

POSTERS

Munirah AlAjlan, King's College

Voicing their Stories: Women's Narratives in Engineering

The study extends the literature on gender and narratives by examining the stories of six women from the community of practice in Kuwait University where the number of women who are studying engineering outnumbers men. I argue that the growing number of women in this male-dominated field is strongly dependant on the women's success and ambitions in adapting themselves and their lifestyle to an institutional structure that accommodates men and the masculine lifestyle. Using a narrative inquiry, data is drawn from natural recordings of oral personal experiences narratives about their engineering experiences. I provide a dense, rich description of women's academic and career lives decisions into engineering, as well as an in-depth understanding of narrating stories by them. I use a thematic narrative analysis in investigating women's experiences, power, motivations, and challenges for being Kuwaiti Muslim women in a field taken for granted to be masculine. The study found out that motivation to join engineering was various. Some cases showed that it was personal interest in science and math. Other showed interest and curiosity in proceeding with a pioneering, prestigious career. The participants showed some cultural issues that were de-motivating, along with engineering work pressure from the college. Another significant issue was the future career for the engineering students; male engineers have the priority to be hired in engineering companies in Kuwait, a serious critical risk that the female engineering students face. Finally, this research suggests that female engineering students are as ambitious as their male counterparts. I carve out a space for Kuwaiti women to share their stories and experiences as students in the engineering field because narratives are used to understand experiences that have meaningful connections between time, place, events and people.

Julie Bardet, University Grenoble

Gender stereotypes and parent-child interaction in three-year-olds: what can we learn from plays with gendered toys ?

Normative social representations of gender and how we position ourselves regarding them, depend on our social environment, which takes place in a specific cultural and political context (Hoffman, 1977). We are interested in the early development of gender identity, a specific concern in the current context in Europe and elsewhere. Our study is conducted in France, where recent public actions have been carried out against gender stereotypes (cf. « the ABCD of equality » pilot teaching program in 2013-2014). In this context, we explore how children grow up in a world already structured by gender representations (Fagot & Leinbach, 1989), that partly shape the interaction between parents and children (Santrock, 1994; Peretti & Sydney, 1984). We adopt an interactionist approach to observe parent-child interaction in a context challenging attitudes towards gender stereotypes (Caldera et al., 1989). Free playing sessions were organized at home, involving 24 three-year-olds French speaking children (12 girls and 12 boys) and their

two parents. Each child was videotaped during two playing sessions (with the mother and with the father). The participants were proposed to play with gendered toys (Blakemore & Centers, 2005): 1/male oriented: a garage ; 2/female oriented: a doll house ; 3/neutral: pieces for creating animals. We present the preliminary analysis focusing on the first 5 minutes of interaction. We answer the following questions: who did initiate the playing session and which toy was chosen for ? How do the players shift to another toy ? Both verbal («Do you want to play with the garage ?») and non-verbal (pointing a toy) cues were collected. First results suggest that contra-stereotypical choices are overtly encouraged whereas stereotypical ones are implicitly induced. The direct observation of the interactions was combined with a method from social cognition (Implicit Association Test) and a sociodemographic survey of the families.

Susanna Hakulinen, University of Tampere and Paris-Sorbonne University (cotutelle)

Communicating inside and outside the Language Classroom in Finland, Sweden and France: Swedish and Finnish as a Second Language

This paper aims at shedding light on the way university students of Finnish or Swedish as a L2 use the target language in order to communicate with others, both orally or in written. Upper secondary students from Finland, France and Swedish have provided me with insights into the issue by giving semi-structured interviews and answering my questionnaires. I have also done participant observation during their language classes from four to eight weeks in the countries in question. My results indicate that Swedish, French and Finnish students prefer different forms of communication with speakers of the target language. They have also divergent views on language acquisition and learner autonomy which seems to be linked to their chosen learning strategies. I will explain these differences by looking into the didactic cultural traditions and ecolinguistic settings of the three countries in question. The purpose of my study is to provide with contextualised culture-specific knowledge about second language learning in space and time by analysing the data I have collected in the field myself in 2013-2015. It consists of 97 hours of interviews, 99 questionnaires and observations from 21 classrooms.

Katherine Morales Lugo, Trinity College Dublin

Attributing New Indexical Values to a Colonial Language: The Effects of Globalisation on Puerto Rican English

Previous literature on the social meaning of Spanish-English code-switching among U.S. Latinos has often attributed their practices to ethnolinguistic orientation, language maintenance, and sociopolitical affiliation. In her 1995 article on why we need linguistic anthropology, Ana Celia Zentella argued that Latinos often get grouped together into one category when being discussed linguistically, furthermore that their language use is interpreted similarly in terms of pragmatic

motivations. Similar sentiment has been advocated in recent work in sociolinguistics, as more and more linguists advocate for a socio-constructivist approach to identity and a repertoire-driven approach to language use among bilinguals (e.g. Blommaert, 2011). Of concern has been how to adequately model bilingualism in an increasingly connected and mobilized world, thus problematizing previous simplified talking-in-two languages models. A new era of sociolinguistics has begun, one in which globalization and superdiversity are at center stage, and bilinguals are described in terms of their linguistic creativity rather than the “static” languages which they employ. The present paper presents such perspective on bilingualism, and applies the Bahktinian (1991) concept of heteroglossia to the case of the English language in Puerto Rico. For many years linguists have described Puerto Rico under a lens of maintenance, as the majority of the islanders claim to speak English “less than very well” (Census, 2010). Consequently, much work has concentrated on reaffirming census statistics and portraying these Caribbean islanders as primarily “Spanish speaking” with a small elite community of competent bilinguals (Pousada, 2000). My research presents data from two school ethnographies representative of different socioeconomic backgrounds. I explore the extent to which Spanish monolingualism is upheld among these communities, as well as the social uses of English among Puerto Rican adolescents today. I argue that, beyond ethnolinguistic values, English has been adopted by many as a tool towards asserting social identity within school communities, and thus plays an important role of adolescents' communicative repertoire. In particular, I focus on the employment of Internet language, and its role on adolescent speech today. By presenting data of individual and group interviews, I hope to demonstrate the changing indexical values of English in colonial Puerto Rico, and to argue for a more flexible way of modeling English use on the island.

Nur Husna Serip Mohamad, University of Liverpool

Identity construction of Malaysian youngsters in Computer Mediated Communication (CMC)

The English language, a legacy of the British colonialists, has been indelibly woven into the history of Malaysia, and because of its pervasive influence through its role in the education system. The ongoing contact of English with local languages has led to the emergence of new varieties of English, often known as the New Englishes which recognizes the diversity of Englishes throughout the world along with their particular sociocultural contexts. This paper explores the relationship between style, identity and the construction of social meaning of Manglish (Malaysian styled English) among the young adult Malaysians. These are the varieties of Englishes that have been ‘localized’ or ‘nativised’ by adopting some language features of its own, such as sounds, intonation patterns, sentence structures, words, expressions. These linguistic innovations exhibit a particular interest as they borrow features from English, Tamil and, occasionally Chinese, and thus, marking the multicultural sociolinguistic situation in Malaysia. The data were obtained through a computer mediated communication, namely WhatsApp Messenger, and questionnaires from 50 young Malaysians regardless of their background and ethnicity. It was analysed using Wordsmith Tools which identified word cluster or the sequence of words which are found repeatedly occurring in the corpus. The findings reveal that in a multicultural, postcolonial society such as Malaysia, identity issues are far more complex and layered. It shows the relationship between social and linguistic factor which convincingly account for the ways in which variation is used to signal identities. For instance,

these youngsters use specific features such as ‘lah,’ ‘ah’ and ‘got’ to express themselves in Malaysian ways, thus, indicating that Manglish is a speech style with its own social values, not only just being labeled as a ‘broken language’ or ‘colloquial language.’

Raphael Sannholm, Stockholm University

Cooperation in the Translation Workplace

The practice of translation is often discussed and investigated with a focus on individual translators and/or the translations they produce. However, as is increasingly acknowledged in Translation Studies, translation in professional settings is often a coordinated effort involving several actors who interact with each other and their environment in dynamic ways (e.g. Englund Dimitrova 2005, Risku 2010). This focus on the agents behind translations has brought about new theoretical points of departure, methods and approaches, such as sociocognitive frameworks (e.g. Risku and Windhager 2013) and ethnography (Koskinen 2008, Risku 2014). The aim of my PhD research is to explore translation as a socially embedded practice by focusing on interaction, collaboration, and cooperation between members of translation teams. The focus will be put both on sociological factors, such as the formation and maintenance of communities of practice among translators (e.g. Duflou 2013, Flynn 2010), and on cognitive factors in the translation process. The focus is thus on the interplay between individual, cognitive, collective, and environmental spheres. In addition to interaction between human actors, interaction between human actors and artifacts, such as technological tools, is also of interest to the study. Data will be collected through fieldwork by means of observations and interviews with individual translators. An ethnographic approach will be adopted that will serve as a guiding framework with regard to methodology, analytical processes, and the role of the researcher. This study aims to provide insight into social aspects of professional translation work through detailed accounts of the role and importance of interaction, collaboration, and cooperation in the translation process. In my presentation, I will outline the theoretical and methodological points of departure for my PhD project, and discuss the implications of the ethnographic framework of the study.