

## **JIAS-LMS Colloquium: The Future of Multilingualism**

28-30 June 2018  
Johannesburg Institute of Advanced Studies

### Programme

#### **28 June 2018 (Day 1)**

Time	
12.00-13.30	Lunch
13.30-14.00	Opening Remarks (Peter Vale)
14.00-14.45	Salikoko Mufwene (Chicago) <b>There's a Future for Multilingualism, Contrary to the Dominant Discourse on Language Endangerment and Loss</b>
14.45-15.30	Cecile Vigouroux (Simon Fraser) <b>A Political Economy Approach to the Celebratory Discourse on the Plurilingual Speaker</b>
15.30-16.00	Tea Break
16.00-16.45	Tan Ying Ying (NTU) <b>The Myth of Multilingualism in Singapore</b>
16.45-17.30	David wa Maahlamela (UJ) <b>Multilingualism and the politicization of language in South Africa</b>
1830 -	DINNER (The Johannesburg Country Club)

#### **29 June 2018 (Day 2)**

Time	
10.00-10.45	Ng Bee Chin and Francesco Cavallaro (NTU) <b>The multifaceted nature of 'non-monolingualism': Defining bilingualism and multilingualism in different contexts</b>
10.45-10.50	Tea Break
10.50-11.30	Amiena Peck (UWC) <b>"Ufunda kwiChina?" exploring multilingualism through transformative Linguistic Citizenship</b>
11.30-12.15	Ana Ferreira (Witwatersrand) <b>Reframing the role and shape of English education in a multilingual post(de)colonial South Africa: A position paper</b>

12.15-13.30	LUNCH
13.30-14.15	Bertus van Rooy (North West) and Haidee Kruger (Macquarie University, Australia / North-West University, South Africa) <b>Hybrid Englishes in South African multilingual digital repertoires</b>
14.15-15.00	Etienne Barnard (North West) <b>Multilingualism in the age of Deep Learning</b>
15.00-15.45	Chng Eng Siong (NTU) <b>Development of a Conversational Singapore English/Mandarin Code-switch speech recognition system.</b>
15.45-16.15	Tea Break
16.15-17.00	Morwesi Sitto (UJ) <b>Multilingualism and the concept of re-identity</b>
17.00-17.45	Basse Antia (UWC) <b>Multilingualism in South African Higher Education – Looking Backwards to Look Forward</b>
1830 -	DINNER (Lucky Bean, Melville)

### 30 June 2018 (Day 3)

Time	
09.30-10.15	Kastoori Kalaivanan (NTU) <b>The effect of lifelong bilingualism on cognitive functions: Findings from Tamil-English bilinguals in multilingual Singapore</b>
10.15-11.00	Munyane Mophosho (Witwatersrand) <b>Socio-political issues in speech-language consultation practices in diverse hospital setting: where are we?</b>
11.00-11.05	Tea Break
11.05-11.45	Taty Dekoke (North West) <b>The changing language repertoires of Congolese migrants in the Vaal Triangle.</b>
11.45-12.30	William Kelleher (Pretoria) <b>Trajectories of locally occasioned multilingual small stories in Sandton, South Africa</b>
12.30-12.45	Closing remarks (Peter Vale)
12.45-14.00	LUNCH

## **There's a Future for Multilingualism, Contrary to the Dominant Discourse on Language Endangerment and Loss**

**Salikoko S. Mufwene**

University of Chicago

The dominant discourse on language endangerment and loss (LEL) has led us to the conclusion that modern world-wide economic globalization is leading rapidly not only to a decreasing number of languages but also to increasing monolingualism in the major European world languages, chiefly English. While this prognostic appears to be supported especially by language practice in Anglophone countries of the Global North, viz., by the ongoing loss of indigenous languages (after the loss on non-dominant European languages in particularly the United States, Canada, and Australia), it is not so true of Continental Europe. Despite the general commitment of their polities to the one-language-one-nation ideology since the 19<sup>th</sup> century, continental Europeans have become increasingly plurilingual in their national vernaculars and English, contributing to making it the world's foremost lingua franca. Increasing migrations from the Global South to the Global North since WWII have produced what has recently been identified as "super-diversity." This is a concomitant of the non-assimilation of the "migrants" by the "autochthons" and of the longer survival of the "non-autochthonous" languages. The state of affairs is enabled not only by the local population structures but also by the growing affordability of long-distance travel and communication technology. Concurrently, while most countries of the Global South have retained a European metropolitan language as their official language or one of them, the new nation-states have remained multilingual and their socioeconomic structures sustain/reward plurilingualism, even in the urban centers. Thus, although urbanization played an important role in the evolution toward monolingualism in the Global North, it has occurred only to a limited extent in especially Sub-Saharan Africa, where, among other reasons, limited urban infrastructure sustains traditional patterns of socialization in heritage languages.

## **A Political Economy Approach to the Celebratory Discourse on the Plurilingual Speaker**

**Cécile B. Vigouroux**

Simon Fraser University

This paper seeks to examine the celebratory discourse on plurilingualism produced by corporations, economists, and to a certain extent linguists since the late 20<sup>th</sup>. Plurilingualism is seen as unquestionably positive in that cultural and linguistic diversity is perceived as enriching societies, bilingual education is constructed as a way to respect and promote a child's linguistic heritage, and speaking more than one language is taken to index cosmopolitanism and considered cognitively beneficial for an individual. To be sure, this discourse hasn't displaced the pervasive 18<sup>th</sup>-century one-language-one-nation ideology according to which linguistic and cultural diversity embodied by some targeted migrants is framed as a potential threat to democracies and local workers. The monolingual ideology is still a defining character of nation-states.

As argued by many scholars, the emergence of the neoliberal economic order in the 1980's has led to the restructuring of national markets and free circulation of money and goods, as well as the reshaping of new subjectivities. In this presentation I show how the shift from a capitalist mode of production to a neoliberal order has led to the commodification of language skills in corporate globalization. Language is increasingly framed as a human capital that one should accumulate. This shift from language as indexing identity to language as an asset has a tremendous impact on individuals and governments, for instance, by shaping educational trajectories or developing language policies over others.

While a lot of work has been done on the commodification of language skills in the Global North, not much has been written on language dynamics in Africa, a historically highly multilingual continent. To my knowledge in many parts of Africa, speakers' plurilingualism has never been construed either as an issue or as an asset. Rather, it has been seen as the norm. It's noteworthy that while Africa hasn't been immune to neoliberal policies, language debates are still framed, almost exclusively, along a colonial/post-colonial axis very similar to the post-independence discourse of the late 1960's. Although I believe such debates are still relevant today, I wonder to what extent they don't prevent us, linguists, from examining other language dynamics at play in this new economic world order. Although I may not provide any answer, I believe the question still needs to be addressed.

## **The Myth of Multilingualism in Singapore**

**Ying-Ying Tan**

Nanyang Technological University, Singapore

While recent scholars have shown, particularly in Europe, how an increasingly multilingual Europe challenges the Herderian model of ‘monoglot nations’, Singapore has instead seemingly shown itself to be a working example of the Herderian theory. This paper explores the linguistic ecology of Singapore by tracing how it has turned from a multilingual state to an increasingly monolingual one, by using empirical data from large-scale language surveys conducted over the last few years, as well as policy documents to tell the story of how the state envisages the relationship between language and nation-building in the postcolonial years. I will show, in this paper, how this story is a complex one that involves a clash between the ideals of what the national languages should be, and the realities of how languages come to represent the nation. I will argue that the development of this voice for the nation cannot come from the state, as most policy-makers will want to believe, but has to evolve from the ground, shaped by the very speech communities who speak the languages.

## **Multilingualism and the politicization of language in South Africa**

David wa Maahlamela, University of Johannesburg

A society with diverse monolingual speakers is often deemed a multilingual society. This study, however, argues that multilingualism, or at least progressive multilingualism is polyglotism. In the colonial and apartheid context, the language question was misused to separate and subjugate Africans as well as to fuel tribalism. The drastic development of Afrikaans was a political strategy to signify and symbolize the rise of white supremacy, an act that affected the relationship majority of the South African citizens had with the language. Thus, the 1976 students uprising, an act against the oppressive system, was and continues to be misinterpreted as an uprising against a language. Although viewed by many as 'language of racism,' a notable number of black and coloured people regard Afrikaans as their mother tongue, these including some of the Aboriginal citizens of the country.

This demonstrates the danger and consequences of politicization, racialization and tribalization of languages, hence a language should not mean an island of interactive solitude. Under the democratic dispensation, the South African indigenous languages were accorded recognition as official languages, but less was done to fully develop them to be strong languages. In other words, they were given only status without linguistic and functional power. In addition, the hegemonic English lingua franca somewhat shadows the significance of indigenous languages, more so, poses a threat to one of the fundamental human rights, freedom of expression. Constitutional contradiction of the post-1994 Language Bill and linguistic approach of the very same Constitution is the fundamental fallacy from which our highly imbalanced multilingualism emanates. This misleading fallacy continued to manifest in the subsequent politicized formation of entities such as the PanSALB and the CRL Right Commission, rhetoric toothless bodies that lack legal grips or muscle to enforce as well as to prosecute culprits who contravene with language related regulations.

Even amidst social cohesion rhetoric, polyglotism is reduced to a mere means of survival dictated by place, power, and race. Certain places are still designated for citizens of a particular societal stratum, complexion, and economic power. These three factors amalgamate into one linguistic drive, socio-politics. The language question hardly feature in Science and Technology. Politicization of languages is the greatest defining factor in the linguistic ecologies of the countries. Ironically, even in parliament, African languages continue to be misused as weapons to express unparliamentarily remarks, which affects how certain people relate towards particular languages and polyglotism in general.

In addition to cultural and historic significance, African languages need to be elevated to become languages of commodity, or at least respond to socio-economic challenges, otherwise the extant uneven state of the linguistic landscape will prevail. The unbearable gaping cleavage between underdeveloped state of African languages in contrast with Afrikaans or English turns polyglotism into a one-way road. The future of multilingualism, therefore, lies in the de-politicization, de-racialisation, and de-tribalization of language, a state in which language will become a medium of reference not a medium of residence. This way, multilingualism will share a sit with Industrial Science to seek technological advanced solutions that speak to the unfolding fourth industrial revolution, yielding socio-economic output.

## **The multifaceted nature of ‘non-monolingualism’: Defining bilingualism and multilingualism in different contexts**

**Ng Bee Chin and Francesco Cavallaro**

Nanyang Technological University

Pinning down and explicating concepts have long been a key focus in the chapters prefacing books and discussion on bilingualism and multilingualism. The field first took roots in the language battlefield of Quebec bilingual studies. Over the years, the Canadian prism of bilingualism has shaped and continued to define our understanding of living with more than one language. Many of these descriptions (native speakers, L1 speakers, balanced bilinguals, subordinate bilingualism, dominant bilinguals, passive bilinguals, etc.) originate from psycholinguistics studies of bilingual individuals. In recent decades, massive movement and displacement of people globally, in particular in Europe have challenged some of these assumptions and this is reflected in the more pervasive use of multi- rather than bi- in today’s context. Previous labels of bilingual experience have been lampooned by critical sociolinguists for their lack of applicability and hence, relevance. Unlike these critiques, this paper aims to discuss how multilingualism is not an unruly and unsystematic concept that defies a coherent approach. Instead, we propose to look at the linguistic difference between how the terminology derived in North American or European contexts, mostly appropriate for the population it was describing was merely ill suited to other inherently multilingual contexts. Using Singapore, Malaysia and Indonesia as examples, we will discuss how living in a community where growing up with multiple languages is a norm is essentially and vastly different from the bilingualism or multilingualism reported in standard textbook written in English speaking worlds. This has a profound impact on language experience and worldview, translating into practice and behaviors which are vastly different from the models of English speaking worlds (e.g. North American, United Kingdom and Australia). As well, in the hurry to embrace ‘multi-‘ as a more contemporary and more inclusive concept, we run the risk of undermining the fact that bilingualism as a concept indeed may be a more precise descriptor for some communities undergoing attrition in language diversity. In the main, we argue for a more measured approach to the use and proliferation of terminology and be more concerned about how labels can be applied with relevance.

## **Multilingualism in South African Higher Education – Looking Backwards to Look Forward**

**Bassey E. Antia**

University of the Western Cape

As a response to the call to envision multilingual futures, this presentation examines multilingualism in South African higher education. It offers a retrospective glance at the language dimension of the 2015-2016 students' movements for a free decolonialised higher education, and suggests there may well be a next frontier in students' advocacy around language. Further engagements with de/coloniality in higher education, morphing into greater consciousness of inefficiencies in epistemic access, will likely herald a more multilingual turn in students' advocacy. Corollaries of such a shift from monolingualism to multilingualism would include possibly several of the following: the adoption of a resource view of language which might see previous strident language contestations making way for contingent pragmatism; the erosion of historically shaped negative attitudes towards especially the use of indigenous African languages in education; and a renegotiation of old language identities, whether assumed or imposed. The ensuing demands from students will challenge higher education to look beyond current English-only/-dominant arrangements and, generally, to offer creative responses. In this respect, an account is given of initiatives at the University of the Western Cape that demonstrate how forms of language and literacy, as aspects of the embodied cultural capital currently dominant in institutions, may need to be reconfigured in response to the envisioned multilingual turn.

## **Reframing the role and shape of English education in a multilingual post(de)colonial South Africa: A position paper**

**Ana Ferreira**

Wits University

I offer this as a position paper on the role of English education in a multilingual post- or decolonial South Africa, as well as an exploration of the shape that such teaching might take in the English classroom.

In the current global linguistic ecology, providing access to English is a social justice issue. But the hegemonic position that English occupies constructs the inevitable double bind that both sets up the need for linguistic justice and reinforces English's unassailable position of power. Where does that leave English education, specifically the teaching of subject English? How then do we (re)position English and (re)frame the English curriculum debate for our multilingual, post- or decolonial (South) African context? I briefly consider the different forms of access that come into play, namely the institutional, the epistemological and the ontological, arguing that it is not enough to provide access to the institution (of schooling or higher learning), or even to the knowledge at hand, but that the notion of ontological access (or presence) is central to any curriculum discussion. This not only opens up some of the well-worn debates about curriculum construction but draws pedagogical considerations into the discussion. The key position put forward by this paper is that the complex endeavour of teaching English justly in South Africa needs to be driven by the imperative to de-link English from whiteness. Such delinking would require, among other things, a more dynamic model of language teaching that takes into account learners' sociolinguistic realities, drawing on their varied cultural and linguistic resources with a view to both providing them with access to dominant forms of English and to giving them a sense of ownership over English. But would such a vision not simply get caught between CAPS (Curriculum Assessment Policy Statement) and a hard place when the realities of the national curriculum are ultimately confronted? The discussion will consider these and other constraints in the attempt to arrive at possibilities for action.

## **Hybrid Englishes in South African multilingual digital repertoires**

**Bertus van Rooy & Haidee Kruger**

North-West University & Macquarie University/North-West University

This paper will investigate the embeddedness of English in the complex multilingual ecology of South Africa. It analyses a 5-million word corpus of contemporary, authentic English as used in the comments sections of the soapie trailers on the TVSA website, to identify the sources of vocabulary from the repertoires of the users. The analysis demonstrates the participants' extensive use of hybrid language repertoires in constructing emergent identities. While the data reveal that users select tokens that are conventionally associated with standard English in the majority of cases, they also draw on a wide range of non-standard English and indigenous South African languages. These selections are interpreted in terms of their function, specifically in relation to identity construction. The findings challenge influential models of world Englishes to reflect a stronger awareness of the multilingual embeddedness and hybrid identities of global users of English.

## **Multilingualism in the age of Deep Learning**

**Etienne Barnard**

North-West University

Recent years have seen dramatic improvements in the capabilities of Machine-Learning algorithms, with previously unreachable performance being achieved in domains as diverse as automatic translation, image labeling and the control of autonomous vehicles. Most of these successes have been achieved with systems using Deep Learning. This unity of achievement has prompted widespread speculation that Machine Learning is poised to transform our social landscape, by producing trainable algorithms that match or exceed human capabilities in many important tasks. Since human-computer interaction in any language, or human-human interaction assisted by machine translation in any language pair are suggested as possible examples of such capabilities, the implications for multilingualism are potentially profound. I therefore review the history and structure of Deep Learning, in order to arrive at a realistic assessment of the likely near-term developments that can be expected from these algorithms, with attention to the features that are relevant to multilingualism. In particular, I present several lines of evidence contradicting the perception that Deep Learning is rapidly approaching human-level intelligence. A feasible goal is the use of Deep Learning to construct tools that support language conservation, human-computer interaction and human-human communication in more incremental ways. The development of such language technology in many languages will support multilingualism to a significant extent - and the failure to do so will further increase the divide between languages that are seen as “commercially viable” and the other languages on earth (which form the vast majority). I therefore conclude with a brief outline of the steps that are required to ensure that many more languages benefit from the Deep Learning revolution.

## **Development of a Conversational Singapore English/Mandarin Code-switch speech recognition system.**

**Chng Eng Siong**

Nanyang Technological University

This talk presents our recent progress towards a large vocabulary continuous speech recognition system (LVCSR) for conversational Mandarin-English code-switching (CS) speech. We first discussed the development of the SEAME corpus [1] (South East Asia Mandarin-English) from 2010 to 2015. The corpus contains 192 hours of transcribed spontaneous speech under conversational and interview settings. It has both mono-lingual as well as spontaneous code-switching speech of Singapore and Malaysia residents. It was released under the Linguistic Data Consortium Catalog No. LDC2015S04 to promote research in this area. To develop our existing online system, we included 600 hours of additional (spontaneous) speech corpus (non Sg/Malaysian) for acoustic modelling. For language modelling, we investigated class-based Language modelling as well as bilingual embeddings into long short-term memory language model (LSTM LM). Experimental results showed improved perplexity over baseline 3-gram LM. Our live close-talk system demonstrated good performance with WER in the range of 10-20%.

## **Multilingualism and the concept of re-identity**

**Morwesi Sitto**

University of Johannesburg

There is significant statistical evidence to support the positive correlation between the process of globalisation and international migration, most especially the voluntary movement of labour force away from countries of origin to destination countries. Even through migration, languages are social representations which link people to their history, roots and origins. Social “representations [are] rooted in language and culture because they are the work of collectivity, [and] cannot be entirely conscious” (Moscovici 1993:40).

Many professionals work in different cultural settings often as a result of economic migration, and business language use is often not their home language (Yates 2015). “Globalisation is forcing the redirection of symbols [social representations] of membership to become adaptive” (Serrano & Hermida 2015:560). Adapting to a new social context or setting involves overcoming social representation barriers, such as language barriers, which can often result in multiple personalities for the different languages one speaks (Prigg 2015). Multiple personalities may arise because individuals in new contexts can experience identity loss and need to work on finding themselves anew through self-directed identity re-construction. Influences such as their experience of discrimination and exclusion through lack of language skills (Jung 2015) weighs heavily on their re-construction process during schismatic acculturation.

“Schismogenesis is most likely to occur in close interactive relationships characterised by high degrees of functional interdependence (low autonomy)” (Morgan 1981:29), such as employer organisations. Schisms can be destructive, but they can also trigger processes like creativity and innovation if complementary schismogenesis takes place to enhance the group (Hogg & Reid 2006). Voluntary economic migrants have a short space of time to settle into their new social context in their transnational reality, and through interpersonal processes must resolve their schism. The process of their re-construction and re-presentation of social representations in their new social context i.e. re-identity, has a number of possible outcomes which may influence the survival patterns of languages and multilingualism.

## **“Ufunda kwiChina?” exploring multilingualism through transformative Linguistic Citizenship**

**Amiena Peck**

University of the Western Cape

A call to critically rethink multilingualism and the various approaches to it in the classroom is an endeavour which became even more salient when the South African government earmarked early childhood development (ECD) as a niche research area. The White Paper on Education and Training prioritizes children 0-9 years old, with the main focus of ECD to create a solid foundation on which children can thrive in all aspects of their life, thus ensuring the emotional, physical, cognitive and overall wellbeing of all children (UNICEF, 2005) (cf. Shapley, 2014; September, 2014).

Within a postcolonial context it is very easy to succumb to viewing languages in the manner in which they are most often constructed i.e. as separate, quantifiable and (within the south African context),racially hierarchized. While there have been attempts at affirming languages from those historically disadvantaged, Stroud (2001) argues that this approach reinforces an essentialist and bounded view of language in relation to ethnicity and race. Linguistic Citizenship is put forward as an alternative paradigm which acts as a “...blueprint for a conceptual space within which to think differently – politically and ethically – about language and ourselves” (Stroud, 2018:18). From a sociolinguistic perspective the challenge is to observe and intervene in ways *not yet ventured*. However, this very attempt requires us to rethink what we know to be language, multilingualism and also citizenship.

The latter is particularly important as many children in suburbs and townships remain marginalized falling outside of mainstream educational spheres, left to endure daily gang violence and poor future prospects. The children of farm workers in particular are often destined to follow in their parents' footsteps, with education not seen as a priority for these children. The *multilinguality* of children is conceptualized as “...the children’s apparent underachievement or the socioeconomic disadvantage they are experiencing ... attributed to the fact that they don’t speak English only or all the time” (Wei, 2011:71).

This conceptualization finds children’s multilinguality to be a problem for the learner, teacher and institution. This paper addresses initial findings from Grade R children at an ECD pre-school in the Western Cape. We ask: What is the dominant ideology regarding language and multilingualism at the school? What effect does empathy, creativity and strategic interventions have on the creation of new socialities? Moreover, if linguistic borders exist, how are they reproduced, transcended and/or negotiated?

## **The effect of lifelong bilingualism on cognitive functions: Findings from Tamil-English bilinguals in multilingual Singapore**

**Kastoori Kalaivanan**

Nanyang Technological University

The widespread assumption that multilingualism is a burden to the individual and the society is increasingly being challenged by recent research. Behavioral and brain imaging studies in particular, show that multilingualism is associated with better cognitive ageing, better academic achievement in children, enhanced executive control abilities, delayed onset of dementia and improved recovery from stroke<sup>1</sup>, to name a few amongst other documented benefits. Newer research in this field shows that multilingualism facilitates language learning in adulthood<sup>2</sup>, and that learning an additional language in later stages of life could have optimal benefits in terms of slowing cognitive decline in aging<sup>3</sup>. This presentation aims to show some of the implications of lifelong bilingualism on cognitive functions and related aspects. Here we investigate Tamil-English bilinguals across different age groups who have acquired both languages in accordance with the Singapore's bilingualism policy.

Two studies will be presented. The first investigates how multilingualism affects executive control abilities. The second study, currently in progress, will highlight the effect that multilingualism has on the perception of non-native language sounds. Both studies concentrate on multilinguals who have mastery of the two languages to different levels across various domains. The first compares performance of bilinguals who have differing levels of English vocabulary proficiency but similar Tamil vocabulary proficiency, the second, going a step further, investigates bilinguals with varying levels of phonological mastery in the two languages. Across both studies, results suggest that bilinguals who were more proficient in either domain had advantages over those bilinguals who were not as proficient. The first showed that higher vocabulary proficiency seemed to influence tasks that required greater cognitive effort while the second study showed that high phonological competence in the native language (Tamil) of a multilingual heavily influenced the individual's capability to perceive non-native language sounds. The results will be discussed in light of how the medical and neuroscientific benefits of multilingualism may have crucial roles to play in shaping policies across health and education sectors across nations in the future to come.

## **Socio-political issues in speech-language consultation practices in diverse hospital setting: where are we?**

**Munyane Mophosho**

University of the Witwatersrand

This paper was motivated by the author's exposure and experience as a clinical educator within the Speech-Language Pathology and Audiology Department at the University of the Witwatersrand in South Africa. This discussion is particularly important in the context of post-Apartheid expectations for human rights and service delivery. It aims to unpack the reasons healthcare professionals (HCPs) in SA are not engaging in to socio-political issues in their service provision for clients from linguistically and culturally diverse backgrounds. English is the only language in South Africa that enjoys high status and is becoming the lingua franca in public service (Henrard, 2003). Yet the constitution, law and policy recognize eleven official languages and a myriad of cultural practices. There is a need for understanding among HCPs that language is value-laden and shapes the community's experience and is never just a medium for communication. Kirmayer (2012) posits that culture is the way people think and act, thus highlighting that culture is significant in understanding how people think and understand their life experiences, like healing and disease. Therefore HCPs and SLTs need to see beyond just the physical, and learn to engage with clients from diverse cultural and linguistic backgrounds in a holistic manner during consultations, as understanding their clients cultural and linguistic backgrounds will be to their advantage. South Africa has many health care workers like therapists in public hospitals that have received and implement western bio-medical approaches and generally speak mainly Afrikaans and/or English, treating patients that speak mainly African languages.

## **The changing language repertoires of Congolese migrants in the Vaal Triangle.**

**Taty Dekoke**

North West University

One of the most well-known metaphors for the phenomenon of current globalization is that “the world is flat” (Friedman, 2005). Within the current globalization, more people can plug, play, compete, connect, and collaborate with more equal power than ever before (Friedman, 2005). Populations are far more mobile today than in earlier decades. Recent migrations have affected languages in different ways as language spread and distribution; and changes in language use patterns with an increased multilingualism are becoming knowledgeable linguistic facts (Vigouroux & Mufwene, 2008; Aronin & Singleton, 2008, 2012: 33).

On the one hand, Mufwene (2008:1) attests that the dynamics of language change are affected because of the populations’ mobility involving colonisation and globalisation according to the specific language ecology. Consequences of language contact could range from competition and the selection of specific languages for particular domains of use among coexisting languages; the emergence of new language repertoires; and the differential evolution regarding the vitality of languages.

If the language ecology could be understood as the specific conditions which lead to language evolution, the knowledge of the pre-existing ecology of language contacts should be a leading tool to understanding language vitality. The ecological conditions that determine the fate of languages in contact situations could be political, socioeconomic and environmental (Mufwene, 1998:136). According to Vigouroux and Mufwene (2008:27), the spread of European languages and their impact on African indigenous languages in the case of migration and African languages, appears to be strongly correlated with differences in the nature of colonisation. However, it does not explain the nature of languages contact in the new globalization ecology of the African continent.

On the other hand, the social-economic deterioration of African states and the discriminatory European immigration laws opened a new migratory route in Africa. Scores of African migrants have seen in South Africa the new land of opportunities. Consequently, multilingual migrants migrated to a multilingual host country with interesting linguistic consequences. Thus, as South-South migrations are relatively understudied (Orman, 2012; Vigouroux, 2018), and African migrants are multilingual, it should be important to study how migrations affect African migrants languages. In this presentation, I would like to assess the effect migrations on Congolese languages repertoires and highlight further studies in African migrations in South Africa as the loss Congolese heritage languages, the family 2 generations language repertoires as well as the Portuguese migrations in South Africa.

## **Trajectories of locally occasioned multilingual small stories in Sandton, South Africa**

**William Kelleher**

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The research of this paper operationalises small story research (De Fina and Georgakopoulou 2008) in a linguistic ethnography of place, using geomapping to trace participant trajectories through a site and thereby examine the emergence and occasioning of narrative interaction. The data for the study consists of photographs, and GPS mapped and transcribed, participant audio recordings. These are analysed using the axes of Bucholtz and Hall's (2005) approach to identity as complemented by a geosemiotic analysis of discursive environment (Blommaert and Maly 2014 and Scollon and Scollon 2003). The resulting exploration of Sandton, Johannesburg, is a 'new' ethnography that aims to better understand new language forms within city space. The data I would like to present concerns a series of small stories told by institutional and non-institutional participants. Analysis concerns their stylistic adaptation to the masculine, globalised, modernist, space of Sandton and how this is reflected in their language and stylistic choices. I also look at story content and the use of indexical references as a tactic in positioning with respect to the discourses of the site. Sandton here is conceived synecdochically, standing for the multilingual dynamics towards which South Africa is transiting in its 'future' and resuming the current linguistic ecologies at the interface of the global and the local. In respect of the axes of investigation, this paper aims to first give an account of ecological changes in multilingual behaviour - changes that are noticeable in retellings of stories and in their adaptation to differing audiences and speaker roles. Thus, multilingualism is not a fixed endowment, but rather something that emerges in interaction. As such, what is fundamentally in question is the way that shifts in style, register, code and interaction signal adaptation to context. We find that Sandton is not as monolingual, ordered, and corporate as it would seem. We analyse examples of both content and telling that challenge this received image of the site, through stories about religious conversion and malediction, or stories about failure at work that overtly resist hegemonic interpretations of gender and role. Investigation highlights the complexity of the interrelation between language, space, discourse and story as these aspects inform the particular realisation of the narrative interaction.

Following the previous analysis of the emergence of multilingual behaviour and the ecology of the site, this second section looks at the future of multilingualism through the perspective of institutional space. This is the space cut out discursively, architecturally and hierarchically by the head offices, the chambers, the trading floors and the moneyed interests of Sandton. Specifically, the investigation at this point will present narratives collected in four institutions that are all emblematic, iconic, symbols of Sandton's power and reach (the Sandton City Mall, the Johannesburg Stock Exchange, an Advocate's group, and the Sandton Convention Centre). Through a focus on the communities of practice of these four institutions, we are able to access the kinds of discourses, processes and ethnographically relevant categories that inform the shifts and adaptations noted in the previous discussion. The four institutions adopt different discursive positions ranging from those that are largely pro-West, pro-affluence, pro-conspicuous consumption, to positionings that are pro-change, pro-transformation. Within these discourses, multilingual speakers mobilise several tactics. One such consists in a recourse to origins, and multilingual markers, that are in turn a gambit in the subjacent spatialisation of race and gender in South Africa. Another is the use of features such as breathiness and overlap in realisation of a language choice. These are seen to be associated with cosmopolitanism, and with control, or power. These tactics offer, in fact, a symbolic

reinterpretation of the physical trajectories with which we have been working throughout the analysis.