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T-glottalling Revisited: Variation and Change in Young RP
Berta Badia-Barrera, University of Essex

Received Pronunciation (RP) has been widely described linguistically (Wells 1982, 1991, 1997), although little sociolinguistic research has been carried out on it (Fabricius 2000). Over the last few years, a new trend has been observed in young RP speakers to incorporate non-standard features in their accent, such as T-glottalling (Fabricius 2000).

This quantitative sociophonetic study analyses to what extent T-glottalling is present in the speech of young RP speakers and which are the linguistic and social constraints that affect its variability. The data is based on sociolinguistic interviews of 20 teenagers, aged between 13 and 17, from three different types of schools in the South of England: a major boarding public school, a non-boarding private school and an outstanding rated comprehensive school in a wealthy rural area. This data is compared to 15 older speakers, aged 27, who are alumni of the schools under study. The quantitative data is analysed through multivariate analysis.

Results show that t-glottalling in RP is a well-established feature in word-final contexts and change is in progress in the word-final pre-pausal and pre-vocalic (back vowels) environments. Language change in RP in word-final contexts is being influenced by a set of commonly occurring phrases in informal speech, which contain high frequency monosyllabic words. However, in word-medial contexts, RP speakers remain conservative and change is not visible. (t) Tokens in word-medial contexts mostly belong to low frequency words, therefore possibly contributing to the slow progression of t-glottalling in these environments. Type of school and age are crucial factors in explaining the variability of the glottal stop in RP, with teenage speakers belonging to the most elitist private boarding schools considerably resisting the adoption of t-glottalling and with teenage speakers from the private non-boarding and comprehensive schools leading the changes in word-final contexts.

"Mansoutich": Dzjoker's YouTube Video that encompasses Attractive Linguistic Features and endeavours a Social and Political Change

Dalal Belarbi, Canterbury Christ Church University

Content creators on YouTube have shown significant use of linguistic and communicative tools in their videos. This is due to many reasons like persuading people and creating quality content that meets their audiences' expectations and helps them take part in political and social movements. Dzjoker Chemsou is an Algerian male YouTuber who uploaded a video to express his refusal to participate in parliamentary elections. The YouTuber criticised parliament members and displayed a set of devastating social scenes like the death of illegal immigrants, lack of housing and expensive life expanses. His video, "Mansoutich", which went viral in 2017, is an example that youth are using online spaces to participate in crucial political events and create well-structured content by using different linguistic tools. Data were collected using Fairclough's Dialectical Relational Approach to Critical Discourse Analysis. The model of analysis is based on three parts/dimensions which are texts, discursive practice, and social practice. However, the focus in this conference will be on the descriptive analysis which focuses on the linguistic properties of a text to highlight how youth are using language in online spaces. The analysis revealed that the YouTuber's political video contains a set of linguistic and communicative features like the use of rhythmic words, rhetorical questions, metaphors, and the creation of new vocabulary.

Consolidating language change: the case of intensifiers and emphasisers in Tyneside Teen Talk

Joaquín Bueno-Amaro, Newcastle University

Teenagers are usually portrayed as linguistic innovators (e.g. Chambers 1995; Fox and Torgersen 2018). While this claim generally applies, the mixed-methods study on Tyneside discourse presented here exemplifies that teenagers might simply consolidate language change that started in previous generations. Data for this study comes from speech samples of 36 Tyneside teenagers (male and female; aged 12 to 20) (DECTE corpus, Corrigan et al. 2012; and original interviews).

Intensifiers scale the degree of a modified head upwards (Biber et al. 1999: ch.7). Tyneside teenagers do not use innovative variants, and results dovetail the patterns attested by Barnfield and Buchstaller (2010) in the region previously: *really* and *so* rise in frequency and widen their collocability, while the use of very and local forms like *dead* and *canny* declines. These trends are mirrored across the English-speaking world (e.g. D'Arcy 2015; Ito and Tagliamonte 2003; Núñez-Pertejo and Palacios-Martínez 2018; Tagliamonte 2008).

Emphasisers strengthen the force of an utterance or a subclausal item (e.g. adverbs like a*ctually, really, definitely, obviously, literally*, and *honestly*) (Nevalainen and Rissanen 2002: 161; Quirk et al. 1985: 583). Tyneside teenagers frequently use *obviously* and *literally* in their delexicalised functions, consolidating grammaticalisation patterns found previously (e.g. Bolinger 1972; Simon-Vandenbergen and Aijmer 2007; Tagliamonte and Smith 2018). However, they do not innovate in variants or functions.

A nuanced approach to teen talk that does not seek innovations in their speech can enrich our understanding about language change more broadly, as well as the role of teenagers in these processes.

The Identity of Nouchi / L'identité du nouchi
Jean-Claude Dodo, Université Félix Houphouët-Boigny, Cocody-Abidjan

Affirm or claim your identity by "twisting the neck" to the french language. To demonstrate that one can exist and even prosper without speaking the language of Molière. Putting the prejudice that nouchi is the language of delinquents under the hood. Defenders of nouchi extol virtues such as honor, pride, dignity, selflessness, courage and others. These virtues are rehashed by singing artists who are the spearheads of the promotion of nouchi.

This article highlights the identity of nouchi through the songs of certain artists who speak this language.

Affirmer ou revendiquer son identité en « tordant le cou » à la langue française. Démontrer qu'on peut exister et même prospérer sans parler la langue de Molière. Mettre sous l'éteignoir le préjugé selon lequel le nouchi est la langue des délinquants. Les défenseurs du nouchi exalte les vertus telles que l'honneur, la fierté, la dignité, l'abnégation, le courage et autres. Ces vertus sont ressassées par des artistes chanteurs qui sont des fers de lance de la promotion du nouchi.

Cet article met en exergue l'identité du nouchi à travers les chansons de certains artistes locuteurs patenté de ce parler.

Depicting society through language. A typological approach to Creative Multilingual Practices in multicultural urban Europe.

Margreet Dorleijn, University of Amsterdam

Im my talk I will outline a new research project in which I will take a typological approach to Creative Multilingual Practices (CMP). CMPs have not so much a referential, but rather a performative function, which implies, at least in its initial stages, some deliberatene language manipulation. In this project I will focus on cross-linguistic differences and commonalities in CMP, as they are (presumably) -at least partly- the result of *conscious* creation, with a performative aspect to it. Much research on CMP's emphasizes the situatedness and context-boundedness of CMPs. I want to take a different angle. The central question I seek to answer in this project is: 'Are there universal constraints on linguistic strategies employed in CMPs? Sub-questions are: to what extent and how do extralinguistic factors affect linguistic structure? To what extent are the ways extra-linguistic factors affect linguistic structure *generalizable* cross-linguistically?

Constraints are formulated both for 'natural' multilinguistic practices (such as code switching) and for practices born out of communicative need (such as pidgins). The question is whether general constraints on CMPs can also be formulated. And whether, if found, this differences can be attributed to conscious language manipulation. The first step in the project is to do a meta-analysis of existing studies, the initial results of which I will also present in this talk.

Monitoring linguistic change in youth language: a Spanish case study in real time

Renata Enghels, Linde Roels & Fien De Latte, Ghent University

In recent decades, youth language has become one of the preferred research areas in sociolinguistics, not only because of its non-normative nature, but mostly because it is recognized as a catalyst for language change (Eckert 1997). Since adolescents aspire to create and safeguard an in-group identity, they constantly generate innovative linguistic forms (Tagliamonte 2016). These ongoing changes might have accelerated recently by the expansion of mass media (e.g. Twitter) and streaming services (e.g. Netflix) (Jenkins 2009). However, few studies have empirically 'monitored' the speed at which linguistic innovations are introduced into youth language.

This presentation aims to explore the speed and nature of recent language change within the Spanish youth language by conducting a corpus analysis in real time. Data of the contemporary CORMA corpus (Enghels et al. 2020) will be contrasted with the highly comparable data of the COLAm corpus, collected at the beginning of the 21st century. The main goal is to investigate whether the speed of change depends on the linguistic phenomenon under study. It therefore scrutinizes two typical phenomena of youth language, namely the use of intensifiers (e.g. super-, *mazo*) (Albelda 2007) and vocatives (e.g. *tío/tía, chaval/chavala*) (Stenström 2008). Additionally, a variationist analysis, taking into account gender and social class, will be conducted to verify the social diffusion of the two phenomena. Preliminary results indicate that the inherent character of the phenomenon – more subjective versus intersubjective – might determine the speed of change, as well as the speaker's gender, females being the leading linguistic innovators.

The significance attached to Greek as a heritage language by young pupils living in the USA: Is speaking Greek part and parcel of their Greekness?

Aretousa Giannakou & Katerina Varsami, University of Nicosia

Our on-going study aims at examining the significance attributed to Greek as a heritage language (HL) by young pupils (6-14 years old) of Greek origin, born in the USA. The HL variety is subject to change compared to the monolingual variety, as very often observed in immigrant settings, a phenomenon mainly due to language contact and reduced/differentiated input in the HL. We specifically sought to examine to what degree the HL influences the way they identify themselves in terms of their sociocultural identity and how important they feel that speaking Greek is as a quality of the Greek diasporic identity. Issues that have also emerged from the study pertain to the pupils' attitudes towards the two cultures, as well as the multiple ways they use to form connections to Greece and express their *Greekness*. Data were collected through questionnaires (comprised by closed-ended and open-ended questions), identity texts, and metaphor elicitation to explore participants' implicit beliefs regarding their two cultures. The pupils assume hybrid identities influenced by both cultures, but the significance of the HL as a basic trait of the Greek diasporic identity is perceived differently by each one of them. They express their *Greekness* in multiple ways that do not always relate to the HL while their attitudes towards Greece and the Greek language are positive. The findings are interesting from a sociolinguistic perspective since heritage speakers and their attitudes towards the HL largely determine the locus of language change (although it often starts in the parental generation).

The construction and deconstruction of lects – labelling of heterogeneous and fluid linguistic practices

Samantha Goodchild & Unn Røyneland, Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo

Across Europe new linguistic practices have emerged in multilingual urban environments (e.g. Nortier & Svendsen 2015; Auer & Røyneland 2020). Although most often described as variable and heterogenous, and as a fluid part of young people's linguistic and semiotic repertoires, these practices have become enregistered and labelled by researchers, the media, and its users in ways that give the impression of something like a stable lect. In contemporary sociolinguistics concepts like 'variety', 'lect' and 'language' have come under heavy criticism for implying a degree of coherence, focus, and stability beyond what may reasonably be assumed (e.g. García & Li Wei 2014). In our paper we will discuss labelling practices in light of these discussions and relative to diverging epistemic interests and ontologies.

In Norway the lay-term 'Kebab-Norwegian' emerged early in the media and although initially rejected by its users, Ims (2013) found that it has undergone a process of discursive neutralisation. Nevertheless, some participants reflected critically on the use of the term and were hesitant to categorise their linguistic practices. Based on data collected in a recent online survey where high school students in the greater Oslo area answered questions about their language practices in various contexts (n=545)[1], we will discuss the use of different labels and particularly the use of 'Kebab-Norwegian'. Our study indicates that 'Kebab-Norwegian' may be undergoing further deconstruction as an emic naming practice, although for some it still demarcates social spaces (Lefebvre 1992) of use, thus indexing a linguistic practice associated with young people and their peer groups.

[1] The data was collected in 2019 and 2020 as part of the project "*Multilectal Practices in Social media*" by Røyneland and Vangsnes.

"Azzig Aute"[1]: Marking social identity in the Bernese youth language variety of Swiss German focusing on lexis

Dominique Hess, Christa Schneider & Anna Linder, Center for the Study of Language and Society, University of Bern

The project 'Youth Language Switzerland' aims at investigating (ethnolectal) youth language, starting in the canton of Bern and aiming to collect data in the rest of German-speaking Switzerland. This first corpus on spoken youth language in Switzerland looks in detail how characteristics of youth language are created, used, and what social functions they serve. Moreover, language variation and change in the youth language of Bernese speakers are analysed with a focus on how teenagers engage in social movements and how they mark their social identity with the help of linguistic characteristics.

A sociolinguistic variationist analysis of a subset of a recently collected corpus (informal conversations; 26 teenagers; Swiss Bernese variety) was conducted. To examine sociolinguistic variation and change and the construction of identity of Bernese youth language speakers, qualitative analyses focus on lexis.

Results suggest that teenage Bernese speakers mark their social identity with the help of colloquial lexis that is used predominantly by ingroup members (youth language speakers) and to establish a boundary between youth language Bernese speakers and Bernese speakers of other social groups (e.g. older speakers). Youth language lexis is highly creative and dynamic; for the creation of new lexis, particularly the method "bricolage" is applied. In this process, known lexis is used, adapted, and reinterpreted to match the style of the local youth language variety (e.g. "aute": semantic shift from *to age* to a *form of address*). The present paper thus aims to show linguistic identity markers in the youth language of Bernese speakers and to explain the dynamics of lexical change.

[1] English translation: *Chill out dude*

Communicating across educational boundaries: Accommodation patterns in adolescents' online interactions

Lisa Hilte, Reinhild Vandekerckhove & Walter Daelemans, CliPS, University of Antwerp

The present study analyzes linguistic *accommodation,* i.e. the adaptation of one's language use to others (Dragojevic, Gasiorek, & Giles 2015 provide an overview on the sociolinguistic framework of 'Communication Accommodation Theory'). We address multiple under-researched aspects in accommodation research by focusing on informal written online interactions, adolescents, and the socio-demographic variable of education (i.e. the adolescents' educational track in secondary school).

Our analyses are based on a large corpus (> 1.7 million tokens) of private online conversations produced by Flemish secondary school students on Facebook Messenger and WhatsApp. We use Poisson models to examine whether the teenagers adjust their online writing style depending on their interlocutor's educational profile, and we verify whether these potential adaptation patterns are influenced by the authors' own educational background or by other aspects of their socio-demographic profiles. Strikingly, although the corpus reveals accommodation patterns, the adjustments do not always mirror actual variation patterns related to educational profiles. While salient features like expressive markers (e.g., emoji) seem to lead to pattern-matching, less salient features (e.g., markers of colloquial speech) appear less prone to 'adequate' adjustment. Apart from the salience of features, lack of familiarity with the online behavior of students from other educational tracks could be an explanatory factor too (Hilte, Vandekerckhove, & Daelemans 2019), since online communication clearly proceeds primarily within 'same-education' peer group networks. Our focus on cross-educational communication is quite unique in this respect and highly relevant from a sociological perspective.

Changing approaches to youth language research in Africa
Ellen Hurst-Harosh, University of Cape Town

This paper aims to reflect on youth language research in Africa and highlight some considerations regarding different methods of data collection and different types of youth language data. Firstly, some of the main developments in the field of youth language research in Africa are described. The review of the field broadly reflects researchers' preoccupation with: linguistic manipulation; identity; and attitudes/ideologies in relation to African youth language practices. Recently, researchers have also considered the impact and opportunities of digital contexts for youth language. Secondly, questions of 'authenticity' and 'naturalistic data' regarding youth language practices will be discussed. Examples will be drawn from a South African project that captured comparative data on Tsotsitaal from a number of fieldwork sites, in order to illustrate the wide range of data outcomes in youth language research.

The paper will also include some early results from a "pragmatic turn" in the study of African youth languages, based on the analysis of the narrative structure of conversational storytelling, related discourses, humor and laughter. The analysis focuses on stylization and indexicality. This pragmatic approach reflects a move away from objectifying and categorizing AYLs and towards indexical, stylistic and interactional analyses, alongside a move towards the recognition, advancement and application of southern theory. The paper will make the argument that the most important move in youth language research is to define the object of analysis carefully and to find methods and theoretical perspectives which enable youth language practices to be represented in their full complexity.

Youth Language in the Era of Digital Culture
Christian Ilbury, University of Suffolk

In the era of digital culture (Gere 2008), our interactions are increasingly mediated by technology and social media. We no longer have to 'log-on' to get online, rather we are constantly networked, 'always on' (boyd 2011). This seamless digital experience has led to the convergence of on- and off- line space, where the boundaries between 'the physical' and 'the digital' have become almost indistinguishable. Perhaps these issues are not more apparent than for youth – a demographic who are highly immersed in digital culture and social media (Ofcom 2021).

In this plenary, I present an approach that examines youth language across the offline-online nexus. Drawing on my 'blended' ethnographic research in East London and recent projects on social media platforms, I demonstrate how social media data can be used to infer the social meanings of variable patterns of language use. I argue that an individuals' engagement with and orientation towards specific types of digital culture (e.g., memes, Instagram communities) can help us explicate the identities and stances that are associated with enregistered (youth) styles. With regard to Multicultural London English (MLE, see Cheshire et al., 2008), for instance, I demonstrate that a subset of features of this multiethnolect have become adopted by youth as a 'commodity register' (Agha 2011) that individuals' utilise to index their alignment (both online and offline) with aspects of 'Road culture' – a Black British subculture heavily influenced by transatlantic and Caribbean 'street' culture.

I conclude by suggesting some areas of future research before calling for youth language research to examine linguistic practice *across* offline-online space.

What is in a name of a language? A semantic analysis of the glossonyms of the urban contact vernacular language of Malawi

Chimwemwe Kamanga, Mzuzu University

Some names of languages correspond with the names of the groups of the indigenous people that speak the languages as well as the names of the dwelling places of those indigenous people. Such names are drawn from the same source or from each other. In the case of such languages, the answer "everything" to the question "what is in a name of a language?" implies the identity of the speakers of the language, the place of origin of the speakers, and the language itself. There are also names of languages that bear no such correspondence among these factors. However, the answer to the question might also be "everything". One such instance is that of the urban contact vernacular language of Malawi. This paper presents a thematic analysis of 43 names that are used to refer to the urban contact vernacular language of Malawi. The names were obtained from a questionnaire that was administered as part of a case study. The analysis reveals the that the urban contact vernacular is viewed as Chichewa, a marker of solidarity, a sociolect, slang, street language, a pidgin or a Creole, and as a marker of modernity, fashionability and urbanity.

Exploring local perspectives regarding teaching indigenous languages in the government primary schools of Balochistan: a case study of Pashto language teaching (PLT)

Spozmai Khan

Deciding language education policy of a multilingual country such as Pakistan has long remained an unresolved problem. After a long journey of hindrances since 1947, provinces of the country have finally started deciding their own language in education policies after 18th amendment to the constitution. The province of Balochistan has lately mandated 'through Mother Tongues Act' to teach eight local languages in the curriculum of primary government schools as an additional compulsory subject. This study explored challenges and perceptions regarding the policy. In particular, the study explored implementors of the policy at the bottom up level with particular reference to Pashto language teaching (PLT) in Pashtoon belt of the province. Drawing upon the Menken and Garcia's (2010) dynamic language policy theoretical framework, the study examined how Pashto teachers understand and enact and parents perceive this policy of PLT in government primary schools. By using case study methodology, the study was conducted in 10 government primary schools of two districts. The study investigated 26 participants including 16 teachers and 10 parents by conducting semi-structured interviews. The interview data was analysed using thematic analysis method as suggested by Braun and Clarke (2006). Findings of the study revealed that the stakeholders, particularly teachers, faced numerous challenges such as scant trainings, challenging content, and authoritative negligence. Both the groups aligned on the advantages and disadvantages of PLT including their ambivalence regarding PLT and its future outcomes. Findings suggested that a more bottom up approach is required for implementing the Act in a successful manner.

University Exchange Programs: Towards New European Identity and Cross-Linguistic Competences

Tamilla Mammadova, ADA University Azerbaijan

Student mobility both through exchanges and the presence of 'international' students (Baker, 2016) has for a long time been part of higher education (Messer and Wolter, 2007). However, with the rapid expansion of the processes of internationalisation in recent years, student mobility has come to occupy an increasingly prominent position in higher education debates (Baker, 2016) not only in Western countries, but mainly in the countries of the former Soviet Union. Opportunities to visit *Europe* for educational purposes and beyond has turned into a dream of many students who promise to be back with a new set of knowledge, fresh ideas, modern views and advanced cross-linguistic competences that would shape a new *European Identity* suggested by Oborune back in 2015. This paper seeks to investigate the impact of international mobility programs on fostering European identity among students of the former Soviet Union. Following a generally accepted definition of a European Identity (Bruter, 2005; Sigalas, 2010; Oborune, 2015, etc.) we will try to identify the degree students relate themselves to European community in respect to their linguistic and cultural competences. The analyzed data includes: a) a survey collected from the university exchange students who have recently come back from Europe; and b) *What's App* group chats that would focus on English borrowings which have recently penetrated students' (written) communication. The results of the study intrigue by the fact that despite having an obscure perception of a new identity, students' communication style has drastically changed. This, in turn, gives rise to a number of new studies to be carried out.

Teenagers as catalysts of American influence on postcolonial Englishes? A comparison of NURSE-rhotacization in adolescent and adult speakers of Trinidadian English
Philipp Meer, University of Münster & University of Campinas

Influence from American English (AmE) has frequently been found to affect the development of postcolonial Englishes. However, it has rarely been investigated whether AmE influence manifests homogenously within these speech communities. Adolescents may be more susceptible to these influences, given that they are known to adopt new forms and possibly more exposed to AmE due to more media usage.

This study investigates AmE influences on adolescent and adult speakers of Trinidadian English (TrinE), spoken in the Caribbean island of Trinidad. The study focuses on NURSE-rhotacization [ɚ:]→[ɚˁ], an ongoing change due to increasing contact with AmE, said to have originated among teenage girls attending local prestige schools. Word list and reading passage recordings from 100 speakers – 65 secondary school students (M=16.8yrs.) and 35 teachers (25- 65yrs.) – are investigated using auditory methods and automated formant measurements. Mixed models examine the effects of AGE, GENDER, and PRESTIGE SCHOOL.

Findings show that, despite NURSE-rhotacization being more frequent in younger than older speakers, it is not most common in adolescents; AGE is not significant and there is no consistent evidence for ongoing change. While GENDER is also not significant, PRESTIGE SCHOOL predicts rhotacization/F3 lowering. Independent of age and gender, these speakers have much higher rhotacization rates (15.5%) than speakers affiliated with other schools (0%).

The fact that NURSE-rhotacization has diffused to other speakers shows how adolescents may have acted as boosters of AmE influence on TrinE. More generally, the findings highlight the importance of studying adolescents in understanding external linguistic influences on postcolonial Englishes.

The function of multilingualism in contemporary youth languages and old songs from the Low Countries

Jacomine Nortier, Utrecht University

In my paper, I will claim that (multilingual) language manipulation and the violation of codeswitching constraints that have strong indexical value and are used to mark certain stances, and that are recognized as such, play a role in Medieval and Early Modern songs, comparable to youth languages nowadays.

An intriguing aspect of medieval and early modern songs in the Low Countries is that a small proportion is multilingual. In several databases, songs are found in which Dutch is combined with Latin, French, German or other languages. For a sociolinguist specialised in multilingualism, the medieval and early modern songs are an intriguing field where multilingualism serves a multitude of functions.

In spoken language, the use of more than one language may indicate, e.g., lack of knowledge in one of the languages or the expression of belonging to more than one culture. In songs, the functions may overlap with functions of multilingualism in spoken language. There are some differences, though, which may have consequences. Spoken language is spontaneous, there is not always time to look for the best or most appropriate word in one language (L) so the other L can be used, provided that speech partners master the same Ls. Multilingualism in songs is not used 'by accident' but it is used with a purpose. I will show that language manipulation in old songs seems to fulfil the same functions as in contemporary youth languages.

Soro-Soke Werey: Language, #EndSARS Protest and Nigerian Youth's Quest for Socio-political Change

Ayodele Onanuga, Federal University Oye-Ekiti

On 8 October 2020, Nigeria received a jolt when its young people, tired of systemic injustice especially in the hands of the dreaded Special Anti-Robbery Squad (SARS), marched on to the streets. The protests, peaceful for the most part until infiltrated by hoodlums, lasted for about two weeks. During the protests, the youths drew attention to the prevailing socio-economic and political challenges which have placed them at a disadvantage in their country. More interesting is the use of the digital media in organising, networking, managing, documenting and viralising the event. In these digital engagements, language plays a central role. In this article, I pay attention to language use in the construction of agency and ideology. More specifically, I interrogate how discourse features like narrativity, lexicalisation, slang, translation and multilingualism are harnessed by the young protesters to signal readiness to challenge and possibly upturn their socio-political realities. Data for the study are self-collected tweets from the Twitter trend. These were mapped and collated through purposive search using #EndSARS. The data was subsequently subjected to corpus linguistic and critical discourse analyses. AntConc 2018 was used to fulfil the corpus analytical dimension while tenets of Critical Discourse Analysis were applied in providing valuable ethnographic contexts to the discussions. A central assumption in the study is that young people use peculiar linguistic forms and these were crucial in mass group mobilisation. These also constitute hashtag activism aimed at drawing attention to the lived realities of the protesters.

Meaning matters: multimodality, (new) materialism and co-production with young people in applied linguistics

Kate Pahl, Manchester Metropolitan University, & Hugh Escott,
Sheffield Hallam University

This keynote will draw on collaborative research with schools and communities which explores what language and literacy practices means to young people. I will argue that the categories used within applied linguistics don't necessary serve as useful for young people, who move in complex ways to make meaning across the divides of oral, written, visual, material, embodied and affective (Pahl 2019). New epistemologies of communicative practice are needed that recognise these affective, complex structures, and acknowledge the ways in which language practices seep across domains in ways that defy or elude languages of description. I will draw on work with Hugh Escott (Escott and Pahl 2018, 2019) to do so.

Pragmatic reversal in the expression of (im)politeness in the language of (London) teenagers.

Ignacio M. Palacios-Martínez & Paloma Núñez-Pertejo, University of Santiago de Compostela

This paper concentrates on cases of so-called 'pragmatical reversal' (cf. Mazzon 2017), i.e. a change whereby a politeness marker is used to attack face with confrontational meanings, and vice versa. More in particular, our concern here is to account for the use of *please*, traditionally a politeness or courtesy marker (cf. Leech 2014), to express positive and negative impoliteness as well as sarcasm or mock politeness (cf. Culpeper 2011, Aijmer 2015) in the language of London teenagers. To this end, we will analyse data extracted mainly from the *Bergen Corpus of London Teenage Language* (COLT), the *London English Corpus* (LEC) and the BNC2014 corpus. When necessary, contrasts will be made with the same phenomenon in the language of adults and with results from previous studies (Stenström et al. 2002, Sato 2008, Drummond 2020, among others).

Our findings suggest that young speakers may use *please* to tease one another and to express disapproval, negative attitudes or irritation in situations where there is clearly a mismatch between polite and impolite formulae (e.g. *Can you not rub it against your bollocks please*). In teen talk these pragmatic reversal processes seem to contribute to reinforcing bonds between peers, thus fostering a general atmosphere of comradeship. The paper concludes by drawing attention to the need and importance of examining the role of factors such as the speaker's age and cognitive and developmental variables in the study of (im)politeness theory.

I ka ʻōlelo no ke ola - In the Language is Life
Hawaiian Pidgin English and Linguistic Agency for Indigenous Youth

Avi Penhollow, University of Missouri

Since the first historically documented contact of Western Europeans and Kanaka Maoli (Native Hawaiians) in 1778, white settler colonialism in the islands established hegemonic structures that suppress the linguistic agency of Hawaiians and other ethnic groups who were brought in to work on the plantations. Despite these efforts, many native speakers engaged in multiple points of resistance to preserve their language and cultural knowledge. The swift appropriation of textual literacy by Hawaiians provided them with the means to preserve volumes of mo'olelo (history) and mo'oku'auhau (genealogy), as well as the contemporary events of the time – all of this in the ʻOlelo Hawai'i (Hawaiian language). The development of Hawaiian Pidgin English also soon emerged as a means of communication for diverse language speakers. Within a few generations, this Pidgin became a fully developed Creole language that is the primary language spoken by most youth in Hawaii to this day. This presentation examines the contextual conflict of dominant language ideology and how Hawaiian youth can engage in critical counterhegemonic literacy practices that draw upon indigenous epistemology, affirming local language variation, and decolonial discourses. Sociohistorical knowledge of indigenous and local languages is vital information for young indigenous people to become confident navigators in asserting the right to their own varieties of language.

Revitalizing Language to Story the Future
Indigenous Youth's Language Revitalization & Teaching of Future Educators

Robert Petrone & Adrianna González Ybarra, University of Missouri

Due to settler colonialism, many Indigenous communities within the United States have had intergenerational transmission of tribal languages disrupted and even lost. Yet, many of these Indigenous communities are actively revitalizing their languages as part of broader efforts of self-determination and sovereignty.

Drawing upon a long-term collaborative partnership centering participatory approaches to research and Indigenous Knowledge Systems, this paper shares the "story" of a group of Indigenous youth involved in school and community efforts toward language revitalization.

Specifically, the paper explains how their engagement in language learning facilitated a deepening of their cultural identity and sense of responsibility and commitment to their tribal community, particularly regarding subsequent efforts toward broader cultural revitalization and sovereignty. Moreover, this paper discusses a "repositioning" experience whereby these youth taught future literacy educators— through the Indigenous literacy practice of "story/ing"—about their language revitalization efforts and the ongoing effects of settler colonialism for Indigenous Peoples, an experience that had "transformative" effects on the youth participants.

In general, this research attends to questions of shifted power dynamics and notions of "expertise" when it comes to youth within the context of schooling, and it demonstrates how recovering and revitalizing *past (& present)* linguistic and literate ways of knowing facilitate Indigenous youth abilities to story their—and their community's—*futures*.

English lexical resources in Belgian Dutch preadolescents' language use
Melissa Schuring & Eline Zenner, KU Leuven

This paper focuses on the underresearched topic of transitions in sociolinguistic youth language research. A case in point is the Dutch-English contact situation in Flanders: teenagers' abundant use of English in Dutch is thoroughly investigated (De Decker & Vandekerckhove 2012), yet attention for the linguistic groundwork enabling this English-infused youth language laid in preadolescence stays undocumented. Addressing this issue, this paper aims to uncover when and how Belgian Dutch preadolescents show an awareness of and preference for the inclusion of English elements in Dutch.

Our sample consists of 24 Belgian Dutch preadolescent members (7 to 13-year-olds) of a local sports club. Respondents participate in individual interview sessions (socio- and metalinguistic interviews) and group conversations (6 groups of 4 members of the same team unit), including spontaneous talk, topically controlled interactions, and "stylization" tasks (Higgins 2015). The resulting corpus amounts to 60 hours of conversational data and is described and annotated following the CHAT conventions of the CHILDES project.

All English-sourced lexemes and phrases in the corpus are identified and tagged (for i.a. respondent, setting, topic) in order to look for (i) transition points in usage statistics, (ii) the emergence of agency and creativity, and when studying language-related comments (iii) signs of metalinguistic reflection. Special attention is given to the overall methodological challenges in studying preadolescents' spontaneous speech.

Results reveal when and how Belgian Dutch children learn to employ the social value of English elements in Dutch, leading to a better understanding of the (socio-)linguistic transition process from childhood to adolescence.

Youth language across spoken World Englishes: a grammatical perspective

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Identifying the effects of speaker age on grammatical variation in World Englishes poses a twofold challenge. First, most World Englishes corpora are synchronic and lack detailed metalinguistic data. Second, those that do provide speaker age data, like some components of the *International Corpus of English* (ICE), do not offer an internally coherent taxonomy of age cohorts, nor a balanced representation of each group. For this reason, little is known about youth language in World Englishes. Our study tries to fill this gap by analyzing the spoken components of India and The Philippines in ICE, which do include metadata. The grammatical phenomena explored in terms of age are variation in (i) the expression of perfect meaning and (ii) the use of relativizers. Preliminary results show major differences between youth talk in ICE-India and ICE-Philippines, in that only in Indian English do younger speakers seem to be spearheading language variation, innovation and change. We interpret the difference between ICE-India and ICE-Philippines, which shows a levelled distribution of variants across age groups, within two related and complementary frameworks. Schneider's (2007) Dynamic Model, which relies on identitarian and sociohistoric factors to be discussed here, and the External-and-Internal Force Model (EIF) by Buschfeld and Kautzch (2017)…, which includes the analysis of the effects of globalization, such as the levelling of differences between varieties (Buschfeld 2020).

Language as a boundary and a catalyst: an interdisciplinary approach to the language of school exclusion

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This paper outlines the discourses prevalent in school exclusion and their effect upon those involved. It discusses the potential of a Participatory Research (PR)-informed, Critical Discourse Studies (CDS) approach for addressing the unequal distribution of power evident in the context.

Rates of exclusion have been rising year on year since 2013, with the highest numbers being from mainstream secondary schools (DfE & National Statistics, 2019). The most common reason schools give for exclusion (following frameworks provided by DfE) is 'persistent disruptive behaviour'. Therefore, in order to understand why exclusion is happening, there needs to be a clear understanding of what is being disrupted and how. Taking a CDS approach, this paper argues that it is a range of established, overlapping, powerful discourses in schools that are being disrupted - specifically, by the language and behaviour of young people at risk of exclusion. After clarifying what these discourses are, I explain how they work to create boundaries on the behaviour, emotions, and realities of young people and school staff. Subsequently, this paper outlines how taking a CDS approach to the language of exclusion is apt for addressing these boundaries. Finally, participatory, arts-based approaches are discussed in their potential to inform how excluded young people's language can be seen to reimagine new realities and catalyse change (Finely, 2005). Thus, this paper explores how an approach informed by CDS and PR can begin to address unequal power distribution in school exclusion - by seeing the potential of language to be both a boundary and a catalyst.

Borahae: Language and Identity among K-Pop Fans in Indonesia

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Indonesian youths are swooning over Korean Pop Culture (popularly known as K-Pop). The fans, a majority of whom are Muslims, would listen endlessly to Korean songs, cry over Korean dramas, collect K-Pop artists' merchandise, and later express their emotions through social media. This paper focuses on how these youths use Twitter and Instagram to form a community and communicate using a mix of colloquial Indonesian, local languages such as Javanese and Sundanese, Korean, as well as English. Our data include tweets and Instagram posts and comments of fans of the two most famous K-Pop groups in Indonesia: BTS and Blackpink. Our analysis focuses on how these fans interact with each other by using a mix of the above-mentioned languages. Korean kinship terms, such as *oppa* 오빠 'older brother' and *eonni* 언니 'older sister' are widely used by the Indonesian fans on social media. Adjectival expressions such as *daebak* 대박 great' and *borahae* 보라 해 'the feeling of being in love', coined from the noun bora 보라 'purple' and the verbal marker *hae* (*saranghae*) 사랑 해 'love', are used extensively. These Korean words become internalized by the youths as they spend hours listening to Korean songs and dramas. English has been regarded as the global language that is used to project modernity and upward social mobility (Martin Anatias 2018). Meanwhile, Indonesian and other local languages occur in a diglossic situation (Sneddon, 2003). Our analysis shows how translanguaging takes place in the interaction, as fans swiftly move from one code to another without realizing language boundaries (Li Wei, 2011). We also look at how these young fans display fluid identities when showing their affection for idols who have different beliefs and cultural backgrounds. The results of the study show that we can no longer recognize the fans' individual ethnic, language, and cultural backgrounds, as they have formed a single identity on the Internet, that is the fans of BTS and Blackpink.