*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th

**Description of Workshop**

The prejudice and discrimination towards different languages and how these create legal and social inequalities is well documented (Kibbee, 2016; Piller 2016). However, despite the existence of a number of international declarations and institutions committed to protecting and promoting the world's linguistic diversity and the rights of speakers, the social and developmental problems related to linguistic inequalities have not achieved the level of attention or affirmative action as other social inequalities (e.g. related to race, gender and class). Moreover, the prejudices against non-standard varieties of a single language have received even less attention (O'Neill and Massini-Cagliari, 2018), despite the attested linguistic discrimination within the education system (Seligman, Tucker, and Lambert 1972; Siegel 2010; Grainger 2011; Grainger and Jones 2013), the justice system (Rickford and King 2016), the housing market ((Purnell, Idsardi, and Baugh 1999; Baugh 2003) and in training courses and the job market (Baratta 2018; Seggie, Smith, and Hodgins 1986))

The aim of the workshop is to bring together researchers from different disciplines who have different research expertise, strengths and methodologies to explore the ways in which language prejudice can represent a social and developmental problem for individuals, groups and nations. The workshop therefore aims to explore:
- the ways in which linguistic prejudice manifests itself as discrimination
- the social and economic effects of linguistic prejudice on society
- the role of academic research in combating linguistic prejudice

With reference to the last point, within sociolinguistics, the assumption is that social change can be achieved when researchers share their knowledge with the public, policymakers and other institutions. This 'principle of error correction' has recently come under scrutiny and has been argued as being naïve and ineffectual (see Lewis (2018) and discussions therein) since the focus is on changing beliefs of individuals but not analysing the political, historical and social factors which sustain and reinforce such beliefs and the material structures which endorse and promote them. The guiding methodology of the workshop is to take an interdisciplinary and challenge-based approach and view language ideologies as intimately related to other ideologies. Thus, arguments around the value and perceptions of linguistic usages may not necessarily be involved with linguistic features but relate to who defines what is authoritative usage and the material conditions and social positions which these people have.

The workshop will also be followed by a one day event (26th June) focussing on the topic of the workshop but exclusively within a Lusophone context. The event seeks to critically analyse the current language policies in Angola, Brazil, Cape Verde, East Timor and Mozambique and their social, economic and developmental consequences. These countries employ a standard written form in education and governance which is not native to the majority of speakers. There will be talks which analyse language policies from a socio-linguistic, historical, political, sociological and educational perspective. Participants are welcome to attend both events but note that the majority of talks on 26th June will be in Portuguese.

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th
**Venue – Jessop Building 117 (registration and lunches in Jessop West foyer)**

Programme 24th June

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|---|---|
| 10.00-10.30 | REGISTRATION in Jessop West with coffee |
| 10.30-11.15 | **Language, Prejudice, Social Exclusion and Development** <br> *INTRODUCTORY REMARKS* |
| 11.15-12.00 | **Why is Language Diversity Important? Insights from Cognitive Science.** <br> *Meesha A Warmington* <br> *(University of Sheffield)* |
| 12.00-12.45 | **Critical Reflections on the Role of the Sociolinguist in Educational Debates** <br> *Julia Snell* <br> *(University of Leeds)* |
| 12.45-14.00 | LUNCH and COFFEE |
| 14.00-14.45 | **The influence of subjective accent preferences on access to elite professions in the UK: Methodological considerations and broader implications** <br> *Dominic Watt* <br> *(University of York)* |
| 14.45-15.30 | **Language and citizenship in post-colonial Mozambique:** <br> **The persisting colonial matrix of power relations** <br> *Feliciano Salvador Chimbutane* <br> *(Universidade Eduardo Mondlane, Mozambique)* |
| 15.30-16.15 | **Conflict and language choice in Northern Ghana: implications for development communication** <br> *Paul Kerswill* <br> *(University of York)* |
| 16.15-16.30 | SHORT BREAK |
| 16.30-17.15 | **"Português, tétum ou tetuguês?": heteroglossic repertoires, language hierarchies and social distinction in Timor-Leste** <br> *Alan Carneiro* <br> *(Universidade Federal de São Paulo)* |
| 17.15 -18.00 | **Circulating ideas of southern urbanism: notes for a research agenda in the Lusophone countries** <br> *Gabriel Silvestre* <br> *(University of Sheffield)* |
| 18.00 -19.00 | **Wine Reception in Jessop West** |
| 19.00 | **CONFERENCE DINNER** |

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th
**Venue – Jessop Building 117 (lunch in Jessop West foyer)**

25th June

| | |
|---|---|
| 9.30-10.15 | **Institutional multilingualism: theories, policies and practices of language and law in the EU**<br>*Javier Moreno-Rivero*<br>*(University of Cambridge)* |
| 10.15-11.00 | **Microaggressions against minority group speakers in housing interactions**<br>*Nicole Baumgarten*<br>*(University of Sheffield)* |
| 11.00-11.45 | **Ideologies of linguistic authority in the Galician education system: a case study of Cape Verdean students in Burela**<br>*Nicola Bermingham*<br>*(University of Liverpool)* |
| 11.45-12.30 | **Rethinking and unthinking language variation and literacy: lessons from Grimm & Co**<br>*Jane Hodson*<br>*(University of Sheffield)* |
| 12.30-13.45 | LUNCH in Jessop West |
| 13.45-14.30 | **Language ideologies and inequalities in the history of language learning and teaching: what the past can teach us about the present**<br>*Nicola McLelland*<br>*(University of Nottingham)* |
| 14.30-15.15 | **Written Culture and Linguistic Authority: what counts as 'error' from a Brazilian newspaper perspective**<br>*Gilcinei Carvalho*<br>*(Univesidade Federal de Minas Gerais, Brazil)* |
| 15.15-16.30 | **Language Prejudice and Historical Linguistics**<br>*Paul O'Neill*<br>*(University of Sheffield)* |
| 15.15-16.00 | **TBC/Round table discussion** |

## Ideologies of linguistic authority in the Galician education system: a case study of Cape Verdean students in Burela

*Dr Nicola Bermingham*
*(University of Liverpool)*

Language has been long been used as a tool to create and reinforce social hierarchies, with immigrants often experiencing forms of linguistic domination which challenge their legitimacy in social settings (Collins, Slembrouck, & Baynham, 2009; Duchêne, Moyer, and Roberts, 2013; Márquez Reiter and Martín-Rojo, 2015). This can be seen especially in the classroom. This paper will draw on selected data from an ethnographic study conducted in two secondary schools in the Galician coastal town of Burela. The study looks specifically at the linguistic experiences of Cape Verdean immigrant students who are learning Galician and Spanish through the public education system. The sociolinguistic dynamics of Cape Verde and Galicia share many similarities: both contexts have two 'local' languages (Galician and Spanish in Galicia, Kriolu and Portuguese in Cape Verde), and questions regarding the hierarchisation of languages remain pertinent in both cases. This paper will explore how, in studying immigration from a former African colony to a bilingual European context, we can see how pre-existing hierarchical structures from the immigrant community become embedded in local ones. The 'ideological baggage' surrounding the value and prestige of minority languages that Cape Verdean migrants arrive with, is accommodated by local linguistic ideology, which has experienced a similar history of linguistic minorisation. This paper will examine how such transplantation of linguistic ideologies shapes and impacts the linguistic choices of both the local and the immigrant community.

Collins, J. et al. (eds.) (2009) *Globalization and Language in Contact: Scale, Migration, and Communicative Practices*. London and New York: Continuum International Publishing Group.
Duchêne, A. et al. (eds.) (2013) *Language, Migration and Social Inequalities: A Critical Sociolinguistic Perspective on Institutions and Work*. Bristol: Multilingual Matters.
Márquez Reiter, R. & Martín-Rojo, L. (eds.) (2015) *A Sociolinguistics of Diaspora Latino Practices, Identities, and Ideologies*. First Edit. New York: Routledge.

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th

**"*Português, tétum ou tetuguês?*": heteroglossic repertoires, language hierarchies and social distinction in Timor-Leste**
*Alan Carneiro (Universidade Federal de São Paulo)*

Timor-Leste is a small Southeast Asian country, which became independent in 2002, its Constitution recognizes two languages as official, Portuguese, which was chosen because of its history in the territory and Tetun, a standardized version of a local language variety. Beyond the official languages, the Constitution gives the status of working languages to English and Indonesian and of national languages to the two dozens of different local indigenous languages. In this multilingual setting, the use of these different languages and the multiple forms of translinguistic and transidiomatic practices - or in other words, transglossic practices (Cox e Assis-Peterson, 2007) - regulate social interactions in diverse social contexts. The main aim of this paper is to characterize hegemonic language ideologies about these languages and these different transglossic practices and their role in the construction of linguistic hierarchies and social distinction in the country. This research is based on an ethnographic study about the local language in education policies, which had a focus on the role of Portuguese language teachers in their implementation. The data to be analyzed are the metasociolinguistic stances (Jaffe, 2009) of these language teachers in life narratives and the way they position themselves in relation to the different local languages and transglossic practices. Their different stances index the ways the use of different languages are metapragmatically regulated (Wortham, 2001), structuring a specific local language regime (Kroskrity, 2000), but also to the metapragmatics of transglossic practices and the ways they can be part of new processes of enregisterment (Agha, 2004) and the construction of new language regimes. These dynamics of shift in language ideologies in the country points out for a process of social change in the value of languages, language practices and their speakers along the time and the ways that legitimate languages and legitimate speakers are or can be potentially constructed in these different timescales. If on the one hand, these language regimes can exclude as they are constantly reaffirming borders, on the other, there are also possibilities for the subversion and redrawing of identities through the creative use of language resources.

Agha, A. (2004). Registers of Language. In: DURANTI, A. (Ed.) **A Companion to Linguistic Anthropology** (p. 23-45), Oxford: Blackwell.

Assis-Peterson, A.A., & Cox., M. I. P. (2007). Transculturalidade e Transglossia: para compreender o fenômeno das fricções linguístico-culturais em sociedades contemporâneas sem nostalgia. In S. M. Bortoni-Ricardo & M. C. Cavalcanti (Eds.), **Transculturalidade, Linguagem e Educação** (pp. 23-43). Campinas, SP: Mercado de Letras.

Jaffe, A. (Ed.) (2009). **Stance:** Sociolinguistic Perspectives. Oxford: Oxford University Press.
Kroskrity, P. (Ed.) (2000). **Regimes of Language**: Ideologies, Polities and Identities. Santa Fe, New Mexico: School of American Research Press.

Wortham, S. (2001). Language ideology and educational research. *Linguistics & Education*, *12*, p. 253-259.

**Language and citizenship in post-colonial Mozambique: The persisting colonial matrix of power relations**

**Feliciano Chimbutane**

**(Universidade Eduardo Mondlane)**

I show how the definition of Portuguese as the sole official language in Mozambique has been constraining citizenship participation to the majority of the population who cannot speak this language but African languages. I argue that this form of language prejudice represents a continuation of the coloniality of language ideology and citizenship, which contradicts the current legislative and discursive openness to diversity and democratic participation. I suggest that speakers and pressure groups (including academics) should work together in order to mainstream African languages and associate knowledge, thus contributing to contract the persisting colonial matrix of power relations in postcolonial contexts.

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th

**Conflict and language choice in Northern Ghana: implications for development communication**

*Paul Kerswill (University of York) & Edward Salifu Mahama (University for Development Studies)*

This paper deals with language in an area of Africa which has seen frequent inter-ethnic conflict: Northern Ghana. The root causes of the conflicts lie in historical migrations and conquests, exacerbated by the former colonial power's favouring of cephalous groups over acephalous groups, which has left a legacy of bitterness and disputed hierarchies. Ethnic group and language are closely aligned, and this means that choice of language is not neutral, carrying social 'baggage'. We examine language use and language attitudes in two villages, Pong-Tamale and Daboya, where the linguistic alignments reflect this history in different ways. Our data was gathered via a large-scale language-use questionnaire combined with ethnography, the object of which was to discover language preferences in development communication contexts, involving NGOs and local residents. Pong-Tamale lies in Dagbon, a former kingdom dating from the 15th century, where there is no dispute about territory, identity or language. Pong-Tamale contains many migrants from Ghana and surrounding countries. Dagbani is a frequently used lingua franca; however, it faces competition from Hausa, a lingua franca also used by foreign migrants. Pong-Tamale contrasts with Daboya, a village in the Gonja traditional area. The Gonjas' claim to the land is more recent (17th century), established through conquest. The Gonja language is dominant, but is in competition with others spoken by 'client' groups in the same villages. Hausa is barely used. In Daboya, there is an uneasy truce between the Gonja and subordinated groups. Unlike in 'plural' Pong-Tamale, identity in Daboya is complex, composite and contextually-contingent – the same individual may claim to be Gonja or, for instance, Tampulma, depending on situation. All this is reflected in language choices, and recommendations can be made for language policies in development communication.

Reference

Kerswill, Paul & Edward Salifu Mahama. 2019. Ethnicity, conflict and language choice: the case of northern Ghana. In Lesley Jeffries & Jim O'Driscoll (eds.) *Routledge Handbook of Language in Conflict*. London: Routledge, pp. 339–360.

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th

**Language ideologies and inequalities in the history of language learning and teaching:
what the past can teach us about the present**
*Nicola McLelland*
*(University of Nottingham)*

This paper will take a (largely) historical approach to uncovering ways in which linguistic inequality is encoded in language learning and teaching, a result of language ideologies of which we may not always be aware. Focussing largely on England, but with examples drawn from European and non-European languages, I will explore three themes. I begin with the question of language hierarchies: i. which languages are available to which learners?; ii. what do we consider we need to assess about these languages, and by what criteria?; and iii. which languages are disfavoured, or simply 'overlooked'? Taking a historical approach allows us to see how such decisions – which change over time – are underpinned by ideologies, deep-seated, but nevertheless evolving over time, about what language learning is actually for. Second, I shall explore the extent to which linguistic diversity within any given language is made visible, or backgrounded and erased, and to what extent it is evaluated, in language instruction, taking the history of German teaching and learning as a case study. Finally, I shall explore the extension of standard language ideologies to languages and language varieties that were previously (arguably) free of them, and the ways in which that has created new linguistic inequalities.

**Critical reflections on the role of the sociolinguist in educational debates**
*Julia Snell (University of Leeds)*

There has been increased focus in the UK media, policy discussions, and popular discourse on the link between local dialect and educational underachievement. Some schools have attempted to 'ban' the use of regional dialects in pupils' speech with the assumption that this will improve literacy rates (e.g. Fricker 2013, Williams 2013), even though it is unclear how (if at all) speaking in a nonstandard dialect affects writing development and educational outcomes. These recent high-profile attempts to police nonstandard speech in schools have reinvigorated UK sociolinguists' longstanding interest in tackling linguistic prejudice. Since the 1970s, sociolinguists have expressed concern that negative attitudes to nonstandard voices may cause linguistic insecurity and educational alienation for some pupils. In response, they have argued that nonstandard dialects are as systematic, logical and rule-bound as standard varieties (Labov 1969; Trudgill 1975), and more recently, some have advocated for a 'repertoire' approach, which foregrounds the social and interactional dynamics that give rise to nonstandard forms (Snell 2013). Nonetheless, negative perceptions of nonstandard dialects persist, and recent work has criticised sociolinguistic research for being ineffectual in bringing about social change (Block 2014; Lewis 2018). In this paper, I reflect critically on the role of the sociolinguist in educational debates and suggest possible avenues for future work, focusing in particular on how sociolinguistic research on language diversity might connect with educational research on talk-intensive pedagogies.

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25th

**The influence of subjective accent preferences on access to elite professions in the UK:**
**Methodological considerations and broader implications**

*Dominic Watt (University of York), Devyani Sharma, Erez Levon, Amanda Cardoso, Yang Ye*
*(Queen Mary University of London)*

The Accent Bias Britain (ABB) project (UK Economic and Social Research Council ES/P007767/1, www.accentbiasbritain.org) aims to assess the extent to which accent-based prejudice among gatekeepers of elite professions affects the career prospects of qualified applicants. Part of the project focuses on the legal profession, an environment in which traits like articulateness, authoritativeness, self-confidence, and persuasiveness are highly prized. These traits have in the past been associated most strongly with the standard British English accent, Received Pronunciation (RP), an ascription which is not just a tacitly agreed aspect of life in Britain: it is the subject of overt and usually approving discussion in many public fora, and it forms the foundation of best-selling self-help guides on speech and voice designed for businesspeople, actors, educators, and other public speakers (e.g. Sharpe & Rowles 2011; Ashton & Shepherd 2012; James & Smith 2012).

Given how entrenched this preference is, it would scarcely be surprising if, for those seeking positions in elite professions, an ability to speak with a standard or close-to-standard accent of English would be seen as advantageous. Yet most studies of bias in recruitment in the UK have not examined the specific role of accent, and there is still a critical need for better understanding of the role of accent-based bias at key junctures of social mobility. Rather than discussing our findings to date, although we will touch upon these briefly, we focus in the present paper upon the methods and design of the ABB project, highlighting a number of areas in which innovation or adoption of methods from other fields - notably economics, management, and psychology - may be fruitful.

*Language, Prejudice, Social Exclusion and Development*
University of Sheffield, June 24-25<sup>th</sup>