes

Chair: **Yaron Matras**

Multilingual Tallinn: linguistic landscape and soundscape studies

Kapitolina Fedorova (Tallinn University, Estonia)

Natalia Tšuikina (Tallinn University, Estonia)

Multilingualism in Post-Soviet countries where as a result of the Soviet time migration and Russification, Russian speakers still constitute a significant part of population, presents an interesting case for analysis. Estonia, being officially a monolingual country with quite strict language policy, is extremely linguistically diverse in terms of actual everyday communication, with both Russian and English playing a significant role. Moreover, as Estonia attracts many foreign visitors, expats and refugees, other languages, including Ukrainian, also become more and more noticeable in both visual and acoustic form in public spaces. However, spatial distribution of different languages in urban landscapes vary significantly, and by analyzing it one can reveal not only the patterns of language use but also power relations between different linguistic, ethnic, and social groups. The paper reports on preliminary results of a study conducted in Tallinn in 2022-2023 and focused on collecting and comparing data on both linguistic landscapes and soundscapes in several locations in the city (two shopping centers in different districts, concert halls, theaters and cinemas, and at and around Tallinn University's premises). The study shows a mismatch between visual linguistic representation and actual linguistic diversity and tries to contemplate it in a broader historical context of multilingualism and language contacts in the Baltic region.

'Not of one blood' – Languages and inequalities in the linguistic landscape of football

Enikő Biró (Sapientia Hungarian University of Transylvania, Romania)

Originally a niche within LL studies, research on football stadia as semiotic spaces have recently attracted particular attention. Semiotic space is understood as "an ecological arena that goes beyond written texts of signs and includes oral languages, images, objects, placement in time and space, and also people" (Gorter 2013: 197). Various forms of fan communication such as chants, banners and choreographies have been interpreted as units of analysis within linguistic landscapes and multimodality studies (Monaghan 2020).

This research shifts focus from the use of minority language as identity construction to the discourses of language and inequality. Based on a football club in Romania, in a Romanian-Hungarian bilingual region, I investigate the dynamic restructuring of the linguistic landscape elements, and the responses of Romanian and Hungarian online media to linguistic and semiotic signs displayed in the stadium. The method relies on qualitative diversity sampling of printed and photographic documents (ca. 60 photos and over 100 online texts) over the last 5 years. Data collection also includes photographic documentation (ca. 50 photos) of current signs across the stadium.

This presentation draws on examples from the data collected to illustrate the hypothesis: linguistic inequalities affect both majority and minority communities with equal intensity.

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Writing for fun or for fame? Reasons for acceptance or rejection of Martian script in the official Taiwanese linguistic landscape

Tiun Hak-khiam (National Taitung University, Taiwan)

"Martian script" refers to an unstandardized method of writing Taiwanese using phonetic borrowing. This study concentrates on the phenomenon of Martian script in the official Taiwanese linguistic landscape, exploring the reasons behind people's acceptance or rejection of Martian script through in-depth interviews. The study situates this controversy within the context of a diglossic society. The results indicate that attitudes toward Martian script are related to either maintaining or transcending diglossia. Those who accept Martian script are content with the primacy of oracy and pay little attention to writing in a consistent and standardized manner, choosing instead to write for solidarity and entertainment. In contrast, those opposed to Martian script believe in surpassing the diglossic society and aim to elevate the social status and practical function of Taiwanese. They advocate for the standardization of written Taiwanese, viewing it as essential for achieving linguistic dignity and deserved recognition. Coming from a nationalist perspective, they view casual writing as disrespectful to Taiwanese. In summary, the controversy over Taiwanese Martian script is not merely a technical issue of writing, but deeply involves motivations and ideologies, exemplifying the principle that "form follows function.

"Exploring Multilingualism in Prizren, Kosovo: A Comparative Analysis of Language Policy and Linguistic Landscape"

Jasmin Jusufi (University of Prizren "Ukshin Hoti", Kosovo)

Senad Jusufi (New Bulgarian University, Bulgaria)

The study focuses on linguistic landscape of the city, with a particular focus on the relationship between language policy, language use, and the linguistic landscape. It examines the linguistic landscape of the multiethnic, multicultural and multilingual city of Prizren in Kosovo. The research is based on a sample of 339 photos of street signs, business names, advertisements, names of public and private institutions and places of public interest on one hand and the language policy on the other. The photos were analyzed to determine the number of languages used and the linguistic characteristics of these signs. The findings of the study show a strong domination of the majority Albanian language, poor presence of Turkish and almost

nonexistent display of Bosnian language on private businesses. However, public institutions including local government offices, schools and places of public interest are named in full accordance with the language policy, using official languages on national and local level including Albanian, Bosnian and Turkish. Research provides an important insight into the linguistic landscape of the city of Prizren and draws a contrastive viewpoint between language policy and language display.

Session D2 – Language and Power

M-135

Chair: **Anna Mammitzsch**

Discursive practices of hate speech and cyberbullying: an analysis of Twitter hashtags in the context of the COVID-19 pandemic

Munirah A. AlAjlan (Kuwait University)

This study investigates racism against expatriates in Kuwait during the COVID-19 pandemic by analyzing X hashtags (formerly Twitter). In contemporary society, the evolution of prejudice finds new manifestations through pervasive social media, serving as a conduit for cyberbullying. X, a widely recognized platform, facilitates users in expressing their perspectives. The research aims to delineate the nexus between COVID-19 and the proliferation of hate speech hashtags targeting expatriates. Employing Critical Discourse Analysis (CDA), the study scrutinizes posts collected from qualitative articles, collective texts, and social practices on X. A corpus of 250 posts, spanning the pandemic, underwent manual annotation and categorization. The findings reveal that COVID-19 exerts a discernible influence on the escalation of hate hashtags disseminated on X. The implications of this study are pertinent for augmenting awareness regarding the utilization of X hashtags, particularly for sociolinguistics scholars investigating the impact of the coronavirus on expatriates within the social media milieu. It is imperative to acknowledge that the dissemination of hate speech hashtags can substantially impact the lives of individuals, underscoring the broader ramifications of such discourse and contributing to the understanding of societal inequality within the context of the COVID-19 pandemic.

English as a divisive tool: Instagram posts on 2023 Israel-Hamas conflict

Luca Iezzi (Università degli Studi "G. d'Annunzio" di Chieti-Pescara, Italy)

Code-switching, broadly defined as the use of two language varieties in the same conversation, is often looked at in spoken communication. However, in the past two decades, extra attention has been paid to language usage online, because it may potentially inform us about linguistic aspects of contemporary societies. This contribution aims at investigating what role English plays in code-switched excerpts on Instagram stories, written by some Indonesian users. The focus of the captions is the Israel-Hamas conflict that started in October 2023. It appears that in the aforesaid captions English is used to emphasise particular features regarding Israel or its military compartment (e.g.: Israel emang the real teroris), or most of the times it shows hostility and denigration towards them or the countries/people that support them (e.g.: berani nya ama anak kecil doang!!! Creazy, how dare, […]). From a structural perspective, the English items in question can be categorised either as inserted switches within an Indonesian linguistic framework, or as alternated segments; from a functional perspective, English is employed as a distancing tool to refer only to Israel. Making use of qualitative data, I will try to draw some conclusions on the linguistic choices by Indonesians on this topic.

Immigrants' (anti)-racist discourses and ethno-cultural identities construction on Instagram and TikTok: a discourse centred and digital ethnographic study

Irini Koutrouba (University of Western Macedonia, Greece)

Social media, such as Tik Tok and Instagram, emerged as a new space where cultural, national, intercultural identities are constructed through visual, textual and interactive modes (Korhonen, 2010) and with affordances contribution. Often, inequalities and discriminations regarding immigrants' ethnocultural characteristics are observed. In this study, which is part of an ongoing doctoral research, we investigate discursive and semiotic choices by which the immigrants' digital recipients comment on immigrants' ethnocultural characteristics and the linguistic/discursive reactions by immigrants. The comments by the recipients play an important role in identity construction and discourses emergence (Bouvier, 2020).

For the data gathering, we have chosen a digital ethnographic approach (Androutsopoulos, 2008) which combines screen observation of posts from Instagram and TikTok and interviews with immigrants to and from Greece. For the data analysis, we have chosen multimodal critical discourse analysis (Machin & Mayr, 2023) and particularly we draw upon van Dijk's (2001) socio-cognitive approach in combination with van Leeuwen's (2008) actors' representation model. From the analysis, implied or explicit discriminatory/racist discourses (Lentin, 2016) are emerged which the immigrants reject (everyday politics) or dismiss. Furthermore, anti- racist discourses are developed by which immigrants achieve their visibility and empowerment.

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Are language equality regulations a threat to the freedom of speech? An online debate about gender-neutral pronouns

Marta Dąbrowska (Jagiellonian University, Krakow, Poland)

The topic of the paper has been inspired by a CBC debate available online between J. Peterson and A.W. Peet, both professors at the University of Toronto, who have voiced opposing views about Bill C-16, a law enforcing the use of gender-neutral personal pronouns in Canada. While the argument supporting the use such pronouns is fostered by the need for non-discrimination and inclusivity, the opposing view presents the enactment as a threat to the freedom of speech. The proposed analysis aims to focus both on the argumentation offered by the speakers in the original recording, analyzing their objective arguments and the communicative strategies they use in the debate to defeat the opponent, and the recent comments provided by YouTube viewers on the subject. The main aim of the analysis is to assess the current attitudes towards the use of gender-neutral pronouns based on linguistic and other grounds and also, where appropriate, link the online comments with the communicative behavior and the line of reasoning presented by the two debate participants to establish what linguistic and non-linguistic aspects may enhance the acceptance or rejection of the policy.

Some linguistic aspects of Donald Trump`s communication style

Azad Mammadov (Azerbaijan University of Languages; Azerbaijan University)

Analyzing former US President Donald Trump`s communication style, researchers focus on grandiosity, informality and dynamism (Ahmadian et al 2017). In this connection, it is intriguing to study the way how, why, when and where Donald Trump uses the repetitions of words, phrases and sentences, ellipsis and word order as the linguistic verbalizations of grandiosity, informality and dynamism in his political discourse. The paper aims to study these syntactic-stylistic devices in his two high-profile speeches (Inaugural Speech delivered at the Ceremony held in January 2017 and the speech to UN General Assembly delivered in September 2017). For this purpose, the traditional method of discourse analysis with the elements of CDA (Cap 2020) has been used to extract the direct repetitions of words, phrases and sentences, various elliptical constructions and word order changes from the data.

Comparing with the Inaugural Speech addressed, first of all, to the national audience, repetitions, ellipsis and word order changes are less common in the speeches delivered by Donald Trump to the international audience, such as his speech at the UN General Assembly. Any politician`s priority is national audience and she/he makes utmost efforts to deliver her/his message to this audience in the most effective way.

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Session D3 – Languages in education in Central Asia

M-648

Chair: **Kerttu Rozenvalde**

Panel organizer: **Stephen A. Bahry** (OISE, University of Toronto, Canada)

With globalisation came the quasi-imperial spread of World Englishes, from the "standard" Englishes of Kachru's Inner Circle (L1), to the Outer Circle varieties of ex Anglo-US colonies, and the Expanding Circle elsewhere (FL). Following parallel processes Russian spread regionally, with Inner and Outer Circles in the post-Soviet space. After 1991, the newly independent republics of Central Asia (CA) in the Outer Circle of the Russian language, attempted to reduce the dominance of Russian, while promoting increasing the proficiency, status, social functions and use of their official, titular languages, and maintaining (or neglecting) other minority languages by means of educational policies and practices and changing sociolinguistic attitudes of the population.

CA republics inherited a complex language ecology, with a top-down sociolinguistic hierarchy in society and in schools: Russian > Titular Language > Other, as well as monoglossic approaches to education and parallel-medium schools with language separation among programs. Recently, the region has seen increased English teaching and instruction (EMI) alongside Russian-medium and titular-medium instruction in public and private, basic, secondary and postsecondary, educational institutions, and continuance of a degree of other-medium education for minority language communities.

The general trend is to add to the previous language hierarchy English in the highest status position: English > Russian > Titular > Minority Languages. At the same time, language teacher education and school favour monoglossic approaches using the target-language-only that discourage, criticize or punish students who use code switching/translanguaging rather than using plurilingual approaches that tolerate or promote these practices as communication, learning and teaching and resources. English-medium EMI in private and public education; multilingual education in private Kazakhstan has Following independence, language-in-education policy has been tasked with maintaining wide proficiency in Russian, while reducing its former predominance; and raising the status, developing the corpus, and expanding proficiency of the titular language, while retaining a limited role for minority languages as languages of instruction.

At the same time, students increasingly learn languages outside school, in supplementary tutoring programs, foreign language institutes, and through informal self-learning. In this panel we present research from Kazakhstan, Kyrgyzstan and Tajikistan on language-in-education policy, Russian-, Titular, English- and minority language teachers' and learners' beliefs, attitudes, and practices; about their language repertoires, monoglossic vs plurilingual practices; preferred approaches to teaching and learning, including use of popular media. The panel will provide an exploratory presentation of how Central Asians navigate language hierarchies, linguistic hybridity, and top-down vs bottom-up language-in-education policies.

The potential for reducing language hierarchies and monoglossic ideologies in education among dominant, non-dominant; international national and local languages in Tajikistan

Stephen A. Bahry (OISE, University of Toronto, Canada)

Tojiniso Olimnazarova (University of Central Asia, Tajikistan; University of Alberta, Canada)

Monoglossic language ideologies create hierarchies between higher and lower status languages, restricting which languages can be taught, learned and used in educational spaces. In Tajikistan's multilingual language ecology, strict boundaries and hierarchies between languages in schools constrain teachers' and learners' agency to use their plurilingual language repertoires as a resource. Nevertheless, teachers often pragmatically reduce these boundaries and hierarchies, through codeswitching/translanguaging, using plurilingual pedagogies without awareness of international research supporting them. Tajikistan has many mixed-medium schools with multiple programmes with different languages of instruction kept strictly separate. Softening language ideologies in research, policy-making and practice allows two socio-linguistically innovative models for adapting such schools by reducing language hierarchies between higher and lower status languages and boundaries between languages. These schools can relatively easily become: 1) multilingual schools, where everyone studies in multiple languages, but in monolingual classrooms; or 2) plurilingual schools with schools using multiple languages in classrooms, encouraging all teachers' and students' language repertoires, using code-switching/translanguaging as a teaching, learning, and communication resource. This requires sociolinguistic realism in policy, flexibility in practice, and imagining multilingual or plurilingual schools and communities as a way towards quality education for all in Tajikistan, elsewhere in Central Asia, and perhaps the 'post-Soviet space'.

Potential benefits and barriers to English-medium instruction (EMI) Policy: University students' and instructors' views and turbulent transition to EMI environment in Kazakhstani Universities

Mir Afzal Tajik (Nazarbayev University, Kazakhstan)

Duishonkul Shamatov (Nazarbayev University, Kazakhstan)

Kazakhstan's trilingual (Kazakh-Russian-English) education policy and its internationalising higher education has seen a dramatic increase in universities with English-medium instruction (EMI) programmes, although little is known on how EMI is received in Kazakhstan. This qualitative study examined perceptions and experiences of EMI in three universities, revealing that EMI is seen as a useful pedagogical tool and prestigious marker of high social status that globally facilitates entry to universities and job markets. Yet students also report EMI can bring inequalities, hardships, stress and anxiety. Responses by students to challenges of EMI included codeswitching/translanguaging in Kazakh and/or Russian, with EMI instructors responding in negative, neutral positive ways to students' plurilingualism in class. Studying perspectives on EMI in a non-native English-speaking country like Kazakhstan can provide valuable insights into (a) the challenges and benefits of this approach, (b) our understanding of the social, linguistic, and cultural implications of EMI, and (c) our theoretical understanding of language learning and teaching. As EMI programmes spread, more

researchers should examine students' and instructors' experiences in order to ensure EMI is implemented effectively and equitably for all involved, using English as a resource, not embodying a new sociolinguistic hierarchy with new inequalities.

"I am Nobody": Impact of language ideologies on practices of ethnic minority students in the context of trilingual education in Kazakhstan

Malike Zharmukhambetova (Nazarbayev University, Kazakhstan)

Sulushash Kerimkulova (Nazarbayev University, Kazakhstan)

Kazakhstan's trilingual (Kazakh-Russian-English) education policy aiming at promoting equality and balanced usage of Kazakh as the state language, Russian for interethnic communication, and English for global competitiveness has raised concerns it is excluding ethnic minorities' languages and interests. A phenomenological qualitative research design with semi-structured interviews with students of diverse minority ethnic backgrounds from various regions of Kazakhstan was used to explore their language ideologies and practices in the context of trilingual education. Findings reveal that students acknowledge growing societal emphasis on Kazakh and feel pressure to achieve fluency as a "civic duty." However, in practice, Russian and English remain dominant languages in education, work, and the public domain. Heritage languages are often confined to home settings creating a sense of being "in the shadows." This complex linguistic environment creates tensions for minority students, discrimination incidents, impacting their identity construction, which ranges from strong cultural identification to feelings of 'otherness' and 'nobody, reflecting alienation and detachment from their heritage language. The study reveals that, though aimed at inclusion, Kazakhstani trilingual education policy exposes minority students to discrimination based on ethnicity, language, and appearance, thus highlighting inequality and the disconnect between policy ideas and the experiences of ethnic minority students.

Navigating Kazakh-Russian-English trilingualism in West Kazakhstan: English teachers' codeswitching beliefs, attitudes, and practices

Gulzhana Kuzembayeva (K. Zhubanov Aktobe Regional University, Kazakhstan)

Stephen A. Bahry (OISE, University of Toronto, Canada)

Though codeswitching has always been treated negatively in language teaching worldwide, the pedagogical value of language switches and translanguaging starts to be understood more holistically moving to heteroglossic view of language use, applying and permitting pedagogical and language practices in classrooms that support teaching and learning and affirm students' multilingual identities. Given the importance of identifying whether language instructors in a multinational Kazakhstan implementing trilingual policy take a monoglossic or heteroglossic view of language practices, this study aims to explore the codeswitching beliefs, attitudes, and practices by employing focus group discussions among English language teachers. The study findings demonstrate English teachers' commitment to a "prestige norm" based on the triglossic notion of distinct varieties emphasizing separation of languages in contrast to mixing them, thus keeping to a single medium of communication. However, codeswitching to Kazakh or Russian is supported when dealing with difficult grammar or content in the lesson. Though

the focus group discussion encouraged plurilingualism by facilitating in Kazakh, Russian and English, the study participants began by speaking primarily in English and switched to Kazakh or Russian according to their preference following the principle of language separation. Interestingly, conversations were conducted in Kazakh and Russian simultaneously via receptive bilingualism.

Language majors in Bishkek and Osh, Kyrgyzstan and their multilingual / plurilingual language ecologies: Beliefs, Attitudes, and Practices regarding Kyrgyz, Russian, Uzbek, English and other languages"

Feruza Shermatova (Arabaev University, Bishkek, Kyrgyzstan)

Maksat Totobayev (Osh State University, Osh, Kyrgyzstan)

Stephen A. Bahry (OISE, University of Toronto, Canada)

Kyrgyzstan, a multilingual republic in Central Asia, with Kyrgyz as its state language, and Russian as an official language, and other languages such as Uzbek and Tajik, as languages of instruction, has largely focused its language policy on the status, corpus, and acquisition development of Kyrgyz, while promoting learning foreign languages, especially English. Much research focuses on balancing Kyrgyz and Russian languages, but less research examines Kyrgyzstan's complex language ecology, and the multilingualism, even plurilingualism and code switching of youth, which increasingly includes English and other languages besides Kyrgyz and Russian, including Uzbek, Tajik, Meskhetian Turkish, Dungan Chinese, Azerbaijani and so on. A series of focus group discussions about language beliefs, attitudes and practices of language majors at two universities in Bishkek and Osh, with data consisting of responses to these questions, and their actual language use, including code switching. Students state they prefer language separation, but frequently codeswitch in several languages, although non-dominant language speakers may avoid using their language outside of the sphere of friends and family. Despite minimal codeswitching, students see Kyrgyz as playing a major role in Kyrgyzstan society, with English as important as Russian, and perhaps moderating the influence of Russian in Kyrgyzstan.

Session E1 – Language Choice and Language Attitudes

M-342

Chair: **Munirah A. AlAjlan**

Sign language choice in multilingually diverse settings in Austria, Estonia, Hungary and Germany: a comparative sociolinguistic study of sign language attitudes

Christian Rathmann (Humboldt-Universität zu Berlin, Germany)

Peter Romanek (Tallinn University, Estonia)

Jari Pärgma (Tallinn University, Estonia)

Sandra Laurimaa (Tallinn University, Estonia)

The paper examines the sign language choices and motivations of signers in five selected multilingually diverse settings in four countries (Estonia, Hungary, Germany and Brazil): (a) sign language choices of signers with multiple sign languages (with focus on major and minority sign languages of a respective country) (b) sign language choices in social media (focusing on the use of local sign language, International Sign Language and American Sign Language), (c) sign language choices in formal settings (focusing on the degree of language contact with neighboring spoken languages), and (d) sign language choices in international settings (focusing on language contact with English and with sign language(s) used in English-speaking countries and on the use of International Sign Language/American Sign Language). The empirical data will be based on online surveys and exploratory interviews with sign language users in the respective countries. The results will provide some novel insights into language choice, which may be explained by two factors (fear of inadequate selfexpression / self-representation (inequality of participation) and fear of discrimination) and revisit the literature on sign language attitudes (e.g. Hill 2015, Krausneker 2015 and Rowley & Cormier 2023) and the notion of language attitudes in relation to powerful/powerless languages (e.g. Dragojevic et al 2021 and Gibbons et al 1991).

"You speak better than the Queen of Sweden" - Othered through accent, a study of German migrants in Sweden

Anna Mammitzsch (Stockholm University, Sweden)

Speaking with an accent can be perceived as an act of identity (Le Page & Tabouret-Keller, 1985) or as an indication of a speaker's linguistic socialization and contact with specific communicative networks (Moyer, 2013). However, identifying accented speech is also used as a resource for categorizing and evaluating, even othering or marginalizing, speakers. Therefore, I examine in this paper what Lx speakers experience when they are confronted with negative evaluations from L1 speakers of their target language. The empirical data stems from my dissertation project, which focuses on the lived experiences of language of German migrants in Stockholm, Sweden. This paper focuses on a shared story by three participants, in

which they reflect being compared to a negative posterchild of accented speech, none other than the Queen of Sweden herself. The analysis of the narrative shows how language ideologies, stereotypes and native speaker biases intersect to not only other migrants (Krzyżanowski, 2010:40), but also determine their willingness to integrate as well as question their belonging to an idealized imagined community (Anderson, 2016). The results show that accent as a category of evaluation is still relevant in the lived experiences of language in the life of migrants, even in postmigrant societies and urban contact zones, such as Stockholm.

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Beyond norms: the complexities of accent tolerance in Mandarin

Tianning Zhai (Leiden University, Netherlands)

Sociolinguistic norms often correlate rural accents with lower education and wealth, contrasting urban accents with higher education, wealth, and standardization. This study delves into some intricate sociolinguistic phenomena, reflecting on historical factors and modern sociological and educational systems in Mainland China that challenge the formation of such norms. Despite Mandarin's unparalleled status in the country, it is notably rarer for the speech of high social classes such as scientists, politicians, and business managers in formal, public discourse to speak perfect, standard Mandarin compared to other cultures and regions. A relatively standard accent remains a prerequisite for lower-class people to enter most careers and higher education, but a prevalent tolerance for upper-class figures fosters these distinct linguistic attitudes and social biases. The present study employs a survey and social media data to analyze contemporary attitudes and expectations toward accented Mandarin, offering insights into China's linguistically dynamic landscape and contributing to existing views in sociolinguistics.

Criminalization of languages in Turkey: navigating language attitudes through machine learning

Hasan Berkcan Simsek (Russia)

Onur Tuncay Bal (Central European University)

Moral panics continue to be relevant in contemporary society and are now also observable within online social networks. This research examines moral panics surrounding two minority languages in Turkey, Arabic and Kurdish, from 1999 to 2024, as they appeared on the popular Turkish online forum Ekşi Sözlük. While Kurdish has long been politically sensitive in Turkey,

Arabic has also become contentious, particularly following the increase in Arabic-speaking refugees after 2011. Topic titles related to these languages from 1999 to 2024 (N = 2,075) were compiled, yielding 18,343 comments on Arabic and 22,399 on Kurdish. Using thematic analysis, each title was coded to identify different types of moral panics, revealing a growing anxiety about these languages among users over the years, with a strong preference for monolingualism and frequent calls for restrictions on their use. Furthermore, inferential techniques were employed to discern the community structure within networks generated by follower and following relationships, uncovering the underlying organization of the users. Analysis of node metadata associated with different types of moral panic revealed that users engaging in discussions about moral panic related to Kurdish were more likely to follow each other than those discussing moral panics related to Arabic.

Session E2 – Language Norms: Restrictions and Challenges

Chair: **Kapitolina Fedorova**

Estonian teachers' attitudes to the "Dictionary of Standard Estonian" and towards their students' vocabulary

Kristel Algvere (University of Tartu, Estonia)

"The Dictionary of Standard Estonian is of great importance to me," said an Estonian teacher in an interview. This dictionary belongs to a prescriptive tradition, although the usage-based approach has highlighted shortcomings where previous linguistic norms systematically diverge from actual language use (Risberg & Lindström 2023:307). Standard language dictionaries are tools of Standard Language Ideology, one aspect of which is a firm belief in correctness (Milroy 2001:535). Frequently, people are unaware of the influence of underlying ideologies and tend to regard language norms as matters of common sense (Garrett 2010:7). Education based upon a doctrine of correctness and purity in language that differs from the facts of actual language use is considered a force that produces linguistic insecurity in students (Baron 1976:2; Vaicekauskienė 2012:77). In the presentation I'll give an overview of the attitudes of Estonian teachers to the Dictionary of Standard Estonian and how they use it in lessons. The second theme is teachers' attitudes to students' vocabulary. I'll discuss how the attitudes might affect the linguistic security of the students. The presentation is based on a qualitative study; it uses data from semi-structured interviews with Estonian L1 teachers from different parts of Estonia.

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The culinary lexicon of Standard Serbian and Standard Croatian: the origins of their differences

Ivan Silobrčić (University of Zagrab, Croatia)

This article proposes to determine the historical linguistic origins of the sole lexical field which, in a systematic and not sociolinguistically irrelevant manner, differentiates two otherwise mutually intelligible standard variants of a common idiom (Shtokavian): Serbian and Croatian, and that is their culinary lexicon. The historical linguistic analysis offered here will serve to explain a sociolinguistic phenomenon, which has been noted many a time before, that this lexical field is the only one capable of generating misunderstanding between the speakers of these two standardised languages; this article will briefly mention, aside from tracing the origins of this fissure, how this split is reflected in the other contemporary standardised forms of this idiom (Shtokavian), namely the Bosnian and Montenegrin standard languages. We will try to assess how these standardised forms are reflected in everyday speech, as they pose a problem to communication in culinary terms, as these four states which regulate their standardised languages are capable of showing considerable lexical isoglossal differences in Shtokavian within their borders and, according to some, even amongst separate Slavic idioms within their borders (Torlakian, Kaykavian and Chakavian), thus creating a highly complex system of interacting lexicons we will attempt to describe and analyse.

English phrasal verb perception and application in communication among Nigerian undergraduate students

Wisdom Jude (Nigeria)

This study explores second language Nigerian undergraduates' perception and knowledge application of literal, semi-idiomatic and idiomatic categories of phrasal verbs (PVs) in their communication. A survey descriptive research design will be employed. Out of a population of 550 freshmen students in Federal University of Technology Ikot Abasi for 2023/2024 session, criterion sampling technique will be used to select a sample size of 156 respondents from the three departments (Aero space, Electrical Electronics, and Civil Engineering), School of Engineering. Three research questions will guide the study. A questionnaire on phrasal - verb utilization / perception (PUPQ) and Phrasal - Verb Criterion Reference Test (PCRT}. Descriptive and inferential statistical tools will be used to analyze students' perception and use of phrasal-verbs in communication. Findings will be reported and recommendations stipulated at the end of the study.

Collaborative writing for tackling inequalities

Bodó Csanád (ELTE Eötvös Loránd University, Hungary)

Dobos Mária (ELTE Eötvös Loránd University, Hungary)

Fehérvári Anikó (ELTE Eötvös Loránd University, Hungary)

Gáspár Judit (Corvinus University of Budapest, Hungary)

Szabó Gergely (ELTE Eötvös Loránd University, Hungary)

Széll Krisztián (ELTE Eötvös Loránd University, Hungary)

Current research has shown that systematic and regular individual writing activities have positive effects that can influence a range of literacy-related skills, including writing and

reading comprehension (Jouhar & Roupley 2021). However, there is little research on whether these effects can be induced in less literate learners (Lee & Shallert 2016) and whether these effects are present when students do writing exercises together rather than individually (Svenlin & Sørhaug 2022). In our study, we focus on the significant differences in the literacy skills of Hungarian secondary school students in relation to social inequalities. During our four-year project, we develop collaborative writing practices of pairs of students from different socio-cultural backgrounds. In these practices, students interact and make joint decisions while producing a written text for which they share responsibility and authorship (Storch 2013; 2019). We seek to understand whether collaborative writing as an academic intervention has an impact on school literacy. In this talk, we present the programme we are developing and initial findings from a mixed methods study of the intervention's effectiveness. We hypothesize that engaging in dialogue while producing a collaborative text will help to address social and linguistic inequalities.

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Session F1 – Language and Education

M-342

Chair: **Stephen Bahry**

Normative foundations of Russia's language policy: the principle of equality of languages

Konstantin Zamyatin (University of Turku, Finland)

One of the main approaches of doing research on language policy is to apply the model of public policy cycle. It is assumed that this model can be applied to study language policies (only) of democratic states because it has a normative perspective and "can be seen as a tool for the promotion of democracy, social justice (including human rights) and social progress (Gazzola et al. 2023). I argue that language policies of non-democratic states can also be studied based on this model, inter alia, because these states need to justify their policies, which, thus, are usually based on some normative elements. In my paper I discuss the principle of the equality of languages in the Russian case. I apply the policy cycle model to study discourses and practices in order to understand why the principle of equality of languages of the peoples of Russia was enshrined in the constitution as part of the country's policy formation and adoption for the justification of its language policy as well as how it was and is being instituted and implemented. My finding demonstrate that the principle is still being applied at the discursive level, although the instrumental policy does not support it.

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Language planning and education in Estonia: a case study

Laura Dall'Agata (University of Milan, Italy)

This paper reports a case study research on one particular school in Tallinn, Estonia, against the background of Estonia's linguistic and educational landscapes affected by the Estonian government's pivotal 2022 mandate to transition towards an exclusively Estonian-language education system, a challenge to the many Russian-speaking residents who grew up and live in Estonia. The studied school was originally conceived as a dual-immersive language institution, which is now deemed to substantially adapt its curriculum to the ongoing changes. The case is analysed embracing a multimethod approach, combining quantitative and qualitative methodologies to extract data through questionnaires and interviews with parents, teachers and students at the school. The core findings, obtained through thematic analysis of the data gathered, cover four macro-themes, namely "Language use and Environment", "School choice and overall satisfaction", "Characteristics of language immersion" and "Multilingualism and language policy in Estonia". The research results uncover how the CS School successfully preserves linguistic diversity amid legislative changes. Examining the school's functioning and strategies, as well as the feedback provided by its stakeholders, the study offers insights into Estonia's complex multilingual education

landscape, and offers a potential starting point for policy makers to consider a multilingual approach in education to meet the diverse needs of children of Estonia.

„Enthusiasm for Na-našo language learning is dwindling": On (im)possibilities of providing minority language education in Italy

Lucija Šimičić (University of Zadar, Croatia)

Ivana Škevin Rajko (University of Zadar, Croatia)

A divergence between de jure language policies and their de facto realizations is discernable in various aspects of minority language policing and their consequences may have long-term impact on language maintenance, language identity and attitudes in smaller or endangered language communities. The aim of the paper is to explore various aspects regarding the right to minority language education in Molise Croatian community, the smallest historical linguistic minority in Italy. It was formed by migrants from the eastern Adriatic coast in the 16th century and today comprises four villages in the southern region of Molise. The language, which is locally referred to as Na-našo/-u, has developed independently of Croatian and is considered as a separate language by its speakers. Despite largely symbolic language protection and generally positive attitudes among the speakers of Na-našo/-u, language vitality has been seriously undermined in the recent years. On the basis of qualitative, largely narrative ethnographic data, continuously collected since 2016, we analyze current top-down and bottom-up discourses that hinder the access to minority language learning in formal education. Furthermore, the often conflicting legal and administrative discourses have been increasingly translated into contested language ideological positions at individual and community levels as well.

Awadhi and India's New Education Policy: a policy and attitudinal analysis

Jack Greeney (independent researcher, United Kingdom)

This work examines education policies and attitudes affecting Awadhi—a minoritised north Indian language—speakers, analysis demanded by the recent publication and forthcoming implementation of National Education Policy 2020, prescribing 'mother tongue' education. Combining top-down policy and bottom-up attitudinal analyses, literature gaps regarding minoritised languages in Indian education are filled, concluding that NEP provisions are unlikely to be successfully implemented regarding Awadhi due to the lack of a clear plan, ambiguous language, and current socio-political context. Despite being an important religious/literary language, Awadhi is recognised neither regionally nor nationally, meaning it will likely be overlooked during states' policy implementation, reflecting and perpetuating its current unequal status compared to Hindi and English.

Furthermore, qualitative and quantitative research elicited Awadhi speakers' opinions—currently largely omitted from policy discourse—on Awadhi's potential educational use. This work found that although both men and women strongly support Awadhi's sociocultural value, while men highly supported Awadhi's educational use, women were strongly against, overwhelmingly preferring Hindi/English—concurring with Nepalese findings (Thakur and Yadav, 2013)—primarily for future employment reasons. However, mother-tongue education has been shown worldwide to be more effective than national languages (Heugh, 2005).

These findings allow policymakers and activists to better understand women's concerns—often overlooked in policymaking (Weldon, 2002)—regarding Awadhi's educational use.

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Session F2 – Language Policies: Actions and Actors

M-135

Chair: **Kimmo Kosonen**

From inequality to equality: examination of clear language initiatives for English as a lingua franca

Naoko Hosokawa (University of Tokyo, Japan)

This paper examines the effects of 'clear language' initiatives for the egalitarian use of English in international communication. The increasing use of English as a lingua franca is often seen as a source of linguistic inequality. However, it is also true that English has become an important intermediary language in multilingual communities. In this context, Crystal (2003) proposes a functionalist multilingual approach in which English is seen as a practical tool for global communication, while linguistic diversity is ensured at both family and societal levels.

This paper focuses on the principle of 'clear language' as a means of implementing this model. 'Clear language' is a term used, for example by the European Union, and it refers to a method of facilitating multilingual translation by using a clearly written English text as the source text. While often regarded as synonymous with the more common term 'plain language', 'clear language' does not make a distinction between native speakers and non-native speakers as principal actors and places more emphasis on multilingualism. Based on a textual analysis of clear language manuals, this paper concludes that under certain conditions, English as a lingua franca can be a tool for linguistic equality.

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Language choice and negotiating power: Examining stance in Luxemburgish user comments

Emilia Milano (University of Luxembourg)

Christoph Purschke (University of Luxembourg)

With its rich linguistic history and current language policy (Erhart & Fehlen, 2011), as well as its diverse population (50% foreign residents), Luxembourg presents a paradigm case of a superdiverse multilingual country. However, its superdiversity is often compartmentalised in online settings, which are largely monolingual in practice (Belling & de Bres, 2014). Against this backdrop, the proposed study focuses on language choice and social positioning strategies in public discourse on multilingualism in a largely monolingual corpus – the news website RTL.lu user comments. It holds 1.2 million posts written mainly in Luxemburgish from 2008 to 2023.

Specifically, the study aims to analyse Luxembourgers' stance taking towards multilingualism and the role of non-Luxembourgers in the country, to investigate how Luxembourgers construct their hegemonic identity (Kiesling, 2006) through linguistic choices and pronouns and possessive determiners.

Interestingly, a general discursive proximity between the word Sprooch ('language') and semantic domains like identity and nationality has been found (Purschke, 2020), and eis Sprooch ('our language', e.g., Luxembourgish) is a means of in-group identification and differentiation from other speakers. A context sensitive discourse analysis of online interactions reveals the close connection between stance taking through linguistic choices and the negation of power relations in online interactions.

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"Activism should stop at the doors to the booth": A study of conference interpreters' views on gender-inclusive language in simultaneous interpreting (English to French)

Beth Hanley (Université libre de Bruxelles, Belgium)

Arising from feminist campaigns in the 1970s, inclusive language is generally viewed as the linguistic inclusion of minority groups and the avoidance of stereotypes. In French, however, inclusive language is widely used to describe the feminisation and/or neutralisation of French grammar (Abbou et al., 2018) in line with findings that suggest that its androcentricity limits the visibility of people who are not men (Gygax et al., 2021). Inclusive language resources have become widely available in recent years but are limited when it comes to oral language, and particularly simultaneous interpreting (SI), understood to be a highly stressful practice

(Hervais-Adelman and Babcock 2020). Considering the multilingual aspect of SI, additional challenges may arise from differences in grammatical gender, which is demonstratively more pronounced in French than in English. However, assumptions made about inclusive language in SI between a natural gender and gender language have been speculative as there has been a dearth of studies on the subject. Reporting from the results of an online questionnaire, this contribution will explore conference interpreters' views and experience of using inclusive language in SI when working from English into French to assess the level of demand for interpreting-specific inclusive language resources to be made available.

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Exploring Phonetic Variations and Identity Negotiation: Arab Students in the Turkish Linguistic Milieu

Ahmed Metwally Abdalla (Eskişehir Osmangazi University, Turkey)

This study delves into the intricate realm of phonetic variations observed in the daily Turkish language usage among Arab students studying in Turkey. By employing participant observation and semi-structured interviews, we capture the nuances of language behavior exhibited by Arab students across various academic disciplines within the Turkish context. Through analysis of recorded interactions and interview transcripts, we unveil a rich tapestry of phonetic divergences, ranging from subtle nuances reflective of Arabic phonological influences to more pronounced deviations in pronunciation and intonation patterns. Our investigation scrutinizes factors such as linguistic backgrounds, exposure to the Turkish language, social networks, and language acquisition strategies to unravel the complexities of linguistic adaptation among Arab students. Furthermore, we explore the interplay between linguistic accommodation and identity negotiation within the Turkish linguistic milieu. Our findings contribute to understanding how language choices may reflect or perpetuate inequalities, informing language education policies, intercultural communication strategies, and societal integration initiatives within Turkish society. This research enriches our understanding of language dynamics in diverse sociocultural contexts, particularly among Arab students navigating the Turkish linguistic landscape.

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