



Diversities, Affinities and Diaspora

Research Centre for Languages and
Cultures Symposium

18 August 2014



University of
South Australia

Research Centre for
Languages
and Cultures



8.30 – 9.00			REGISTRATION AND COFFEE		
WELCOME					
9.00	Opening				Associate Professor Kathleen Heugh Associate Professor Angela Scarino
9.10	Welcome to the University				Professor Richard Head
9.15	Tribute				Professor Tony Liddicoat
SESSION 1					
9.20 – 9.40	Diversities, affinities and diaspora in Australia				Associate Professor Kathleen Heugh Associate Professor Angela Scarino
9.40 – 10.00	Linguistic citizenship: Traveling North?				Professor Christopher Stroud
10.00 – 10.20	Outside in: Reconstructing super-diversity in the purported normative past				Professor Emeritus Terrence Wiley
10.20 – 10.40	Shifting Englishes, shifting identities				Professor Andy Kirkpatrick
10.40 – 10.55	Discussion				Professor Tony Liddicoat
10.55 – 11.25			MORNING TEA		
SESSION 2					
11.25 – 11.45	Weaving (de-)essentialisations in the landscape of Brazilian minority groups				Professor Marilda Cavalcanti
11.45 – 12.05	Unseen and unheard: <i>Índios</i> in Brazilian cities				Associate Professor Terezinha Maher
12.05 – 12.35	Diversity in political and ethnolinguistic identities in the Ethiopian diaspora in Washington DC				Professor Elizabeth Lanza Dr Hirut Woldemariam
12.35 – 12.55	Constructing solidarity: The use of multilingual repertoires in a Cape Town primary school				Dr Caroline Kerfoot
12.55 – 1.10	Discussion				Professor Joseph Lo Bianco
1.10 – 2.00			LUNCH		

SESSION 3

2.00 – 2.20	Linguistic diversity in China and its implications for policies on ethnicity	Professor Mobo Gao
2.20 – 2.50	Material and symbolic resources for return: Language, literacy and economy among the new East-Timorese migrants to the UK	Dr Estêvão Cabral Emeritus Professor Marilyn Martin-Jones
2.50 – 3.10	Diaspora, diglossia and diversity in Indigenous Australian speech communities	Professor Jane Simpson
3.10 – 3.30	The diaspora returns: The crystallisation of a Kurna linguistic identity	Dr Rob Amery
3.30 – 4.00	Discussion	Professor Tim McNamara
4.00 – 4.15	Closing remarks	Associate Professor Kathleen Heugh Associate Professor Angela Scarino

AFTERNOON TEA

5.30 – 7.00

Public Forum

Participants are invited to participate in the public forum that follows the symposium





ABSTRACTS

THE DIASPORA RETURNS: THE CRYSTALLISATION OF A KAURNA LINGUISTIC IDENTITY

PRESENTER: ROB AMERY

During the mid-19th century, Kaurna people were forced from their ancestral lands on the Adelaide Plains to mission stations in the lands of the Barngarla, Narungga and Ngarrindjeri peoples. Following their return to Adelaide, together with an influx of peoples from other Aboriginal nations, a Nunga identity was born. Re-identification with the land and sites of significance on the Adelaide Plains led to the formation of a Kaurna identity. Since the 1990s, the Kaurna identity has been increasingly embodied as a linguistic identity through familiarisation with the Kaurna language sources and attempts to reclaim, revive and re-introduce the Kaurna language.

In this presentation I will investigate how a Kaurna linguistic identity crystallised and has blossomed over the past several decades. Parallels will be drawn between the return of the Kaurna diaspora to Adelaide and the return of the Jewish diaspora to Israel.

Rob Amery (PhD 1998 on Kaurna language reclamation) is head of Linguistics, University of Adelaide. In 2002, together with Kaurna Elders and Kaurna language enthusiasts, Dr Amery established Kaurna Warra Pintyanthi (KWP). He works closely with members of the Kaurna community to reclaim their language from historical materials and to develop the language for use in a range of contemporary contexts. He manages a small team of Kaurna language workers and researchers and acts as consultant linguist to Kaurna programs in schools and community projects, including naming activity.

MATERIAL AND SYMBOLIC RESOURCES FOR RETURN: LANGUAGE, LITERACY AND ECONOMY AMONG THE NEW EAST TIMORESE MIGRANTS TO THE UK

PRESENTERS: ESTÊVÃO CABRAL AND MARILYN MARTIN-JONES

Over the past decade or so, there has been an intense focus on the social, cultural and linguistic changes ushered in by globalisation. Along with transnational population flows and the formation of new diaspora with origins in the global South, and the meshing and interweaving of diversities as they encounter other groups in local urban neighbourhoods, the internet and social media have created significant new affordances for making and sustaining local and translocal ties, with far-reaching political and economic outcomes. A new sociolinguistics of multilingualism and diversities is being forged that takes account of the particular social and cultural conditions of our times, while retaining a central concern with the processes involved in the construction of social difference and social inequality.

South–North migration opens up new opportunities and access to new symbolic resources (linguistic and cultural), but migrants remain on the margin of social life in the countries of destination and do not necessarily have access to prestigious forms of cultural capital, which are distributed on different scales. Our research focuses on the opportunities and constraints in the UK for migrants from East Timor, of whom there are well over 10 000 current residents. Using multi-site ethnography in different regions of the UK, we address the following questions: What are the main push–pull factors for the young East Timorese women and men who have chosen the transnational migration route? What material and symbolic resources (including languages, literacies and forms of cultural knowledge) do (or do not) accrue to these migrants during their sojourn in Europe? How and to what extent do those who return to East Timor benefit from this personal investment in mobility? We will present some initial findings from this ongoing research.

Dr Estêvão Cabral (PhD, Political Science, Lancaster University, UK, 2002) has researched the political history of East Timor, including literacy, during the years of resistance to the Indonesian occupation and language policy in post-independence East Timor. In 2004, he conducted post-doctoral fieldwork in East Timor, with British Academy funding. From 2009 to 2012, he conducted further research in East Timor on adult literacy, with a research project at Tilburg University, The Netherlands.

Marilyn Martin-Jones is Emeritus Professor and former Director of the MOSAIC Centre for Research on Multilingualism, University of Birmingham, UK. Over the past 35 years, her research has focused on multilingual discourse practices and literacies in classroom and community contexts, and on the ways in which such discourse practices and literacies are bound up with local and global relations of power. She is currently editor of the Routledge series: *Critical Studies in Multilingualism*.



WEAVING (DE-)ESSENTIALISATIONS IN THE LANDSCAPE OF BRAZILIAN MINORITY GROUPS

PRESENTER: MARILDA CAVALCANTI

During and after the world wars, Brazil was open to planned immigration and experienced a continued mobility from rural areas and villages to large urban centres. At the end of the 20th century it generated a large diaspora, mainly to the USA, England and Japan. In the 21st century, with the world economic crisis highlighting the potential of the BRICs, the country has attracted both the return of some diasporic people and unplanned immigration from Latin America and Africa. However, the country has always seemed to be averse to the discourse of diversity and plurilingualism, ignoring this mobility and showing a strong attachment to the myth of monolingualism, which hides 'illegitimate' languages. That was our feeling in the early 1990s when we established a university-based research team whose focus of investigation was an indigenous context, later broadened to include other minority scenarios. Although in the late 1990s there were signs of change, with the publication of national education parameters that directly favoured diversity, the focus of this presentation is an ongoing project that examines the weave of the current social fabric for groups that are usually essentialised as ideological minorities, be they linguistic, social and/or cultural.

Professor Marilda Cavalcanti (PhD, University of Lancaster), was first president of the Brazilian Association of Applied Linguistics. She is a former Vice-President of AILA and full Professor at the Department of Applied Linguistics, Universidade Estadual de Campinas (State University of Campinas/Brazil). Now retired and acting as a volunteer professor/supervisor, Professor Cavalcanti is a researcher for the National Research Council/Brazil (CNPq) with several publications on schooling and diversity in the context of sociocultural-linguistic minorities in Brazil.

LINGUISTIC DIVERSITY IN CHINA AND ITS IMPLICATIONS FOR POLICIES ON ETHNICITY

PRESENTER: MOBO GAO

In this presentation I will present a picture of rich and astonishing linguistic diversity in China. Not only are the differences between the so-called dialects of Chinese as great as the differences between some European languages, but the differences among individual dialects vary from region to region. I argue that applying the 'melting pot' model of multiculturalism to China increases the risk of losing its linguistic diversity.

Professor Mobo Gao is Chair of Chinese Studies, University of Adelaide. His research interests include studies of rural China, contemporary Chinese politics and culture, Chinese migration to Australia and Chinese language. His publications include four monographs and numerous book chapters and articles. One of his books, the critically acclaimed *Gao Village*, is a case study of the village that he came from. His latest book, *The battle of China's past: Mao and the Cultural Revolution*, is a reassessment of the Mao era and the Cultural Revolution.

DIVERSITIES, AFFINITIES AND DIASPORA IN AUSTRALIA

PRESENTERS: KATHLEEN HEUGH AND ANGELA SCARINO

The emergence of new configurations of identities, affiliations and communities in diaspora is evident in most settings, not least of which is Australia. We hope to sketch what some of these changing configurations suggest in the Australian context, noting that Michael Clyne's address to Monash University to mark UNESCO's International Year of Languages in 2008 offers a glimpse of Australia's linguistic diversity at a time when the public imagination in Australia had largely forgotten its past. The last six years have witnessed significant political turbulence during which time the dispersal of people arising from situations of conflict in the Middle East, Central Asia and Africa have had their deposit in Australia. Just as the mobility of people has brought about significant changes in Europe, particularly since the turn of the 21st century, this phenomenon occurs in Australia.

We demonstrate in two vignettes that migrant communities who arrive in Australia often carry stigma until they are able to demonstrate through their industry how they reinvent themselves, bring new sets of expertise and resources to Australia, and establish new sets of affinities which alter the sociolinguistic and cultural landscape. We conclude with a cautionary observation that, in understanding diversity and the ways in which communities open up and reconfigure themselves, we are mindful that such changes bring both risk and opportunity to Indigenous or marginalised communities.

Kathleen Heugh is a socio-applied linguist whose work has focussed on language policy and planning and multilingual education in sub-Saharan Africa, particularly South Africa. More recently she has engaged in collaborative research in India and amongst migrant communities in Australia. She has led several small, medium and large-scale country-wide and multi-country studies of: literacy, mother-tongue and multilingual education; and large-scale assessment of students in multilingual settings. She teaches English to international students at the University of South Australia using pedagogical practices informed by research, theory and grounded practices of multilingualism and multilinguality, including translanguaging, as these have emerged in Africa and South Asia.

Angela Scarino is Associate Professor in Applied Linguistics and Director of the Research Centre for Languages and Cultures, University of South Australia. Her research expertise is in languages education in linguistically and culturally diverse societies, second language curriculum design and assessment, intercultural language learning and second language teacher education. She has been a Chief Investigator on a number of research grants, for example, Assessing the intercultural and language learning (ARC Linkage 2006-2009) and Student Achievement in Asian Languages Education (DEEWR, 2009-2011). Her most recent books include: *Intercultural Language Teaching and Learning* (with AJ Liddicoat, Wiley-Blackwell, 2013), *Languages in Australian Education: Problems, Prospects and Future Directions*, co-edited with AJ Liddicoat, (Cambridge Scholars) and *Dynamic Ecologies. A Relational Perspective on Languages Education in the Asia Pacific Region* co-edited with N Murray (Springer 2014). She is currently the Chair of the Multicultural Education Committee, an advisory committee to the Minister for Education in South Australia.





CONSTRUCTING SOLIDARITY: THE USE OF MULTILINGUAL REPERTOIRES IN A CAPE TOWN PRIMARY SCHOOL

PRESENTER: CAROLINE KERFOOT

In a primary school in the largely poor and working class Cape Flats in Cape Town, South Africa, new discourses and practices of identity, language, 'race' and ethnicity become entangled with local economies of meaning. Drawing on classroom and playground data from observations, interviews and recorded peer interactions, my research focuses on the practices and interactions of multilingual 10–12-year-olds to illuminate complex processes of identification and identity formation. The findings illustrate the ways in which learners constructed emerging ideologies of post-racial solidarity and new forms of conviviality, thus modelling the processes by which schools can create transformative practices and pedagogies. They also illustrate the potential of such fluid, hetero-glossic contexts to inform our models of cultural production.

Methodologically, the research is situated within linguistic ethnography, which brings together interactional sociolinguistics (IS) and Hymesian ethnography. The former yields insights into the workings of social processes in asymmetrical encounters (Gumperz, 1982), whereas the latter, a democratic and anti-hegemonic science, offers voice to its subjects (Blommaert, 2009).

Caroline Kerfoot (PhD from Stockholm University) is Senior Lecturer, Centre for Research on Bilingualism, Stockholm University. She was previously Head of Language Education, University of the Western Cape, South Africa. Before this, she was program director in an NGO, working in multilingual community-based and trade union sites. Her current research focuses on multilingualism and identities in schools. She has published in *Applied Linguistics* (forthcoming), *Linguistics & Education*, *International Multilingual Research Journal*, *Language & Education* (forthcoming), and *TESOL Quarterly*.

SHIFTING ENGLISHES, SHIFTING IDENTITIES

PRESENTER: ANDY KIRKPATRICK

The Asian Corpus of English (ACE) comprises data of naturally occurring spoken English used as a lingua franca (ELF) among Asian multilinguals for whom English is an additional language. In this presentation I will take examples from ACE to investigate whether and in what ways the ELF used by these Asian multilinguals from diverse and dynamic cultural and linguistic backgrounds acts as a conduit for the expression of cultures other than those traditionally associated with native speakers of English. As the greatest number of current users of English are so-called non-native speakers of English who use English as a lingua franca (there are more than 800 million such users of English in Asia alone), I will consider the extent to which these Asian multilinguals have become owners of English, shaping and adapting it to reflect their own dynamic cultural experiences and values. I will thus consider whether it is possible to say that this use of ELF shows English being used in non-Anglo-centric and non-Anglo-cultural ways and contexts, reflecting the shifting identities of its multilingual speakers.

Andy Kirkpatrick is Professor in the Department of Languages and Linguistics at Griffith University. He has lived and worked in many countries in East and South East Asia, including China, Hong Kong, Malaysia, Myanmar and Singapore. His most recent books are *English as an Asian language: Implications for language education*, co-edited with Roly Sussex, and *Chinese rhetoric and writing*, co-authored with Xu Zhichang. He is founding editor of the journal and book series *Multilingual Education*, published by Springer.

DIVERSITY IN POLITICAL AND ETHNOLINGUISTIC IDENTITIES IN THE ETHIOPIAN DIASPORA IN WASHINGTON DC

PRESENTERS: ELIZABETH LANZA AND HIRUT WOLDEMARIAM

The Ethiopian diaspora in the US promotes a unique racial identity, differentiating itself from other African immigrants and African Americans. Nonetheless, the community is by no means homogeneous. An overview of the diaspora in Washington DC suggests there is divergence in the community according to ethnic, religious and political affiliation. Although most members share a territorially defined vision of the Ethiopian homeland, they vary in their perception of the country. Many imagine Ethiopia as still including Eritrea; others define the country by the former monarchy or as having a Zionist identity. Different symbols, flags and maps reflecting the various identities are used in shop and restaurant signs. Regional ethnic consciousness is also demonstrated in the diaspora. Identity labels that are used to define certain ethnolinguistic groups are displayed in the linguistic landscape, including websites and publications. Moreover, there are restaurants, churches, political organisation and community centres that have exclusive ethnic memberships catering only to those with whom they identify, ethnically and linguistically. In this presentation, I will demonstrate how an investigation into the linguistic landscape can reveal transnational identities as well as diversity within the Ethiopian diaspora. Methods used in this study include photography, participant observation, interviews and website reviews.

Elizabeth Lanza is Professor of Linguistics at the Department of Linguistics and Scandinavian Studies and Director of the Center on Multilingualism in Society across the Lifespan (MultiLing), University of Oslo, Norway. Her main field of research is multilingualism and her projects are sociolinguistically oriented. She has worked with Hirut Woldemariam on multilingualism in Ethiopia. She has published on language ideology, linguistic landscape, language policy, identity in migrant narratives, language socialisation of bilingual children, and research methodology.

Hirut Woldemariam is Associate Professor of Linguistics at the Department of Linguistics, Addis Ababa University, Ethiopia. Her focal area of research has been descriptive linguistics, historical-comparative linguistics and sociolinguistics. Her research works focus on the Omotic languages of Ethiopia and her research interests include language ideology and linguistic landscape in Ethiopia. She is the Ethiopian coordinator of the NORHED-funded Norwegian–Ethiopian project Linguistic Capacity Building — Tools for the Inclusive Development of Ethiopia.





UNSEEN AND UNHEARD: ÍNDIOS IN BRAZILIAN CITIES

PRESENTER: TEREZINHA DE J. M. MAHER

My objective in this presentation is to discuss some theoretical implications derived from the invisibility of indigenous citizens in Brazilian large urban settings. Although not new, indigenous migration to the country's most populated cities has increased steadily in the past decade (Oliveira, 2009), a tendency that has also been seen in other Latin American countries (López, 2013). However, the presence of indigenous people in our cities is scarcely acknowledged by the population, governmental public policies and most research centres. I will argue that, at the root of this invisibility, is a concept of indigenous cultural identity that misplaces indigenous peoples as prisoners of their ancestry (Viveiros de Castro, 2002; Maher, 2007). Territorially, they are thought to belong exclusively to the forest or to rural areas. There is no room in the national representation systems for *índios* in avenues, malls and universities (Nunes, 2010). The fact that the relationship between language and identity is also often misunderstood contributes to their invisibility. Indigenous languages are frequently seen as ontological grounds of indigenous identity — ethnic voices are not 'heard' in Portuguese, the lingua franca of contemporary urban Brazilian Indians (Maher, 2013).

Terezinha Machado Maher is currently an Associate Professor at the Department of Applied Linguistics at the Universidade Estadual de Campinas (UNICAMP) in Brazil, where she teaches graduate and undergraduate courses in bilingual education and language and diversity. She has done extensive work as a researcher and teacher educator in indigenous contexts in occidental Amazonia. Her main areas of research interest are linguistic policy and identity construction in multicultural and multilingual settings.

DIASPORA, DIGLOSSIA AND DIVERSITY IN INDIGENOUS AUSTRALIAN SPEECH COMMUNITIES

PRESENTER: JANE SIMPSON

Indigenous Australian speech communities and their languages have been undergoing great changes arising from increasing spread of required contact with English-speaking institutions, the increasing mobility of Indigenous Australians and the inroads of new technologies. Pressure from English-speaking institutions increased in the 1970s and 1980s with the spread in remote communities of schools, police stations, childcare centres, old people's homes, and institutions set up specifically to benefit Indigenous Australians, such as Arts Centres, Land Councils and Legal Aid offices. At that time few remote Indigenous Australians controlled vehicles, but as access to vehicles grew, people were able to travel more widely, resulting in diaspora communities in larger centres such as Alice Springs, Port Augusta, Adelaide, Cairns and Darwin. More recently, changes in technology are creating new possibilities, such as increase in reach for some languages, nationally through radio broadcasting, and globally through online courses and films. In some communities, technological inroads (e.g. mobile phones, Facebook) are resulting in what Mansfield (in preparation) calls 'digital diglossia', where people speak in one language but text in another.

Professor Jane Simpson studies several Pama-Nyungan languages: Warumungu, Kurna and Warlpiri. She has worked on land claims in the Tennant Creek area, on maintenance of Indigenous languages and bilingual education, on electronic archives of text and audiovisual material, and on a longitudinal study of Aboriginal children acquiring different languages. She is Chair of Indigenous Linguistics at the Australian National University, and Deputy Director of the ARC Centre of Excellence for the Dynamics of Language.

LINGUISTIC CITIZENSHIP: TRAVELING NORTH?

PRESENTER: CHRISTOPHER STROUD

This presentation will detail the genesis and development of the notion of linguistic citizenship, a Southern concept that arose from work critical of the paradigm of linguistic human rights, for framing issues of multilinguality in the context of the South. It will detail current attempts to use the notion as a heuristic in the development of a research agenda for a Centre for Multilingualism and Diversities Research at the University of the Western Cape. The Centre's brief is to offer a critical rethinking of the notion of multilingualism as a post-apartheid dynamic. The presentation will conclude with some ways in which the notion of linguistic citizenship, originally built around a focus on precarity, vulnerability and marginalisation in diversity, is promising some leverage in approaching similar concerns in the political North.

Christopher Stroud is Senior Professor of Linguistics and Director for the Centre for Multilingualism and Diversities Research, University of the Western Cape, South Africa, and Professor of Transnational Multilingualism at the Centre for Research on Bilingualism, Stockholm University. His ethnographic and sociolinguistic research has taken place in Mozambique, Papua New Guinea, Singapore, Sweden and South Africa. His more recent work focuses on linguistic citizenship, linguistic landscapes, and the mobilities and margins of multilingualism.

OUTSIDE IN: RECONSTRUCTING SUPER-DIVERSITY IN THE PURPORTED NORMATIVE PAST

PRESENTER: TERRENCE G. WILEY

In this presentation, I will interrogate the constructs of super-diversity and assimilation, drawing on examples from North American and US contexts by incorporating subaltern perspectives. First, I will address the efficacy of the construct of super-diversity in historical and contemporary contexts. "Super-diversity" is a term intended to underline a level and kind of complexity surpassing anything previously experienced in a particular society' (Vertovec, 2007). Second, I will provide a historical and contemporary overview of the positioning of immigrant and indigenous peoples in reference to the expectation for assimilation. Assimilation has functioned as: (a) 'the master concept in both social theory and public discourse to designate the expected path to be followed by foreign [and minority] groups'; and (b) an alleged 'factual prediction about the final outcome of the encounters between ... minorities and the [presumed] native majority and, simultaneously, an assessment of a socially desired goal' (Portes & Rumbaut, 2001, pp. 44–45). I argue, however, that assimilation needs to be understood in terms of various modes of initial incorporation (e.g. voluntary v. forced assimilation and domestication, or cultural integration v. structural integration). I will further demonstrate how ideologies of alleged legitimacy have been constructed, imposed, and reimposed on the linguistic and cultural diversity of indigenous and immigrant groups across time, thereby giving the impression that diversity of the present is always 'new' and therefore a threat to an imagined normative past of homogenous nation states (cf. Bronfoglio, 2010; Wiley, 2014).

Terrence G. Wiley is President of the Center for Applied Linguistics in Washington, DC; Special Professor, Graduate School, University of Maryland; and Professor Emeritus, Arizona State University. He is co-editor of the *Journal of Language, Identity, and Education* and, most recently, *AERA's Review of Research in Education*, Vol. 38: *Language Policy, Politics, and Diversity in Education* (2014). Among his books is: *Handbook of heritage, community, and Native American languages: Research, policy, and practice* (co-editor, Routledge, 2014). He is the 2014 recipient of the American Association for Applied Linguistics (AAAL) Distinguished Scholarship and Service Award.



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