

Languages and bilingualism in the era of geographic, social and professional mobilities / Langues et bilinguisme à l'ère des mobilités géographiques, sociales et professionnelles (BL)

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According to Rampton et al. (2018), in the contemporary world “Superdiversity characterises the linguistic terrain, and translanguaging points the kinds of communicative practice we find there. (...) To these, linguistic citizenship (...) adds the need to strengthen democratic participation with political and educational efforts tuned to the significance of language” (p. 79). Grounded in this epistemological perspective, our symposium involves scholars from sociolinguistics, language policy, and geography. It focuses on the theme of mobility and illustrates different contexts and processes in and through which languages and bilingualism allow for, or impede it:

- 1) international students’ mobility and experiences of place at a bilingual Canadian university campus (geographical mobility);
- 2) Training needs of French as second languages teachers of immigrant background in Canada (professional mobility);
- 3) Parents’ experiences of an Irish language support intervention (social mobility)
- 4) Francophone mobile blue-collar workers’ experiences of learning English in the Alberta oil sands (professional mobility);
- 5) Indigenous workers mobility between rural and urban contexts and intercultural dynamics in the Peruvian society (social and intercultural mobility).

Rampton, B., Cooke, M., & Holmes, S. (2018). Sociolinguistic citizenship. *Journal of Social Science Education*, 17(4), 68-83. <https://doi.org/10.4119/jsse-1097>

1) International students’ mobility and experiences of place at a bilingual university / Mobilité des étudiants internationaux et expériences vécues dans une université bilingue

Luisa Veronis, Rachel Walker, and Xiaohao Wu, University of Ottawa

Over the past decade, international student mobility has significantly increased due to a “global race for talent” among advanced industrial societies combined with a search for better educational and professional opportunities by many from developing countries. In Canada, the number of international students grew from 280,170 in 2008 to 523,971 in 2016 (Government of Canada, 2017). Concomitantly, research on the subject of international students has proliferated in many disciplines (e.g., education, psychology, geography) to study issues such as acculturation, academic performance, language adaptation, financial resources, employment, social capital, and immigration policies. The focus of our

study is on the experiences of international students at the University of Ottawa, Ottawa (Canada), the largest bilingual university (English-French) in the world. Although the promotion of bilingualism is part of the uOttawa's mandate, in practice the use of bilingualism on campus varies; while all services and student supports are offered in both languages, this is not the case with regard to academic programs. Meanwhile, the uOttawa has developed special policies to attract French-speaking international students. The purpose of our study is to examine English-speaking and French-speaking international graduate students' mobility and experiences of bilingualism at the uOttawa. We adopted a qualitative research methodology, including semi-structured interviews with English- and French-speaking international graduate students (n=20) from a diversity of countries/regions of origin and enrolled in various programs, key informant interviews with university representatives, and ethnographic research (participant observation at events, institutional information and supports, social media communication, etc.). In this paper, we analyze the influence of bilingualism in English- and French-speaking international graduate students' decision to apply to and enrol at the uOttawa, and their experiences with bilingualism since arrival with a focus on academics, cultural and linguistic adaptation, building social networks and connections, employment, and access to supports both on-campus and off-campus.

2) Ils viendront, mais vont-ils rester? Professional mobility of French as a second language teachers of immigrant background in Ontario.

Monika Jezak et Luisa Veronis, Université d'Ottawa; Alice Fomen et Jafar Hussein, Alliance pour une communauté éducative inclusive (ACEI)

La pénurie grandissante des enseignants de français langue seconde (FLS) en Ontario incite les gouvernements fédéral et provinciaux canadiens à recruter à l'international au sein de la francophonie. Ces nouveaux enseignants issus de l'immigration francophone constituent une main d'œuvre souhaitable vu leur maîtrise du français, mais plusieurs défis professionnels se présentent à eux, une fois arrivés au Canada : certains ont été formés aux pédagogies du français langue maternelle ou du français langue étrangère, mais ne sont pas familiers avec la pédagogie du FLS au Canada; d'autres maîtrisent mal l'anglais; pour d'autres encore, il peut s'agir d'un décalage entre les cultures scolaires qu'ils ont connues avant leur arrivée au Canada, et celles en Ontario; enfin, certains éprouvent de la difficulté à travailler dans les contextes numériques des écoles canadiennes (notamment en contexte de COVID-19). Ces différents défis sont susceptibles de causer des tensions au travail, et même de mener au retrait de la pratique du métier d'enseignant de la part des immigrants francophones.

Selon un rapport récent de L'association Canadienne des professeurs de l'immersion (ACPI, 2018), environ 6% des enseignants de FLS immersion au Canada sont issus de l'immigration, mais ce chiffre est appelé à augmenter au vu des politiques récentes canadiennes (Gouvernement du Canada, 2021). Et pourtant, la réalité professionnelle des enseignants issus de l'immigration francophone dans les écoles de langue anglaise en Ontario a été, pour le moment, très peu étudiée.

Face à cette réalité, nous présentons les résultats d'un recensement critique des écrits portant sur les mécanismes d'insertion professionnelle des immigrants francophones, et de développement de carrière des enseignants de FLS, en Ontario et ailleurs au Canada dans le but d'esquisser des besoins en soutien et en formation de ces enseignants.

3) Innovations dans le soutien de la langue irlandaise, la mobilité sociale et le bien-être : a Regeneration Community in Limerick

Deirdre Ní Loingsigh, University of Limerick

The design, implementation, outcomes and impact of an Irish language support intervention involving parents, children, a Home School Community Liaison Coordinator, and community and university research partners are presented. The UNESCO Knowledge for Change (K4C) Community-Based Participatory Research (CBPR) model (Hall & Tandon, 2017), the framework used, is explained and parallels are found with the principles of Linguistic Citizenship (Rampton et al, 2018). The school at the heart of the small-scale study is an Irish-medium DEIS school. DEIS (Delivering Equality of Opportunity in Schools) is recognized as the main policy initiative of the government to tackle educational disadvantage in Ireland. As well as income, educational attainment and health impact on social mobility, and mobility prospects are an important determinant of life satisfaction (OECD, 2018).

Participants were encouraged to be open to growing their repertoire of linguistic skills and capacities and to value their competence. The research intention was to investigate what kind of intervention might be co-designed and piloted over a six-week period so as to create opportunities for change and nurture parental well-being. By drawing on participants' experiences and using arts-based activities and reflective observations, the project allowed participants to inform and co-construct a novel minority language support infrastructure. The "Five Ways to Wellbeing" of Mental Health Ireland frame the discussion on outcomes and impact. These are Connect, Be Active, Take Notice, Keep Learning, and Give; simple "evidence-based actions" to improve wellbeing (New Economics Foundation, 2008). Consideration is also given to the mobilization of research findings and audiences. Finally, steps taken within the academic and non-academic community to create a sustainable model of Linguistic Citizenship research by establishing a "Languages and Culture Portfolio", at the newly established University of Limerick K4C Hub, are outlined.

4) "Tant qu'ils comprennent": francophone language ideologies and the production of class in the Canadian oil sands

Mireille McLaughlin, Université d'Ottawa

The multilingual turn of sociolinguistics has led scholars to argue for a renewed engagement with questions of social class. There, multilingualism serves as an analytical lens to understand how linguistic practices participate in the production or transformation of social hierarchies in late capitalism.

Occupational class continues to challenge the language ideologies that structure the Canadian state as French-English bilingual. While the state and community leaders have invested in bilingualism as a commodity and French as an added value, blue-collar workers continue to favor the acquisition of English to access employment and, in the case of these workers, competitive incomes.

In this paper, I investigate ideologies of language as skill and how they participate in the continued social stratification of minority francophones in Canada. I follow francophone workers as they enter the mobile blue-collar work of the Canadian oil sands. I show that the simultaneous definition of language 1) as a

school acquired competence and 2) as a flexible communicative practice participates in excluding mobile blue-collar workers from the dominant Canadian discourse of bilingualism as an “added value”. The strategies put in place by oil extraction companies to ensure their access to a global workforce simultaneously encourages language learning while discouraging views of this acquisition as a “real” skill. In this ideological framework that iconizes standard languages and erases informal modes of language acquisition, participants’ experience of mobile blue-collar work leads them to adopt a view of themselves as multilingual yet languageless. I argue that big industry benefits from this ideological tension and that research in the field of critical sociolinguistics needs to pay attention as much to industry as it does the institutions of the state.

5) Intercultural mobility and educational policy in Peru / Mobilité interculturelle et politique éducative au Pérou

Carola Mick, Université de Paris – CEPED

English

Since the massive rural-urban migration movements in the 1950s, and with the political affirmation of an “indigenous movement” in Peru since the beginning of the 21st century, intercultural dynamics in the Peruvian society are increasing. The traditional diglossia and social inequalities, a predominantly monolingual and normative habitus as well as the language ideologies they are sustained by, however, are still significantly conditioning the sociolinguistic landscape, as last year’s debate about an educational online program on sociolinguistic variety of Spanish in Peru demonstrated (see <https://virginiazavala.lamula.pe/2020/05/13/castellanos-en-el-peru/virginiazavalac/>).

This presentation revises the educational policies in view of the language diversity in Peru, in order to respond the following question: “In how far do educational policies in Peru promote intercultural dynamics in the Peruvian society?” Discourse analysis of official documents and testimonies of eight teachers of Intercultural Bilingual Education, speakers of seven different languages met in a workshop in the NGO AIDI in Pucallpa, Ucayali, demonstrates a clear break that traverses the educational policy in Peru: On the one hand, general education policy continues considering bilingualism only in view of Foreign languages and presents Intercultural Bilingual Education (EIB) only as an issue of an inclusive society, EIB policy suggests a fundamental bilingual refoundation of the whole educational system in order to guarantee equal access and chances in education. These institutional inconsistencies and lack of structures provide teachers of EIB with autonomy to define through their teaching practice based on their own representation of school and the objectives of EIB for the children of their communities.

The study allows for reflecting on the influence of educational policy on language diversity and on shaping the possibilities of intercultural dynamics in the Peruvian society.

Français

Depuis les mouvements de migration massive des campagnes vers les villes dans les années 1950 au Pérou, et avec l'affirmation politique d'un "mouvement indigène" depuis le début du 21e siècle, la dynamique interculturelle de la société péruvienne s'accroît. Cependant, la diglossie traditionnelle et les inégalités sociales, un habitus normatif et monolingue prédominant ainsi que les idéologies linguistiques

sous-jacentes continuent de conditionner de manière significative le paysage sociolinguistique, comme l'a démontré le débat de l'année dernière sur un programme éducatif en ligne sur la variété sociolinguistique de l'espagnol au Pérou (voir <https://virginiazavala.lamula.pe/2020/05/13/castellanos-en-el-peru/virginiazavalac/>). Cette présentation passe en revue les politiques éducatives en lien avec la diversité linguistique au Pérou, afin de répondre à la question suivante : Dans quelle mesure les politiques éducatives au Pérou encouragent-elles la dynamique interculturelle dans la société péruvienne ? L'analyse du discours des documents officiels et les témoignages de huit professeurs d'éducation bilingue interculturelle, parlant sept langues différentes, rencontrés dans un atelier de l'ONG AIDI à Pucallpa, Ucayali, démontre une rupture nette qui traverse la politique éducative au Pérou : D'une part, la politique générale d'éducation continue à considérer le bilinguisme sous l'angle des langues étrangères et présente l'Education Bilingue Interculturelle (EIB) comme une question de société inclusive; de l'autre part, la politique de l'EIB suggère une refondation bilingue fondamentale de l'ensemble du système éducatif afin de garantir l'égalité d'accès et de chances dans l'éducation. Ces ambiguïtés institutionnelles et le manque de structures établies donnent aux enseignants de l'EIB l'autonomie de définir par leur pratique un enseignement basé sur leur propre représentation de l'école et des objectifs de l'EIB ciblés en vue des enfants de leurs communautés. L'étude permet de réfléchir sur l'influence de la politique éducative sur la diversité linguistique et sur les opportunités que représentent les dynamiques interculturelles dans la société péruvienne.