



Working Papers in

Urban Language & Literacies

Paper **213**

Sociolinguistics & security: A bibliography

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A short note on method

For the purposes of this bibliography, we took as a starting point the references already collected in the context of our work over the last three years with Ben Rampton and Constadina Charalambous and we have then expanded this set with further bibliographic research.

We conducted conduct the bibliographic research using the following keywords:

- 'securitization', 'Buzan', 'threat'
- 'control', 'security', 'surveillance', 'safety', 'insecurity', 'state', 'terrorism', 'border', 'war', 'violence', 'enemy', 'suspect'
- 'discourse', 'linguistics', 'sociolinguistics', 'language'

First we searched the following sociolinguistic journals for references to security issues.

- Discourse and Society
- Applied Linguistics
- Journal of Sociolinguistics
- Language in Society

Next we searched SCOPUS with the same keywords and identified papers that were not strictly sociolinguistic in scope but touched upon topics that lie within the interests of sociolinguistics.

Furthermore, very important contributions came from members of the LIEP team and external collaborators who have directed us to relevant people and resources.

In this list, we group references thematically into larger categories and include the full bibliographic reference and the abstract.

An important limitation has to do with our lack of access to important books in this area, as this bibliographic research was conducted in Cyprus.

As this bibliography is an ongoing project, we welcome further references, which should be sent to panayiota.1.charalambous@kcl.ac.uk.

The bibliography has been produced with the support of the Faculty of Social Science & Public Policy at King's College London, as part of the *Language, (In)security & Everyday practice* initiative (www.kcl.ac.uk/liep). Emma Mc Cluskey's (2017) *Everyday (in)security: A bibliography* is a companion to this text, and it can also be found at www.kcl.ac.uk/liep.

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A. CDA STUDIES & SECURITY

There are many CDA studies that engage directly with the securitization literature to show how certain groups (e.g. migrants) are constructed as threats. CDA has engaged with security literature as this discourses analytic approach, like traditional security studies, addresses predominantly macro-questions i.e. Discourse with a capital D – macro-ideologies in (mostly written) language use. The examples below are only indicative of the directions that CDA studies have taken and the kind of material analysed (political speeches, government documents, legal texts, Olympic Games discourse, media representations of migrants as security threats, talkback radio accounts)

Dick, H. P. (2011). "Making immigrants illegal in small-town USA." [*Journal of Linguistic Anthropology* 21\(Supplement 1\): E35–E55.](#)

Using two discourse-analytical lenses, one genealogical and the other textual, this article traces the interdiscursive history through which the social categories "Mexican immigrant" and "illegal alien" have become conflated in the United States, effectively criminalizing Mexican immigrants as dangerous Others. Today, this conflation is a prime source for the racialization of not only Mexican immigrants, but other Latin American immigrants as well, where racialization is understood as a form of social differentiation that marks people as inherently threatening and foreign. This article focuses on the ways this conflation has been established and circulated in U.S. immigration policy. After offering a genealogy of the relevant federal policy, I provide a textual analysis of an anti-immigrant ordinance penned in Hazleton, Pennsylvania. I trace the interdiscursive strategies used by municipal officials in constructing the ordinance, showing that they extend the "legal racialization" in federal code by expanding the categories of behaviour associated with immigrant illegality.

KEYWORDS: Legal discourse; racialization; interdiscursivity; performative nomination; Latin American immigration; Hazleton

Don, Z. M. and C. Lee (2014). "Representing immigrants as illegals, threats and victims in Malaysia: Elite voices in the media." [*Discourse & Society* 25\(6\): 687-705.](#)

This article examines the way the voices of political elites are incorporated in news reporting to represent refugees and asylum seekers in Malaysia as illegals, threats and victims, which reflect their ideological positioning. We also examine voices that foreground their plight and appeal for the relaxation of rules. Selected extracts are analysed to illustrate how these voices and authorial accounts are ordered in relation to each other to represent different perspectives for different purposes. To address the issue of how texts from the original are brought into the new context, we examine the relationship between the original text and the recontextualized part. Using tools from Van Leeuwen's Social Actor Network model and Reisigl and Wodak's discourse-historical approach, we analyse how the discursive strategies and different features of a text are used to construct particular meaning in the social world.

Ferrari, F. (2007). "Metaphor at work in the analysis of political discourse: investigating a 'preventive war' persuasion strategy." [*Discourse & Society* 18\(5\): 603-625.](#)

The crucial historical moment represented by post 9/11 may undoubtedly be considered responsible for the subsequent hardening of American political rhetoric. And yet, the sudden increase of consensus catalysed by George W. Bush and the consequences of his international policy bring his *modus persuadendi* up for discussion. The aim of this article

is to present a framework for a metaphor-based critical analysis of persuasion in political discourse. Our object of observation is George W. Bush's public speeches to the nation (2001—4). More specifically, the analysis is focused on the persuasion strategy enacted to promote the preventive war in Iraq. In our approach, conceptual metaphor as related to emotion constitutes the fundamental argumentative feature and crucial tool to address the matter of persuasion in text, contributing to identifying both the ideological root and the persuasive strategy of a given discourse in the long run. Synthesis of our results shows the potentialities of metaphor as a privileged cognitive tool for abstracting and constructing discourse strategies.

Gavriely-Nuri, D. (2009). "Friendly fire: war-normalizing metaphors in the Israeli political discourse." *Journal of Peace Education* 6(2): 153-169.

Combining principles of peace education and political discourse analysis, this study dwells on one powerful metaphorical mechanism engaged in by Israeli political leaders: war-normalizing metaphors, a mechanism for framing war as part of human nature and normal life. Six core semantic fields were identified as particularly useful 'raw material' in creating war-normalizing metaphors: women's work, commerce, child's game, sport, nature and tourism. The case study is based on the rhetoric employed by Israeli politicians during the years 1967–1973, a period during which Israel participated in no fewer than three wars. During those same years, several peace initiatives were initiated but eventually failed. The contribution of this article is dual. First, it looks at the role of the discourse as either facilitating or obstructing achievement of a culture of peace or the converse – a culture of violence. Second, it demonstrates the importance of peace education, especially for political leaders, in an attempt to heighten their awareness, refine their sensitivity and improve their rhetorical skills regarding war and peace discourse in addition to their general responsibility for the language they use.

Hanson-Easey, S. A. and M. Augoustinos (2012). "Narratives from the neighbourhood: The discursive construction of integration problems in talkback radio." *Journal of Sociolinguistics* 16(1): 28-55.

This paper examines how speakers deploy narrative devices in talking about Sudanese refugees. Particularly, we show how narrative constructions form an important basis for the advancement of accounts about integration problems into the local polity. We analyse talkback 'phone-in' calls to a local Adelaide radio station that provide callers an opportunity to give accounts of events and social phenomena that concern them in their local settings. Analysis shows that speakers regularly deployed narrative constructions, first-hand 'witnessing' devices that functioned to legitimate accounts as veridical versions of events, and contrast devices to explicate the moral and behavioural aberrance of Sudanese refugees. The analysis illustrates how these discursive devices function rhetorically in interaction, in ways that differentiate Sudanese refugees as problematic. Through this analysis, we contend that narrative devices precipitate and bolster socio-political policies that have serious, negative consequences for Sudanese refugees.

Lueck, K., C. Due, et al. (2015). "Neoliberalism and nationalism: Representations of asylum seekers in the Australian mainstream news media." *Discourse & Society* 26(5): 608-629.

In this article, we build on previous critical discursive research concerning the deployment of nationalist rhetoric in the negative representation of asylum seekers to also consider the interplay between neoliberal and nationalist discourses regarding asylum seekers arriving by boat to Australia. Rather than arguing that neoliberalism and nationalism are incompatible (by virtue of the former being about internationalization and the latter about protecting the nation-state), we argue that in fact media representations of asylum seekers are compatible with both neoliberal and nationalist discourses, with both ultimately aimed at protecting the sovereignty of the (White) Australian nation-state. Utilizing a synthetic

approach to critical discourse analysis, we analyse two incidents concerning asylum seekers that were widely reported in the mainstream media in late 2009, namely, the Oceanic Viking and the Jaya Lestari incidents. Our article demonstrates that while many of the discourses concerning asylum seekers can be read as nationalistic in nature (i.e. through 'protecting' a sovereign state and maintaining border control), they can also be seen as neoliberal in relation to the (supposed) economic benefits of excluding asylum seekers and their undesirability on economic terms. The 'threat posed by asylum seekers arriving by boat' was positioned as one that required increased economic support for stricter border protection policies. The economic nature of border protection and security came to the fore not only in terms of its role in keeping out those seen as economically undesirable, but also in the economic investment required in ensuring that the nation-state was able to protect its sovereignty through the maintenance of a homogeneous population regulated at the borders.

Lynn, N. and S. Lea (2003). "A phantom menace and the new Apartheid: the social construction of asylum in the United Kingdom." *Discourse & Society* 14(4): 425-452.

A succession of well-publicized incidents in Britain, and elsewhere, has highlighted the dilemma of refugees and seekers of asylum. A number of desperate human tragedies allied to some very dubious institutional practices and decisions have been a cause for concern. Drawing upon that vast corpus of information we call 'common knowledge', together with other more exclusive sources of knowledge, British national newspapers and their readers, among others, are involved in the social construction of asylum-seekers. Ideas of citizenship, identity and Nation-hood are employed within a variety of discursive and rhetorical strategies that form part of an 'elite' discourse, one that contributes to a 'new Apartheid'. This article presents a discursive and rhetorical analysis of letters written to British national newspapers by members of the public. Asylum-seekers find themselves [re]positioned and contrasted with a variety of other social groups in such a way as to justify disregarding some of the central tenets of British democracy. Dissenting voices and a 'counter' discourse are evident although very much a minority. It is argued that applied discursive work is necessary to bolster resistance and deconstruct the 'new Apartheid'.

Macdonald, M. N. and D. Hunter (2013). "The discourse of Olympic security: London 2012" *Discourse & Society* 24(1): 66-88.

This article uses a combination of critical discourse analysis (CDA) and corpus linguistics (CL) to investigate the discursive realization of the security operation for the London 2012 Olympic Games. Drawing on Didier Bigo's (2008) conceptualization of the 'ban-opticon', it addresses two questions: (1) what distinctive linguistic features are used in documents relating to security for London 2012? (2) how is Olympic security realized as a discursive practice in these documents? Findings suggest that the documents indeed realized key features of the ban-opticon: exceptionalism, exclusion and prediction, as well as what we call 'pedagogization'. Claims were made for the exceptional scale of the Olympic events; predictive technologies were proposed to assess the threat from terrorism; and documentary evidence suggests that access to Olympic venues was being constituted to resemble transit through national boundaries.

MacDonald, M. and D. Hunter (2013). "Security, population and governmentality: UK counter-terrorism discourse (2007-2011)." *Critical Approaches to Discourse Analysis across Disciplines* 6(2): 123-140.

Over the past decade, governments worldwide have taken initiatives both at a national and supra-national level in order to prevent terrorist attacks from militant groups. This paper analyses a corpus of policy documents which sets out the policy for UK national security. Informed by Foucault's (2007) theory of governmentality, as well as critical discourse analysis and corpus linguistics, this paper analyses the ways in which the liberal state in late modernity realizes security as discursive practice. A corpus of 110 documents produced by the UK government relating to security in the wake of the 7/7 attacks between

2007 and 2011 was assembled. The paper analyses the discursive constitution of the Foucauldian themes of regulation, knowledge and population, though carrying out a qualitative analysis of relevant key words, patterns of collocation, as well as features of connotation and semantic prosody.

Rheindorf, M. (in press). Disciplining the unwilling: Normalization of (demands for) punitive measures against immigrants in Austrian populist discourse. Doing politics: Discursivity, performativity and mediation in political discourse. M. Kranert and G. Horan. Amsterdam, Benjamins.

The so-called refugee crisis presents a field of discursive struggle over meanings in politics. In Austria, mediatized politics in 2015 and 2016 was dominated by metadiscursive negotiation of terminology related to building a border fence and setting a maximum limit on refugees. Both issues raised serious ideological and legal concerns and were thus largely euphemized; as responses to ever-increasing pressure from the political right, however, they were also intended as signals to voters. This article presents a discourse-historical study of the normalization of restrictive policies in the theoretical framework of border and body politics, otherness, and mediatization.

Vezovnik, A. (2017). "Securitizing Migration in Slovenia: A Discourse Analysis of the Slovenian Refugee Situation." Journal of Immigrant & Refugee Studies: 1-18.

The aim of the article is to analyze the securitization discourse that emerged in Slovenian TV news during the so-called refugee crisis in 2015. The article first describes the specificities of the migrant situation in Slovenia and provides a legal and policy frame. The article then focuses on theoretical premises by introducing notions of securitization and discourse. This is followed by an analysis of Slovenian TV news. The analysis shows how the rhetorics of exceptionality, criminalization, security, and militarization are constituents for what the article defines as securitization discourse. The author concludes with a reflection on securitization and governmentality.

Discursive social psychology & security

Gibson, S. (2011). "Social psychology, war and peace: Towards a critical discursive peace psychology." Social and Personality Psychology Compass 5(5): 239-250.

In this paper, I make two related arguments: that peace psychology and social psychological peace research should give greater attention to discourse, and that critical discursive approaches in social psychology should explore matters of international military conflict, an area which has hitherto been somewhat neglected in this tradition of work. These arguments are developed in relation to debates concerning the nature and status of psychological 'science', and the neglect of language in social and peace psychology. To illustrate the possibilities of a critical discursive approach, research on the discursive function of 'peace' is discussed. In conclusion, it is suggested that a critical discursive perspective enables analysts to interrogate a range of assumptions underpinning militaristic ideologies.

Gibson, S. (2012a). "'I'm not a war monger but...': Discourse Analysis and Social Psychological Peace Research." Journal of Community & Applied Social Psychology 22(2): 159-173.

The present paper argues for a discourse analytic approach to social psychological peace research and demonstrates the potential of such an approach through a re-specification of the concept of attitudes to war. This is illustrated through an analysis of a series of televised debates broadcast in the UK in February–March 2003 in the build-up to the formal outbreak of the Iraq War. Analysis draws attention to the importance of rhetorical context and function, the inseparability of attitude object and evaluation and the formulation of evaluations as specific or general. Findings are discussed in the context of recent calls for methodological pluralism in social psychological peace research with a suggestion that matters of epistemology stand prior to methodology. Copyright © 2011 John Wiley & Sons, Ltd.

Gibson, S. (2012b). "Social representations of peace and conflict: Introduction to the special issue." [Papers on Social Representations 21\(10.1-10.8\)](#).

[From the text's introduction]: Work on the representation of peace and conflict can be found across many disciplines and within many theoretical frameworks (Gibson & Mollan, 2012). Although much work within social psychology is of course relevant to matters of peace and conflict (Vollhardt & Bilali, 2008), it is only relatively recently that social psychologists have begun to directly address questions of how peace and conflict are represented. [...]

In referring to the broad topic 'peace and conflict', the aim of the special issue is not to imply or suggest any form of conceptual unity across work which explores these issues. However, it is important to note the overlap between our concerns here and those of peace psychology (Christie, 2006; Christie, Wagner & Winter, 2001), and more broadly of peace studies. [...]

It is in addressing the issue of cultural violence where the analysis of social representations may have the greatest purchase. Notwithstanding the numerous variations of the social representations approach, all share a concern with those aspects of a social system that are more-or-less consensual. In this respect, it is when social representations are such that direct and structural violence appear to be normal and inevitable that analysis of those representations may be of most importance. [...]

Gibson, S. (2012c). Supporting the troops, serving the country: Rhetorical commonplaces in the representation of military service. [Representations of peace and conflict](#). S. Gibson and S. Mollan. Basingstoke, Palgrave: 143-159.

book chapter, no abstract

B. FORENSIC LINGUISTICS

There seems to be some sociolinguistic work done in different security-related areas within forensic linguistics, as language experts are required to work e.g. in policy interviews, courtroom interaction, interpreters in legal processes, asylum seeking processes, terrorism etc. Diana Eades seems to have done considerable work in this area. Below some indicative publications.

Coulthard, M. and A. Johnson (2010). [The Routledge handbook of forensic linguistics](#). Abington; New York, Routledge.

The *Routledge Handbook of Forensic Linguistics* provides a unique work of reference to the leading ideas, debates, topics, approaches and methodologies in Forensic Linguistics. Forensic Linguistics is the study of language and the law, covering topics from legal language and courtroom discourse to plagiarism. It also concerns the applied (forensic) linguist who is involved in providing evidence, as an expert, for the defence and prosecution, in areas as diverse as blackmail, trademarks and warning labels.

The *Routledge Handbook of Forensic Linguistics* includes a comprehensive introduction to the field written by the editors and a collection of thirty-seven original chapters written by the world's leading academics and professionals, both established and up-and-coming, designed to equip a new generation of students and researchers to carry out forensic linguistic research and analysis. The *Routledge Handbook of Forensic Linguistics* is the ideal resource for undergraduates or postgraduates new to the area.

Eades, D. (2007). [Understanding Aboriginal silence in legal contexts](#). [Handbook of Intercultural Communication](#). H. Kotthoff and H. Spencer-Oatey. Berlin, Mouton de Gruyter: 285-301.

It is now more than 20 years since Gumperz and Cook-Gumperz drew attention to the subtle power of dialectal differences in intercultural misunderstandings. But there is still widespread misrecognition of communication differences between speakers who have quite similar dialects, but different worldviews, and different ways of using the same language. This misrecognition can have serious consequences for participants in intercultural interactions. In this paper we will consider this issue for Aboriginal English speakers in the Australian criminal justice system, particularly in lawyer-client interviews and courtroom examination and cross-examination.

Eades, D. (2010). [Sociolinguistics and the Legal Process](#). Bristol, Multilingual Matters.

Sociolinguistics and the Legal Process is an introduction to language, law and society for advanced undergraduate and postgraduate students. Its central focus is the exploration of what sociolinguistic research can tell us about how language works and doesn't work in the legal process. Written for readers who may not have prior knowledge of sociolinguistics or the law, the book has an accessible style combined with discussion questions and exercises as well as topics for assignments, term papers, theses and dissertations. A wide range of legal contexts are investigated, including courtroom hearings, police interviews, lawyer interviews as well as small claims courts, mediation, youth justice conferencing and indigenous courts. The final chapter looks at how sociolinguists can contribute to the legal process: as expert witnesses, through legal education, and through investigating the role of language in the perpetuation of inequality in and through the legal process.

Asylum interviews

Asylum interviews fall within the category of forensic linguistics. The process has attracted sociolinguistic interest since the disputed nationality in many contexts is examined through 'language analysis', based on the assumption that the linguistic repertoire of the interviewee includes cues that can serve as evidence of their origins. However, sociolinguistic work has disputed some of the assumptions and practices used by the authorities to perform this linguistic identification and in some cases the interviewees have used sociolinguists as expert advocates to refute the initial negative decision. A group of sociolinguists interested in these processes have published a set of suggestions to the authorities regarding language analysis.

Blommaert, J. (2001). "Investigating narrative inequality: African asylum seekers' stories in Belgium." [Discourse & Society](#) **12**(4): 413-449.

This article addresses narrative inequality in the Belgian asylum procedure by means of a complex of preconditions for communication, noticeable in recorded interviews with African asylum seekers in Belgium. The author first examines the issue of linguistic-communicative resources: the 'broken' varieties of European languages in which asylum seekers tell their stories. Next, the structure and functions of a particular type of densely contextualizing sub-narrative, called 'home narratives' are explored, with special emphasis on their role as localizing discourse. Finally, the role of narratives in the asylum procedure is discussed, and the contrast in contextualizing directions between asylum seekers' narratives and text trajectories in the procedure is highlighted.

Blommaert, J. (2009). "Language asylum and the national order." [Current Anthropology](#) **50**.

This paper discusses modernist reactions to postmodern realities. Asylum seekers in Western Europe—people typically inserted into postmodern processes of globalization—are routinely subjected to identification analyses that emphasize the national order. The paper documents the case of a Rwandan refugee in the United Kingdom whose nationality was disputed by the Home Office because of his "abnormal" linguistic repertoire. An analysis of that repertoire, however, supports the applicant's credibility. The theoretical problematic opposes two versions of sociolinguistics: a sociolinguistics of languages, used by the Home Office, and a sociolinguistics of speech and repertoires, used in this paper. The realities of modern reactions to postmodern phenomena must be taken into account as part of the postmodern phenomenology of language in society.

Corcoran, C. (2004). "A critical examination of the use of language analysis interviews in asylum proceedings: a case study of a West African seeking asylum in the Netherlands." [Speech, Language and the Law](#) **11**(2): 1350-1771.

This article presents an argument against the use of language analysis interviews in asylum proceedings whenever the case involves questions of dialect, sociolect, closely related languages or distinguishing between languages which are both used in the applicant's claimed speech community. I examine a language analysis interview's interactional constraints and the asylum seeker's response to these constraints. I argue the asylum seeker misreads them as an indication he is participating in a gatekeeping type of interview. Through an examination of the anti-immigrant sentiments in Rotterdam and the defining cultural categories of creole identity in Sierra Leone, I attempt to make sense of his interpretations and subsequent linguistic choices. This exposition is presented as an

example of how an asylum seeker's actively constructed response poses problems for the reliability of linguistic identification.

KEYWORDS asylum seeker, gatekeeping interview, Sierra Leone Krio, Dutch immigration, sociolinguistics

Eades, D. (2005). "Applied linguistics and language analysis in asylum seeker cases." [Applied Linguistics](#) 26(4): 503-526.

When asylum seekers flee persecution or war in their home countries, they often arrive in a new country seeking asylum, without documentation that can prove their nationality. They are thus open to the accusation that they are not actually fleeing persecution and/or war, but they are from another country and they are merely seeking 'a better life'. Indeed, among those who seek asylum there may well be some such people. Anyone arriving in such a way without a genuine fear of persecution in their home country cannot qualify for refugee status. In order to test nationality claims of asylum seekers, a number of governments are using 'language analysis', based on the assumption that the way that a person speaks contains clues about their origins. While linguists would not dispute this assumption, they are disputing a number of other assumptions, as well as practices, involved in this form of linguistic identification. This paper presents recent developments in this area of applied linguistics, including the release of Guidelines by a group of linguists concerning the use of language analysis in such asylum seeker cases. It concludes with discussion of the role of applied linguistics in questions of national origin.

Eades, D. (2008). From expertise to advocacy: Forensic linguistics and advocacy in asylum seeker cases. [Law and Language: Theory and Society](#). F. Olsen, A. Lorz and D. Stein. Düsseldorf, Düsseldorf University Press. 87-118. (this seems to be based on the 2005 paper)

When asylum seekers flee persecution or war in their home countries, they often arrive in a new country seeking asylum, without documentation that can prove their nationality. They are thus open to the accusation that they are not actually fleeing persecution and/or war, but they are from another country and they are merely seeking 'a better life'. Indeed, among those who seek asylum there may well be some such people. Anyone arriving in such a way without a genuine fear of persecution in their home country cannot qualify for refugee status. In order to test nationality claims of asylum seekers, a number of governments are using 'language analysis', based on the assumption that the way that a person speaks contains clues about their origins. While linguists would not dispute this assumption, they are disputing a number of other assumptions, as well as practices, involved in this form of linguistic identification. This paper presents recent developments in this area of applied linguistics, including the release of Guidelines by a group of linguists concerning the use of language analysis in such asylum seeker cases. It concludes with discussion of the role of applied linguistics in questions of national origin.

Jacquemet, M. (2015). "Asylum and superdiversity: The search for denotational accuracy during asylum hearings." [Language and Communication](#) 44: 72-81.

Using ethnographic evidence from asylum cases in various European states, this paper explores the problematic search for denotational referentiality during asylum hearings. The claim of this paper is that superdiverse, multilingual environments cause Western institutions to depend heavily on denotational signs (such as proper names) to determine asylum seekers' credibility. Asylum officers, in particular, routinely rely on common-sense assumptions about the denotational power of proper names (especially the ease of translating personal and place names) to determine the credibility of a particular testimony. However, this reliance on denotation can have serious negative effects on asylum adjudication, especially in the assessment of asylum applicants' referential accuracy, which is considered a litmus test for determining applicants' credibility.

Jacquemet, M. (2011). "Crosstalk 2.0: asylum and communicative breakdowns." [Text & Talk - An Interdisciplinary Journal of Language, Discourse & Communication Studies](#) **31**(4): 475-497.

Using ethnographic evidence on asylum proceedings for refugee recognition from various sources (Italy, Belgium, United Kingdom, and Canada), this paper updates Gumperz's notion of crosstalk by exploring the massively flexible and multilingual nature of late-modern communication as epitomized in one of the most complex adjudication procedures performed by Western nation-states. Every year thousands of displaced people seek the protection of various European countries by filing asylum claims, which are examined by national commissions. This paper explores how the problematic nature of these encounters can be traced to the nature of late-modern communication, characterized as it is by asymmetrical power, multiple communicative agents with competing agendas, multilingual and hybridized talk, and creolized forms of interaction.

Language and National Origin Group (2004). "Guidelines for the use of language analysis in relation to questions of national origin in refugee cases." [Journal of Speech, Language and the Law: Forensic Linguistics](#) **11**(2): 261-266.

Language analysis is used by a number of governments around the world as part of the process of determining whether asylum seekers' cases are genuine. Such analysis usually involves consideration of a recording of the asylum seeker's speech in order to judge their country of origin. Use of language analysis has been criticized on a number of grounds, and some uncertainty has arisen as to its validity. This paper responds to calls for qualified linguists to provide guidelines for use by governments and others in deciding whether and to what degree language analysis is reliable in particular cases. We, the undersigned linguists, recognize that there is often a connection between the way that people speak and their national origin.

We also recognize the difficulties faced by governments in deciding eligibility for refugee status of increasing numbers of asylum seekers who arrive without documents. The following guidelines are therefore intended to assist governments in assessing the general validity of language analysis in the determination of national origin, nationality or citizenship. We have attempted to avoid linguistic terminology. Where technical terms are required, they are explained (e.g. 'socialization' in Guideline 2, and 'codeswitching' in Guideline 9c). The term 'language variety' which is used in several guidelines, refers generally to a language or a dialect.

Maryns, K. and J. Blommaert (2001). "Stylistic and thematic shifting as a narrative resource: Assessing asylum seekers' repertoires." [Multilingua](#) **20**(1): 61-84.

The aim of this paper is to come closer to an empirically grounded view of the functions served by shifting and mixing within an intrinsically mixed speaker's repertoire. We shall do this by means of a detailed narrative analysis of a fragment taken from an autobiographical narrative of a West African asylum seeker. In the data a large variety of 'shifts' can be detected at various levels: phonetic, grammatical and paralinguistic. Small linguistic details are iconic of general moves and switches in the narrative, the total shape of which is in turn indexical of speaker identity. This provides arguments in favour of an indexical view of code-switching and related phenomena. At the same time, the data invoke issues of the unequal value of linguistic-narrative resources. In the asylum procedure, different preconditions for narrating are brought into the encounters between asylum seekers and officials, different conditions on sayability and interpretability are present and some of the meanings produced or sought fall in the gap between what is recognized and what can be produced. We shall address these 'pretextual gaps' in terms of event perspective, resource control, deterritorialization, transidiomaticity.

Maryns, K. (2006). [The asylum speaker: Language in the Belgian asylum procedure](#). Manchester, St Jerome Press.

Drawing on first-hand ethnographic data, field interviews with interpreters, interviewers and decision-makers, observations and off-record comments, *The Asylum Speaker* examines discursive processes in the asylum procedure and the impact these processes may have on the determination of refugee status. The book starts from the assumption that far-reaching legal decisions often have to be made on very limited grounds. Unable to submit any evidence to substantiate their case, the only chance that many asylum seekers have is to argue their case during the oral hearings with public officials at the different asylum agencies. Maryns investigates the performance of the asylum seeker during these interviews and analyses the relationship between narrative structuring and gradations of linguistic competence. She explores a number of related questions: first, how the interaction between applicants and public officials proceeds; second, how this interaction forms the discursive input into long and complicated textual trajectories, and third, how the outcome of these discursive processes affects the assessment of asylum applications.

Maryns demonstrates how propositional aspects play a crucial role in the asylum procedure whereas little attention is paid to narrative-linguistic diversity and multilingual speaker repertoires. Her analysis reveals how insufficient insight into the linguistic structure and narrative features of the asylum account often results in a deficient processing of important details.

C. MIGRATION AND SECURITY

In this category there has been ethnographic work on migrant children, either of undocumented migrants in the U.S. (Gallo) or Moroccan migrant families in Spain (Garcia-Sanchez). The latter is a linguistic ethnography (PhD thesis) that uses security literature to examine processes of surveillance and exclusion/inclusion in the lives of these Muslim children in the U.S.; while the former is an educational ethnography that pays attention to the everyday lives of children from undocumented migrant families, without employing sociolinguistic theory though.

Busch, B. (2016). "Heteroglossia of survival: To have one's voice heard, to develop a voice worth hearing." [Working Papers in Urban Language and Literacies](https://www.academia.edu/20304151/WP188_Busch_2016._Heteroglossia_of_survival_To_have_ones_voice_heard_to_develop_a_voice_worth_hearing) **188**: Available at https://www.academia.edu/20304151/WP188_Busch_2016._Heteroglossia_of_survival_To_have_ones_voice_heard_to_develop_a_voice_worth_hearing (accessed 12.06.2017).

This paper is concerned with linguistic vulnerability to man-made trauma, displacement and exclusion as well as with strategies of resilience that valorize socially depreciated resources within the linguistic repertoire. It focuses on an interview carried out in the framework of a transdisciplinary project which – in a medical, a psycho-therapeutical and a linguistic perspective – addressed interrelations between multilingualism, trauma and resilience. A close reading of the biographical narrative raises three main questions. First, how a life in permanent precarity and suspense is lived as “violence of voicelessness” – as the loss of any acknowledged position from which one can relate oneself to the world by social action and interaction. Second, how the pressure of exclusion contributes to re-invoking earlier traumatic or stressful experiences. Finally, how (sometimes unexpected) linguistic resources can strengthen resilience. Such resources include an awareness of the potential that lies in what I would call a “heteroglossia of survival”, in the possibility of mobilizing means of expression associated with the semiotic dimension of language (Kristeva), and in the struggle for recognition through which it becomes possible to re-position oneself, to regain a place from where to speak.

Gallo, S. (2014). "The Effects of Gendered Immigration Enforcement on Middle Childhood and Schooling." [American Educational Research Journal](#) **51**(3): 473–504.

Drawing from an ethnographic study on Mexican immigrant fathers and their second-grade children, this article examines the masked realities behind current immigration policies that equate “illegal” with “Mexican immigrant” and how the enforcement of these policies, which overwhelmingly target Mexican immigrant men, affect immigrant children and their elementary schooling. I empirically illustrate how this oversimplified criminalization of Mexican immigrant men led to father-child separations, incredible stress for children, and the positioning of children as mediators in high-stakes encounters between the police and their parents. I highlight the need to strip back these masks to address and build upon students’ real-world experiences, including their immigration practices and family-based hybrid language practices, for this younger generation of DREAMers and U.S. citizens.

Gallo, S. and H. Link (2015). "“Diles la verdad”: Deportation Policies, Politicized Funds of Knowledge, and Schooling in Middle Childhood." [Harvard Educational Review](#) **85**(3): 357-382.

In this article, Sarah Gallo and Holly Link draw on a five-year ethnographic study of Latina/o immigrant children and their elementary schooling to examine the complexities of how children, teachers, and families in a Pennsylvania town navigate learning within a context of unprecedented deportations. Gallo and Link focus on the experiences and perspectives of one student, his teachers, and his parents to explore how his father's detainment and potential deportation affected his life and learning across educational contexts such as home, school, and alternative educational spaces. In attending to the ways that this student effectively developed and deployed his knowledge of immigration outside of his classroom spaces, the authors explore the possibilities and tensions of creating safe spaces for students to draw on immigration experiences for learning in school. Rather than maintaining silence around issues of difference like immigration, they call for educational practices and policies that will better prepare educators to recognize and respond to students' politicized funds of knowledge, the experiences, knowledges, and skills young people deploy and develop across learning contexts that are often not incorporated into classroom settings.

Gallo, S. and H. Link (2016). "Exploring the Borderlands: Elementary School Teachers' Navigation of Immigration Practices in a New Latino Diaspora Community." Journal of Latinos and Education **15**(3): 180-196.

Drawing primarily on interview data from a 5-year ethnography on the school experiences of Mexican immigrant children in a New Latino Diaspora community, we explore how their teachers understood and responded to increasing deportation-based immigration practices affecting children's lives. We illustrate how teachers fell along a continuum regarding their desire and success in pushing beyond their comfort zones to create spaces in which they learned from, and built on, students' immigration experiences. We argue for teacher education that prepares educators to become border crossers who engage with aspects of difference, such as immigration status, that are rarely discussed in schools.

Garcia Sanchez, I. M. (2009). *Moroccan immigrant children in a time of surveillance: Navigating sameness and difference in contemporary Spain*. University of California, Los Angeles, ProQuest Dissertations Publishing.

Rooted in twenty months of ethnographic fieldwork in Southwestern Spain, this dissertation analyses the socio-cultural and linguistic lifeworlds of 8-11 year-old Moroccan immigrant children as they navigate family, school institutions, and peer groups in Spain. To illuminate the constraints and affordances in Moroccan immigrant children's emerging processes of identification, this study focuses on how these children negotiate (and are impacted by) both local and macro politics of inclusion/exclusion in light of the increased levels of tension and surveillance directed towards Muslim and North African immigrants. This dissertation draws from theoretical and methodological approaches in linguistic and socio-cultural anthropology, sociology, and philosophy to provide a grid for mapping the complex issues that emerge in the lives of immigrant children growing up in multicultural and multilingual settings. First, children's social encounters in educational settings are analysed. In spite of the discourse of inclusion that characterizes the public school's stated ideology, children's social engagements with peers and teachers reveal that Moroccan immigrant children are racialized as the 'Other' and constituted as 'outsiders' through routine participation in exclusionary practices and linguistically mediated regimes of surveillance. Second, in medical visits in which these children translate for their families and for Spanish doctors, children's modified translations are examined to illuminate how these children understand and traverse conflicting cultural spaces of host and immigrant communities. Third, the investigation of children's interactions with peers in ludic activities focuses on the socio-cultural and linguistic resources that children draw on to explore imagined transgressional possible identities and moral worlds. Within the framework of pretend-play, Moroccan children (re)produce and contest the everyday constraints that they must navigate in their communities. The coexistence of Moroccan Arabic and Spanish in children's games encapsulates a heteroglossic polyphony of voices that not only brings to bear the gendered, socio-political and cultural valences of these languages, but also distinct points of view on ways of being in the world. In addition to its relevance as a case study of language socialization in immigrant communities undergoing rapid change, this

dissertation has implications for broader debates regarding Muslim immigrant children's educational and socio-cultural welfare in Europe.

Garcia Sanchez, I. M. (2014). [Language and Muslim Immigrant Childhoods: The Politics of Belonging](#). Malden, MA, Wiley-Blackwell.

[PHD PUBLISHED AS A BOOK] This revealing analysis of everyday language use among Moroccan immigrant children in Spain explores their cultural and linguistic life-worlds as they develop a hybrid, yet coherent, sense of identity in their multilingual communities. The author shows how they adapt to the local ambivalence toward Muslim culture and increased surveillance by Spanish authorities.

- ✓ Offers ground-breaking research from linguistic anthropology charting the politics of childhood in Muslim immigrant communities in Spain
- ✓ Illuminates the contemporary debates concerning assimilation and alienation in Europe's immigrant Muslim and North African populations
- ✓ Provides an integrated blend of theory and empirical ethnographic data
- ✓ Enriches recent research on immigrant children with analyses of their sense of belonging, communicative practices, and emerging processes of identification

D. LANGUAGE IN CONFLICT

This section includes studies that look at the role of language and language professionals in times of war and in attempts for peacebuilding. An important series of 12 volumes called 'Palgrave Studies in Languages at War'¹ includes a host of texts on related matters. Of particular importance are the two edited volumes by Footitt and Kelly listed below, where the topics of translation and interpreting during conflict feature very centrally, albeit not always approached through a strictly ethnographic lens. Another important strand is language policy in conflict-affected contexts and the ways in which language politics become central both in times of war and peacebuilding.

(website) [Language in Conflict](http://www.languageinconflict.org/). See: <http://www.languageinconflict.org/>.

Language in Conflict is dedicated to bridging the gap between the field of linguistics and the study and resolution of conflict.

The Language in Conflict project is looking at the potential contribution of linguistics to conflict studies by examining the use of language in conflict situations and resolution at all levels. It also aims to bring together academics and professionals from linguistics, conflict studies and conflict resolution, to enhance understanding and encourage discussion and collaboration.

The Language in Conflict web platform has been designed as a way to realise these aims. It is hoped that the articles, topic summaries and cross-disciplinary interaction on the platform will increase understanding between the fields and ultimately lead to greater cooperation on research and training work.

Language in Conflict is based at the University of Huddersfield and involves researchers from linguistics and conflict studies [...]

Footitt, H. and M. Kelly, Eds. (2012a). [Languages and the military: Alliances, occupation and peace building](#). Basingstoke; New York, Palgrave Macmillan.

For the first time, this book explores the role of foreign languages in military alliances, in occupation and in peace building, through detailed case studies from Ireland, Britain, France, Finland, Slovenia, Korea, Bosnia and Cyprus, ranging from the eighteenth century until today. It adopts a multidisciplinary perspective, bringing together academic researchers and practitioners – from the military, and from the museum and interpreting worlds. The book raises key issues about communication, identity and representation in war, and argues that the complex linguistic dimensions of conflict and peace operations are of major relevance to military planners, civilian agencies, museums and the media.

Footitt, H. and M. Kelly, Eds. (2012b). [Languages at war: Policies and practices of language contacts in conflict](#). Basingstoke; New York, Palgrave Macmillan.

Emphasising the significance of foreign languages at the centre of war and conflict, this book argues that 'foreignness' and foreign languages are key to our understanding of what

happens in war. Through case studies the book traces the role of languages in intelligence, military deployment, soldier/civilian meetings, occupation and peace building.

Janicki, K. (2015). Language and Conflict: Selected Issues. London; New York, Palgrave.

What role does language and communication play in conflict? Why do people engage in or get drawn into quarrels? How can our awareness of the social rules of language use prevent disputes? In this illuminating and accessible guide, Karol Janicki takes the reader on a tour through the field of conflict in language. Using real-life examples, the book examines how language usage influences conflict, and what people can do to avoid or resolve it. *Language and Conflict*

- ends each chapter with a story that neatly summarizes the key discussion points in a clear, digestible format

- provides useful 'hands-on' tips and further reading recommendations for those who want to explore the subject further

This book is ideal reading for undergraduates studying discourse analysis, language and communication, sociolinguistics, or applied linguistics, and for general readers new to the subject of language and conflict.

[Author's note:] The book ends with a chapter entitled 'Linguistics for peace education'

Kelly, M. (2012). Conclusions: Communication, identity and representation through languages in war. Languages at War: Policies and Practices of Language Contacts in Conflict. H. Footitt and M. Kelly. Basingstoke; New York, Palgrave Macmillan: 236-243.

Traditionally, linguists and philosophers have seen the primary purpose of language as being representation and communication. Language is what enables people to articulate things, ideas and attitudes in an intelligible form and to transmit the results to other people. More recently, linguists have recognized the importance of language in identities. Language enables us to express who we think we are and how we are connected with other people. The three functions of representation, communication and identity are intimately interwoven, and in each case language is the main means by which human beings carry out the crucial tasks of developing their understanding of the world, communicating with each other and negotiating their own place within it (Joseph 2004). When these tasks are undertaken between members of different language communities, the balance between communication, representation and identity becomes both more complex and more critical to the outcomes of interaction.

Language policy & conflict

Askew, L. (2011). Clinging to a Barbed Wire Fence: The Language Policy of the International Community in Bosnia-Herzegovina Since 1995. Unpublished PhD Thesis, University of Nottingham. Available at: <http://eprints.nottingham.ac.uk/13344/> (accessed 12.06.2017).

This study takes one aspect of the post-conflict peace-building process in Bosnia-Herzegovina since 1995 - the recognition of three official but mutually comprehensible languages - and examines the way in which the international community's approach to it has impacted on broader peacebuilding goals for the country. The originality of this thesis lies in the fact that it views post-conflict peacebuilding in Bosnia-Herzegovina through the lens of the language issue. Taking the Dayton Peace Agreement (1995) as the starting point I look at the way in which its provisions have largely dictated the international community's approach to the language issue and created the political environment in which language operates. Further, applying the concept of societal security I explain how the language issue is used by domestic elites to frustrate attempts at reconciliation by the international

community; I argue that the international community's approach, based on the equality of the three languages, only feeds into the divisive ethnic politics of present-day Bosnia-Herzegovina and ultimately undermines the security and stability of the country.

I also look in detail at two very different but complimentary areas of ongoing post-conflict reform in Bosnia-Herzegovina and analyse the international community's approach to language in each: reform of the education system and defence reform. In the former the language issue cannot be divorced from the identity-formation goals of domestic elites in the education reform. The international community's approach to language in this regard has been counterproductive and has only bolstered attempts to maintain segregation in schools. In the area of defence reform the focus of language policy is not on issues of identity but on the translation and interpretation policy of the international military force which is guided by locally-hired interpreters and translators. I use narrative theory (Baker, 2006) to explain how they negotiate issues of identity, loyalty and ethics and argue that through their influence policy has been more flexible and able to adapt to the requirements of the defence reform.

Finally I contend that the international community has tended to view language as an unimportant element of its activities in Bosnia-Herzegovina. This study argues that far from this being the case the international community's approach to language holds important implications for future peacebuilding endeavours elsewhere

Baker, C. (2015). [The Language Politics of Peace-Building State Traditions and Language Regimes](#). L. Cardinal and S. K. Sonntag. Montreal, McGill-Queen's University Press: 237-252.

[From the chapter's introduction] In this chapter, I make an initial foray into an understudied but significant area of research: the language politics of peace-building – intervention to create the conditions for a lasting peace. The importance of languages in peace operations, namely in their military aspects, has already been identified through the work of a project (in which I participated) led by Hilary Footitt and Michael Kelly (2012). [...]

However, military missions are only one dimension of the activities and practices that, in the context of post-conflict response, comprise peace-building. This broader work is carried out through complex interactions between many United Nations agencies, international financial institutions, forces of relevant regional intergovernmental organizations, national development agencies, and NGOs, turning each separate peace-building intervention into “a distinct alphabet soup of organizational acronyms” (Paris 2004, 19). Though each intervention has a different organizational structure, the strategy is the same from case to case: to establish a free market economy and a viable democracy, including an independent civil society, in pursuit of the stability which the “liberal peace thesis” in international relations holds will be achieved once those preconditions are met (Paris 2004, 19–37). This rests on a universal peace-building model that will face challenges peculiar to each country but is intended to produce the same results in each, as long as the formed or reconstructed state develops within certain parameters thought conducive to a liberal peace (Richmond 2010).

Two questions about language policy choices and states during peace-building therefore suggest themselves. The first, as the introductory example of military coalitions and interoperability illustrates, relates to the interveners: what are the language regimes of the composite entities that carry out peace-building interventions, and exert significant power within the sites of intervention even though they are not states? The second relates to the new states themselves. What kinds of language regimes does intervention make them likely to adopt? Both the politics of peace-building and the politics of global English must be considered in order to begin answering these questions

Footitt, H. and M. Kelly (2012b). [Language policy and peace-building. Languages at War: Policies and Practices of Language Contacts in Conflict](#). H. Footitt and M. Kelly. Basingstoke; New York, Palgrave Macmillan: 106-120.

chapter, no abstract

Jone, I. P. and L. Askew (2014). [Introduction: Translation and Interpretation as the Focus of Language Policy. Meeting the Language Challenges of NATO Operations : policy, practice and professionalization](#). New York, Palgrave Macmillan: 3-9.

book chapter, no abstract

[text from a book review] Chapter 10 is the culmination of the combined experience of Jones and Askew in the various theatres of NATO operations. It describes the result of Jones' work for NATO in the drafting of a comprehensive linguistic policy which he calls the NATO doctrine. He finds the outsourcing of language services to be costly and inefficient since interpreters recruited by private contract are usually poorly trained and not professional and thus ineffective in the field. In the light of the different situations described in the previous chapters and similarities in the shortcomings he and Askew had observed, he produces a blue print for the organisation of linguistic services which would ensure more successful communication and can be used by international organisations and NGOs. I found the lengthy verbatim reports of interviews with local interpreters to be somewhat repetitive. However, as concrete examples they show that despite differences in the specificities of each situation, there are common features defining poor linguistic services. This is interesting and may help to convince military or other authorities of the need to avoid the pitfalls of a haphazard organisation of interpretation.

Kelly, M. (2011). "Issues in institutional language policy: Lessons learned from peacekeeping in Bosnia-Herzegovina." [European Journal of Language Policy](#) **3**(1): 61-80.

This article examines issues in institutional language policy, suggesting that it cannot be sufficiently understood by using concepts developed to analyse the policy of states. It presents the example of the British contingents contributing to the NATO peacekeeping operation in Bosnia-Herzegovina during the 1990s. And it suggests that this holds lessons for the more general understanding of institutional language policy. It argues that a problem-solving approach is required in order to understand the policies and practices of the institutions involved in relation to languages. The concepts of delegated decision-making, the critical role of agents, needs analysis, and problem-solving provide valuable tools both for understanding policy development and for informing policy intervention at the level of institutions. It suggests that this approach is helpful in understanding institutional language policies more generally, and may provide a basis for more effective advocacy in the development of institutional language cultures.

Liddicoat, A. (2008). "Language planning and questions of national security: An overview of planning approaches." [Current Issues in Language Planning](#) **9**(2): 129-153.

This paper examines ways in which language planning has been used to address issues of security. It gives an overview of a range of areas of security in which government-level language planning has had a role as a way of developing a typology of language planning work in this area. It examines the nexus between language, communication and security found in language planning activities with a security focus and critiques the conceptual bases on which language solutions are introduced into security problems.

Samuelson, B. L. and S. W. Freedman (2010). "Language Policy, Multilingual Education, and Power in Rwanda." [Language Policy](#) **9**: 191-215.

The evolution of Rwanda's language policies since 1996 has played and continues to play a critical role in social reconstruction following war and genocide. Rwanda's new English language policy aims to drop French and install English as the only language of instruction. The policy-makers frame the change as a major factor in the success of social and education reforms aimed at promoting reconciliation and peace and increasing Rwanda's participation in global economic development. However, in Rwanda, the language one speaks is construed as an indicator of group affiliations and identity. Furthermore, Rwanda has the potential to develop a multilingual educational policy that employs its national language, Kinyarwanda (Ikinyarwanda, Rwanda), to promote mass literacy and a literate, multilingual populace. Rwanda's situation can serve as a case study for the ongoing roles that language policy plays in the politics of power.

Translation and interpreting in conflict

Askew, L. and M. Salama-Carr (2011). "Interview: Interpreters in conflict—the view from within." *Translation Studies* 4(1): 103-108.

[Introduction to interview] To claim that the role of translators and interpreters in conflict zones has attracted huge interest in recent years, and that linguists “at war” have become a focal point of discussion in the wider discipline, is not an exaggeration.¹ Such academic interest is due to a number of factors, including the high visibility of interpreters that ensues from an increased mediatization of political and military conflicts, the acknowledged acute need for linguistic mediation in zones of conflict and, last but not least, increased interest in the political role of language in interpreting and translation studies. It is also becoming clearer that interpreters operating outside the highly regulated area of high-level conference interpreting are frequently ill-informed about their rights and duties, even though the Geneva conventions recognize the need for linguistic mediation and “the right to the services of an interpreter” (Article 105(1) of the Geneva Convention III, and article 72(3) of the Geneva Convention IV). It is worth noting, too, that in April 2010 the Parliamentary Assembly of the Council of Europe, PACE, issued a declaration calling on member states to “provide better protection for interpreters during and following conflicts” (Document 12239, Council of Europe Parliamentary Assembly). Much of the research carried out so far draws on secondary accounts of interpreting experience or of the use of interpreters, and it is therefore a privilege to be able to talk to Louise Askew, who was directly involved in the Language Service of the NATO-led Multinational Stabilisation Force (SFOR) HQ in Bosnia and Herzegovina (April 2000–June 2004), the body charged with upholding the Dayton Agreement.² Louise is currently completing doctoral studies on the politics of language in Bosnia-Herzegovina at the University of Nottingham, where her research focuses on the political challenges of working with three mutually intelligible languages. Louise was working at the International Criminal Tribunal for the Former Yugoslavia in The Hague when she was hired to set up and lead the SFOR HQ Language Service in Sarajevo in April 2000. The interview was held in April 2010.³

Baker, M. (2006). *Translation and conflict: A narrative account*. New York, Routledge.

Translation and Conflict demonstrates that translators and interpreters participate in circulating as well as resisting the narratives that create the intellectual and moral environment for violent conflict. Drawing on narrative theory and using numerous examples from historical and contemporary conflicts, the author provides an original and coherent model of analysis that pays equal attention to micro and macro aspects of the circulation of narratives in translation, to translation and interpreting, and to questions of dominance and resistance.

Baker, M. (2010). "Interpreters and Translators in the War Zone: Narrated and Narrators." *The Translator* 16(2): 197-222.

For reasons to do with the spread and intensity of armed conflicts since the early 1990s and the increased visibility of translators and interpreters that accompanied this development, scholars both within and outside translation studies have begun to engage with various aspects of the role and positioning of translators and interpreters in war zones. Drawing on available studies and recent media reports on contemporary conflicts, and adopting a narrative perspective to make sense of the findings, this article focuses on two issues. The first is how translators and interpreters are narrated by other participants in the war zone, including military personnel, war correspondents, mainstream media, alternative media and local populations. The second is how they themselves participate in elaborating the range of public narratives of the conflict that become available to us, and, in so doing, influence the course of the war in ways that are subtle, often invisible, but nevertheless extremely significant. The discussion is set within the broader context of recurrent, stock political narratives that constrain and define relationships and identities in all war contexts, and demonstrates that despite attempts to contain them within those

narratives, translators and interpreters retain their agency and exercise their power in diverse ways.

Baker, C. (2010). "The care and feeding of linguists: The working environment of interpreters, translators, and linguists during peacekeeping in Bosnia-Herzegovina." War & Society 29(2): 154-175.

The history of war and peacekeeping has little to say about languages or the people who work with them, yet a closer inspection shows that contacts between different languages and the presence of an interpreter were a routine experience during the peacekeeping and peace-building operations conducted by the UN and NATO in Bosnia-Herzegovina. This paper shows how political, strategic, tactical, and economic pressures affected the working lives of local civilians employed as interpreters/translators/linguists and the soldiers from the multinational force who served as military interpreters. In so doing, it argues that the history of interlingual communication deserves to be included in the history of conflict.

Baker, C. (2011). "Tito's Children? Language Learning, Educational Resources, and Cultural Capital in the Life Histories of Interpreters Working in Bosnia and Herzegovina." Südosteuropa 59(4): 477–501.

The foreign military forces and international organisations that have operated in Bosnia and Herzegovina (BiH) since 1992 recruited thousands of local people, often young students, to work as interpreters. Drawing on 31 life history interviews conducted in 2009-10 with language workers who grew up in former Yugoslavia, this paper seeks to answer whether certain age groups and social strata that emerged from socialist Yugoslav society were better able than others to benefit in the "SFOR economy" that resulted from the effects of international intervention in BiH. In the process, it combines applied-linguistics approaches to language-learning narratives with area-studies perspectives on postsocialism to show how particular forms of language learning equipped people to adjust to the socio-economic crisis. Although all Bosnian schools taught foreign languages, pupils were assigned arbitrarily to different languages, and English was not available in all schools. This study suggests, based on a limited sample, that education outside the state classroom was a more helpful source of the necessary cultural capital to work as an interpreter and was easiest to access for children of urban professional families. The interpreting jobs that these individuals found during and after the war made them more privileged than workers on local-currency wages but less privileged compared to their parents' pre-war lives. The work-based identity they went on to construct was informal and has not produced a public narrative that constructs interpreters as a recognised social group.

Baker, C. (2012a). When Bosnia was a Commonwealth country: British forces and their interpreters in Republika Srpska 1995–2007. Languages and the military: Alliances, occupation and peace building. H. Footitt and M. Kelly. Basingstoke; New York, Palgrave Macmillan: 100-114.

This paper discusses the working experiences of employees of foreign military forces in post-war Bosnia-Herzegovina, with reference to oral-history interviews with fourteen people who were employed as language intermediaries by British forces in the Banja Luka area. Banja Luka, the capital of Republika Srpska (one of the political entities established under the Dayton Peace Agreement in 1995), was also the site of the British-led divisional headquarters, which was one of the largest bases of the multi-national NATO force. The accounts of locally-employed interpreters point to the production of a semi-British cultural space within the Banja Luka area that has carried over into interpreters' homes and friendship networks. However, they also show factors impeding affinity between interpreters and the force, in the perceived unfairness of local employees' contracts and an upsetting lack of cultural knowledge that interpreters observed in many soldiers. The paper

traces the history of British forces and their interpreters in and around Banja Luka from the opening of the Banja Luka Metal Factory base in December 1995 to its closure in 2007.

Baker, C. (2012b). "Prosperity without Security: The Precarity of Interpreters in Postsocialist, Postconflict Bosnia-Herzegovina." [Slavic Review](#) 71(4): 849–872.

This article uses life history interview data collected during a project on languages and peace support operations in Bosnia-Herzegovina to consider, as an occupational group, people from former Yugoslavia who were employed as interpreters by foreign military forces. In exploring their opportunities for temporary prosperity and the sources of precarity that were associated with this distinctive form of work, Catherine Baker discusses the socioeconomic transformation of Bosnia-Herzegovina both in light of literature on postsocialist labor and in light of a global "development– security nexus" that may be observed during and after contemporary conflicts. Neither lens is sufficient for understanding the full extent of Bosnia-Herzegovina. Baker concludes by making the case for researchers of all postsocialist societies in central and eastern Europe, not just the societies that have directly experienced armed conflict, to take account of the global context of security, development, humanitarianism, and intervention.

Bassnett, S. (2005). "Translating Terror." [Third World Quarterly](#) 26(3): 393-403.

Starting with a reading of a translated text from an Islamist website this essay looks at the underlying cultural and literary traditions that have influenced the translator's strategy. The author suggests that the horizon of expectation of the potential readership has been shaped by centuries of textual anxiety about Central Asia, a region perceived as a cradle of savagery and anti-modernity since the Middle Ages. From the creator of the 13th Mappa Mundi who added a note to the effect that all kinds of horrors were to be found in the region, through the age of the Tamburlaine, then through the Afghan wars that triggered the start of the Great Game to Umberto Eco's most recent novel similar negative representations of the region can be found. The veracity of traveller's accounts is mediated through the mythical construction that continues today in reporting on the region and in the language selected by translators. Underpinning the essay is the question posed by translator scholars concerning the ethics of acculturation as a textual strategy. The author argues that there are historical, extra-textual reasons that determine the choices available to translators in this context.

Federici, F. M., Ed. ([2018]). [Mediating Emergencies and Conflicts: Frontline Translating and Interpreting](#), Palgrave Macmillan.

Contributors to this volume discuss different types of emergencies and conflicts and how challenging these multilingual operational environments are for linguists. The growth in reach and number of international relief operations has exposed the limits of current research into these challenges. Evidence in disaster management studies suggests communication remains a major operational issue. This book calls for enhanced focus on the role of translators and interpreters in emergencies by discussing existing research and questions which have emerged from experience in the field. Contributions in this volume undeniably demonstrate the need for multidisciplinary studies in mediating multilingual emergencies. They consider emergencies in hospitals (Cox and Lázaro Gutiérrez), in disaster response (Dogan), in bespoke training to translators in fast-developing crises (O'Brien), and in planning responses in predictably dangerous habitats (Razumovskaya & Bartashova). The volume also illustrates scenarios in which discourse on language mediation shows bias by limiting political dialogues (Al Shehari), by conditioning news reporting (Skorokhod), and by enforcing stereotypical notions of linguists in wars (Gaunt).

Footitt, H. (2012). "Incorporating languages into histories of war: A research journey." [Translation Studies](#) 5(2): 217-231.

This article discusses the ways in which languages can be integrated into histories of war and conflict, by exploring ongoing research in two case studies: the liberation and occupation of Western Europe (1944–47), and peacekeeping/peace building in Bosnia-Herzegovina (1995–2000). The article suggests that three methodological approaches have been of particular value in this research: adopting an historical framework; following the “translation” of languages into war situations; and contextualizing the figure of the interpreter/translator. The process of incorporating languages into histories of conflict, the article argues, has helped to uncover a broader languages landscape within the theatres of war.

Gómez Amich, M. (2016). "The untold story: June's case study." [Linguistica Antverpiensia, New Series: Themes in Translation Studies](#) 15: 89–105.

Undoubtedly, Secret Intelligence Services' stories are based on people. And so is this article, which presents a new insight through a unique testimony from a narrative interview of an MI6 veteran linguist whose existence was kept highly guarded for more than 40 years. Drawing on first-hand testimony and a range of historical publications, this article presents a thematic study of key details about the decoding, translating and indexing activities performed by MI6 veterans. It is interwoven with data collected from a three-and-a-half hour interview which was subsequently manually analysed according to keywords and themes. Owing to the small corpus, this article does not seek to draw any conclusions but rather to serve as a tribute to all those who worked with languages at MI6 sections during World War II.

Hlavac, J. (2015). "Pre-and post-conflict language designations and language policies: Re-configuration of professional norms amongst translators of the Bosnian, Croatian and Serbian languages." [Target. International Journal of Translation Studies](#) 27(2): 238-272.

This paper examines the reported actions and strategies of translators working in three closely related languages, Bosnian, Croatian and Serbian, which have recently undergone re-codification in countries that have greatly changed their language planning and language policy regulations. The legacy of former and unofficial designations such as ‘Serbo-Croatian’ or ‘Bosnian-Croatian-Serbian’ within the post-conflict situation is contextualised and translators’ decision-making processes and reported strategies in relation to language form and designation are examined. The paper seeks to demonstrate the explanatory power of Toury’ s notion of norms as a framework to account for new regularities of practice. Texts identified to be different from their nominal code, or market requests to work from or into unofficial designations are now problematised and re-negotiated as secondary practices or a less commonly reported behaviour. The paper extends and applies the notion of norms to the social and occupational, macro-pragmatic role that translators occupy.

Jacquemet, M. (2010). The Registration Interview: Restricting Refugees' Narrative Performance. [Critical Readings in Translation Studies](#). M. Baker. London, Routledge: 133–151.

book chapter, no abstract

[text from a book review] The eighth chapter under part 4 is 'The Registration Interview: Restricting Refugees' Narrative Performance'. Marco Jacquemet in this unique empirical study explores the role of the interpreters in registration interviews conducted by UNHCR when the hostilities ended in 2000 in Albania. Jacquemet investigates the strategies and tactics which the UNHCR caseworkers and interpreters use, to stop or prevent the

refugees from relating their narratives, during the interview sessions with the asylum seekers.

Kelly, M. and C. Baker, Eds. (2012). [Interpreting the peace: Peace operations, conflict and language in Bosnia-Herzegovina](#). Basingstoke; New York, Palgrave Macmillan.

Interpreting the Peace is the first full-length study of language support in multinational peace operations. Building peace depends on being able to communicate with belligerents, civilians and forces from other countries. This depends on effective and reliable mediation between languages. Yet language is frequently taken for granted in the planning and conduct of peace operations. Looking in detail at 1990s Bosnia-Herzegovina, this book shows how the UN and NATO forces addressed these issues and asks what can be learned from the experience. Drawing on more than fifty interviews with military personnel, civilian linguists and locally-recruited interpreters, the book explores problems such as the contested roles of military linguists, the challenges of improving a language service in the field, and the function of nationality and ethnicity in producing trust or mistrust. It will be of interest to readers in contemporary history, security studies, translation studies and sociolinguistics, and to practitioners working in translation and interpreting for military services and international organizations

Rosendo, L. R. and C. Persaud (2016). "Interpreters and interpreting in conflict zones and scenarios: A historical perspective." [Linguistica Antverpiensia, New Series-Themes in Translation Studies 15](#): 1-35.

This article presents an overview of interpreting in conflict zones and scenarios in different periods of history as represented in the papers included in the special issue. Conflict between parties with different cultural and linguistic backgrounds is pervasive in human history and has always involved interpreters in the sense of intercultural and linguistic mediators. Although interpreting became highly professionalized from the second half of the twentieth century, language brokering in conflict zones is still an unregulated occupation mainly pursued by untrained interpreters. Furthermore, there is a lack of recognition of the specific role that interpreters in conflict situations play. In spite of an increasing awareness of the role of interpreters in conflict zones and an expanding scholarly literature on the subject, we believe that more studies adopting a historical standpoint are needed. The aim of this special volume is to shed light on the characteristics, ideology, status, neutrality, occupation, role in the different stages of the conflict, training issues, and working practices and procedures of interpreters in conflict zones.

Salama-Carr, M., Ed. (2007). [Translating and interpreting conflict](#). Amsterdam; New York, Salama-Carr, Myriam, ed. *Translating and interpreting conflict*. Vol. 28. Rodopi, 2007.

The relationship between translation and conflict is highly relevant in today's globalised and fragmented world, and this is attracting increased academic interest. This collection of essays was inspired by the first international conference to directly address the translator and interpreter involvement in situations of military and ideological conflict, and its representation in fiction. The collection adopts an interdisciplinary approach, and the contributors to the volume bring to bear a variety of perspectives informed by media studies, historiography, literary scholarship and self-reflective interpreting and translation practice. The reader is presented with compelling case studies of the embeddedness of translators and interpreters, either on the ground or as portrayed in fiction, and of their roles in mediating, memorizing or rewriting conflict. The theoretical reflection which the essays generate regarding mediation and neutrality, ethical involvement and responsibility, and the implications for translator and interpreter training, will be of interest to researchers in translation, interpreting, media, intercultural and postcolonial studies.

English, war and peace

Friedrich, P. (2007a). "English for peace: Toward a framework of peace sociolinguistics." World Englishes 26(1): 72-83.

As of the 1990s, the world witnessed a growing concern for issues of peace and an emerging awareness of the relationship between communication and peace. As part of this new order, Peace Linguistics has branched out of Linguistics as a specialized field in Peace Studies, one that hopes to influence the ways we communicate and educate. However, despite its potential contribution, Peace Linguistics has not been systematized into a theoretical model. What is more, the viability of Peace Sociolinguistics as a subfield of Peace Linguistics has not been addressed at all. This paper reports on the emergence of Peace Linguistics, starts the discussion on Peace Sociolinguistics, and points at possible directions and goals for such a discipline. It also suggests that the universe of Englishes is an ideal testing ground for these explorations, given the many situations of potential linguistic conflict associated with an international language.

Friedrich, P. (2007b). Language, Negotiation and Peace: The Use of English in Conflict Resolution. London, Continuum.

The end of the twentieth- and beginning of the twenty-first centuries have witnessed a large scale increase in demands for international peace keeping mechanisms. Because of a complex history of spread and power, English has become the de facto lingua franca of international communication and negotiation, and the inevitable accompaniment to this is the growth in hostility against the perceived imperialism of the English language. This book argues that the growth of English(es) as a lingua franca has the potential to foster closer bonds between communities, countries and continents. Using the background methodology of Peace Studies, Patricia Friedrich applies political theory to linguistic evidence, to show how English can be instrumental both in the restoration of peace and in the building of social justice. In this analysis, the language classroom emerges as a central site in conflict prevention.

A fascinating, innovative study of the place of the English language in the modern world, this book will be of interest to academics researching applied linguistics or world Englishes.

Kruger, F. J. (2015). Mapping peace and violence in the TESOL classroom, University of Pretoria. Unpublished PhD thesis. Available at http://www.repository.up.ac.za/dspace/bitstream/handle/2263/52936/Kruger_Mapping_2016.pdf?sequence=1 (accessed 12.06.2017).

In a globalised world the value and importance of languages have been redefined and as such it has been argued that the field of Teaching English to Speakers of Other Languages (TESOL) should be at the forefront of promoting peace. Through drawing on Deleuze's transcendental empiricism and working from the position that English language teaching can never be neutral or value-free but should rather be understood as a social, political, and cultural act, this study explores how understandings and experiences of peace and violence intersect with the field of TESOL. In particular, it is concerned with how adult language learners understand and experience peace and violence. Multiple Literacies Theory (MLT) was employed to foreground how adult language learners, through investment in becoming-literate, read the world, the word and the self as texts intensively and immanently, and how such readings produce corporeal and incorporeal transformations. Over a period of four months, seven adult English language learners took part in this qualitative research study. On-site research actions included individual interviews, classroom observations, and the sharing of artefacts. In keeping with transcendental empiricism, which informs MLT, rhizomatic analysis is employed to map these research materials. In treating analysis as an intensive, immanent and experimental activity, rhizomatic analysis allows for disparate connections to be made and for the

research materials to be reported on as cartographic assemblages. The cartographic assemblages mapped explore how peace and violence becomes actualised during the immediacy of the event through investment in becoming-literate. This actualisation is considered specifically in the relation to the emerging TESOL landscape in South Africa. Based on this consideration I posit the learning community as mass-pack hybrid and conceptualise the curriculum as rhizomatic experiment. Together these two concepts become a communo-rhizocurriculum, which as instance of minor-curriculum, allows for the majoritarian tendencies in TESOL to be challenged.

Ethnography, conflict & language

Kappler, S. (2013). "Coping with research: local tactics of resistance against (mis-) representation in academia." [Peacebuilding](#) 1(1): 125-140.

Research on fieldwork methods in Peace and Conflict Studies has often tended to examine the tools through which researchers can more easily access information about and from their 'local subjects'. This article, however, takes into account the ways in which people in conflict/post-conflict societies deal with and resist researchers when they conduct fieldwork. With particular reference to Bosnia-Herzegovina and the Basque Country, the article casts light on the mechanisms the researched upon invent and develop to protect themselves from being misrepresented and/or over-researched. The tactics deployed by a variety of actors in deeply divided societies can be considered complex and subtle in that they often draw on hidden transcripts and parallel narratives. The divergences between formal and informal narratives in turn shed light on the agency of the research subjects to frame the ways in which knowledge is produced and represented. At the same time, this calls into question the abilities of researchers to represent local voices authentically unless research is conducted in a self-reflective and critical manner. Against this background, the article explores ways of conducting fieldwork in ethically responsible ways, which are expected to benefit both researchers and research subjects.

E. RESPONSES TO POLITICAL DEVELOPMENTS

This section includes studies that employ sociolinguistic perspectives or tools to discuss linguistic practices during security-related political developments e.g. the Egyptian revolution, the 2014 Norwegian terror alert, the onset of the Caracas peace dialogue etc.

Bassiouney, R. (2012). "Politicizing identity: Code choice and stance-taking during the Egyptian revolution." *Discourse & Society* 23(2): 107-126.

This study aims to offer a fresh look at the relationship between identity, stance-taking and code choice. The study provides three examples of different forms of Egyptian public discourse related directly to identity that took place during the 2011 revolution of Egypt, a time when state TV media stations cast doubt on the identity of the protestors by utilizing linguistic resources. This article argues that during the process of stance-taking speakers employ linguistic resources, discourse resources and structural resources. These linguistic resources include the associations and indexes of different languages and varieties, in this case Standard Arabic (SA), Egyptian Colloquial Arabic (ECA) and English. This stance-taking process depends on code-switching as a mechanism that lays claims to different indexes and thus appeals to different ideologies and different facets of identity. Second, this study also shows how speakers use public discourse in order to construe language as a classification category and an identity builder

Bennett, D. (2013). "Exploring the impact of an evolving war and terror blogosphere on traditional media coverage of conflict." *Media, war & conflict* 6(1): 37-53

This article analyses the evolution of a war and terror blogosphere between 2001 and 2011. It identifies seven areas where blogs and related online genres could provide 'alternative' accounts to traditional media narratives of conflict. The article also assesses the challenges and opportunities of blogs in each area from the perspective of the working journalist in order to deepen our understanding of the changing influence of blogs on traditional media narratives of conflict. Parallel accounts and interpretations of conflict will collaborate and compete in a war and terror blogosphere in the future, but it has been significantly influenced by the adoption of blogging by military actors since 2008. The war and terror blogosphere is no longer a relatively unmonitored online space which is having an impact on both the production of 'alternative' accounts of conflict and the incorporation of these accounts into traditional journalism.

Rasmussen, J. (2015). "'Should each of us take over the role as watcher?' Attitudes on Twitter towards the 2014 Norwegian terror alert." *Journal of Multicultural Discourses* 10(2): 197-213.

Research on securitization – the process of politicization aiming to increase security – stresses how important it is for security authorities to gain public support for their representation of threats and security measures. However, there is little research on how people understand and respond to securitization and even less so via social media. Research on security and antiterrorism discourse has rather focused on policy documents and journalism. This article analyses attitudes on Twitter in the wake of the Norwegian terror alert in July 2014. Using discursive psychology it provides novel insights into securitization as an argumentative process that has entered social media. The study analyses all tweets with the hashtag #terrortrussel (Eng. #terrorthreat) from individual users and, in addition, the initial statements by the Norwegian authorities. The results demonstrate that Twitter users are creatively using social media in response to securitization, endorsing attitudes regarding a number of themes: (1) the authorities' announcement and ways of representing the terror alert; (2) the diffusion of responsibility to lay people for monitoring suspicious events and actors; and (3) the issue of ethnicity

and blame. The study contributes to two research streams: studies of securitization and studies of antiterrorism discourse in discourse analytical research

Villalón, M. E. and S. Angeleri (1997). "The practice of retort: exchanges leading to the Caracas Peace Dialogues." *Pragmatics* 7(4): 601-623.

[From the beginning of the conclusions] In this paper we have focused on major metadiscursive and pragmatic aspects of discourse instances selected from the exchanges leading to the Caracas Peace Dialogues, themselves but an episode in the history of Colombian guerrilla warfare and pacification attempts. As a starting point we argued that the Dialogues effectively began when three members of the Coordinadora Guerrillera Simón Bolívar, two men and a woman, entered the Venezuelan embassy in Bogotá and tended a peace overture to President César Gaviria Trujillo. Seeing discourse as situated practice, we defined that entry operation as a metadiscursive exercise meant to reshape intertextual links and contextual parameters, in an effort to anchor anew peace negotiations between the guerrilla and the Colombian State. As such, the entrée triggered off a context building strategy which not only structured and permeated the entire dialogue process, but which itself indexed political strategy. Naturally, as context building got under way and intertextual links among discourses shifted, power relations were also modified. Monitoring the development of these three interwoven processes in the exchanges ensuing the embassy entry, we identified major underlying discourse components and devices along with associated pragmatic effects.

Wierzbicka, A. (1990). "Antitotalitarian language in Poland: Some mechanisms of linguistic self-defense." *Language in Society* 19: 1-59.

This article explores the concept of political diglossia, a phenomenon arising in totalitarian or semitotalitarian countries, where the language of official propaganda gives rise to its opposite: the unofficial, underground language of antipropaganda. The author studies one semantic domain - the colloquial designations of the political police and security forces in contemporary Poland - and compares them with the official designations. The semantics of the relevant words and expressions is studied in great detail so that the social attitudes encoded in them can be revealed and rigorously compared. To achieve this, the author relies on the natural semantic metalanguage that she has developed over the last two decades, which has already been applied in the study of many other semantic domains, in many different languages. The social and political attitudes encoded in the Polish expressions referring to the security apparatus are discussed against the background of Poland's history. The author shows that language is not only the best "mirror of mind" (Leibniz) and "mirror of culture" and "guide to social reality" (Sapir), but also a mirror of history and politics. (Sociolinguistics, pragmatics, semantics, language of propaganda, expressive language)

F. LANGUAGE LEARNING, SECURITY & CONFLICT

Modern language education and language planning are areas of sociolinguistic research where questions of security have been addressed quite extensively. Studies in this group deal mostly with

- the post 9/11 U.S. increasing demand for highly proficient speakers of languages considered 'critical for U.S security' (the 'National Security Language Initiative' identifies more than 50 such languages). In this sub-category there are studies on various languages (Hindi, Chinese, Persian, Arabic etc.) and the focus involves both macro-policy implementation (how many classes, learners etc.) and more micro-case studies of specific classrooms)
- contexts of conflict, where the ongoing political tensions has implications on language learning, especially when this concerns the enemy group
- migration and language testing, where language testing is used as a tool for deciding on whether migrants can be naturalised as citizens and for promoting social integration. The studies in this category point to the strong links between language policy and security in this kind of process.

General studies

Cummins, J. (2005). "The issue: A Proposal for Action: Strategies for Recognizing Heritage Language Competence as a Learning Resource within the Mainstream Classroom " The Modern Language Journal **89**(4): 585-592.

Currently, heritage language teaching to school-aged students is carried out both within public schools (e.g., in foreign language classes and bilingual/dual language programs) and in community-supported out-of-school programs. In all of these settings, the teaching of heritage languages is marginalized with respect to funding provisions, number of languages involved, and number of students who participate. For example, only a handful of languages are taught in foreign language classes or in bilingual/dual language programs. Within the mainstream classroom, students' knowledge of additional languages has typically been viewed as either irrelevant or as an impediment to the learning of English and overall academic achievement. Many students continue to be actively discouraged from using or maintaining their home languages. Not surprisingly, there is massive attrition of students' heritage language competence over the course of schooling. This paper articulates some directions for challenging the squandering of personal, community, and national linguistic and intellectual resources within the main stream classroom.

A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom².

² Available from:

https://www.researchgate.net/publication/282285638_A_proposal_for_action_Strategies_for_recognizing_heritage_language_competence_as_a_learning_resource_within_the_mainstream_classroom [accessed May 18, 2017].

Deusen-Scholl, N. V. (2003). "Toward a Definition of Heritage Language: Sociopolitical and Pedagogical Considerations." [Journal of Language, Identity & Education](#) 2(3): 211-230.

Foreign language enrollments in the United States are experiencing a shift from the traditional European foreign languages toward the less commonly taught languages. Moreover, increasing numbers of students now have some degree of bilingual proficiency in the language that they are studying. As a result, much recent attention has been given to the issue of heritage language instruction by both researchers in applied linguistics and practitioners in language pedagogy. This article argues that the concepts of "heritage language" and "heritage learner" need clarification and should be placed within a larger national policy perspective. Pedagogical and socio-political issues surrounding the current heritage language debate are examined from a cross-cultural and historical perspective. The article ends with some specific policy recommendations for the role of heritage languages and foreign languages within the current strategic context.

King, C. (1997). "Policing Language: Linguistic Security and the Sources of Ethnic Conflict: A Rejoinder." [Security Dialogue](#) 28(4): 493-496.

no abstract available

Pavlenko, A. (2003). "'Language of the enemy': Foreign language education and national identity." [International Journal of Bilingual Education and Bilingualism](#) 6(5): 313-331.

The focus of the present paper is on the relationship between national identities and foreign-language education policies and practices. The paper examines this relationship through a juxtaposition of three socio-historic contexts in which socio-political events led to major changes in foreign-language education: post-World War I United States, post-World War II Soviet Union, and post-communist Eastern Europe. On the example of these case studies, it is argued that shifts in national identity images and socio-political allegiances have implications for foreign-language policies and practices. It is also argued that foreign-language learners may choose to construct oppositional identities in language classrooms: some, for patriotic reasons, may reject the languages imposed on them, while others may instead reject the dominant national identity and create an alternative one through the means of a foreign language.

Post 9/11 U.S.A.

Allen, R. (2004). "Perspectives on Arabic teaching and learning." [The Modern Language Journal](#) 88(2): 275-278.

No abstract available

Allen, W. W. (2004). "Teaching Languages and Cultures in a Post-9/11 World: A Personal Reflection." [The Modern Language Journal](#) 88(2): 285-289.

No abstract available

Edwards, J. D. (2004). "The Role of Languages in a Post-9/11 United States." [The Modern Language Journal](#) 88(2): 268-271.

No abstract available

Garcia, O. (2005). "Positioning heritage languages in the United States." [The Modern Language Journal](#) **89**(4): 601-605.

No abstract available

Gor, K. and K. Vatz (2009). *Less Commonly Taught Languages: Issues in Learning and Teaching*. [The handbook of language teaching](#). M. H. Long and C. J. Doughty. West Sussex, Blackwell: 234-249.

FROM THE INTRODUCTION: A "Less Commonly Taught Language" (LCTL), a definition stemming out of educational policy, is a language considered important by the government, but unsustainable by the market. Political priorities drive a nation's linguistic need, although developing the educational infrastructure to support this need presents serious challenges. While "LCTL" is predominantly a US term referring to languages other than French, German, and Spanish (Brecht & Walton, 1997), the concept exists globally and it is a nation's current educational policy and political situation that determine what languages are classified as less commonly taught (LCT). For instance, in the US, languages such as Persian and Japanese have only recently become thought of as LCT, not because of the number of speakers of those languages, which has not changed significantly, but because those countries have come to play an increasingly important role in the global political arena and economy, whereas a language such as Dutch, which is equally, if not more, uncommon in foreign language curricula, is not classified as LCT. Furthermore, LCTLs are not universal, that is, a language classified as LCT in one country may be the predominant foreign language in another country.

Hornberger, N. H. (2005). "Opening and Filling Up Implementational and Ideological Spaces in Heritage Language Education." [The Modern Language Journal](#) **89**(4): 605-609.

No abstract available

Johnson, F. L. (2012). "Rhetorical positioning of US policy statements about multilingual education – with reference to the EU." [Language, Culture and Curriculum](#) **25**(1): 73-87.

The focus of this paper is on US language policy statements that govern the priorities for teaching languages other than English in public schools and the language ideologies implied by specific management moves by the federal government to regulate language education, starting with the Bilingual Education Act (BEA) of 1968. Following introductory comments on language ideology, rhetorical positioning, and claims-making, this paper provides an overview of language diversity in the USA as the context for examining four major policy statements by the federal government up through the present: (1) the 'BEA of 1968'; (2) 'No Child Left Behind' (NCLB), which replaced the BEA when it became law in 2002; (3) the 'National Security Language Initiative of 2006'; and (4) the current proposal from President Barack Obama's administration, titled 'A Blueprint for Reform', which – if enacted – will replace 'NCLB'. The next section provides an overview of European Union (EU) language policy in recent years to highlight the sharp contrast between the EU and US approaches. This paper closes with a comparison of the EU and US approaches, with emphasis on how the EU approach could be instructive for US policy-makers.

Kramsch, C. (2005). "Post 9/11: Foreign languages between knowledge and power." [Applied Linguistics](#) **26**(4): 545–567.

This paper reviews briefly the close relationship that foreign language research has sustained with social and political power since the emergence of applied linguistics as a field of scientific inquiry and, more recently, with the demands of economic competitiveness and national security. It examines two debates that capture well the conflicting demands currently placed on foreign language researchers and educators: the

demand by a global economy for both communicative and intercultural competence, and the demand by the U.S. government for speakers with 'advanced levels' of language proficiency to serve the needs of national security. It argues that applied linguistic research, in its efforts to build a theory of practice, should reflect on its own conditions of possibility and openly discuss with practitioners not only the categorization, but also the framing, of real-world problems.

Kubota, R. (2006). [Teaching Second Languages for National Security Purposes: A Case of Post-9/11 USA. \(Re-\)Locating TESOL in an Age of Empire. J. Edge. Basingstoke, Palgrave Macmillan. 119-138.](#)

The events of 9/11 provoked a new phase of power dynamics in the world. As the authors of this volume indicate, American hegemony is spread not only by means of economic expansion guarded by armed forces but also through a medium of communication — English. The global spread of English and issues associated with it had been debated and critiqued in the fields of linguistics and language education even before 9/11 (e.g., Kachru, 1992, 1997; Jenkins, 2000; Pennycook, 1994, 1998; Phillipson, 1992; Widdowson, 1994). Referring to teaching English worldwide, Edge (2003, 2004) expresses his concern about the possibility that EFL professionals will become a second wave of imperial troopers, supporting the neocolonial domination.

Maghbouleh, N. (2015). "The War at Home: Militarized and Racialized Identities in the University 'Critical Language' Classroom." [Critical Sociology 41\(7-8\): 1137-1155.](#)

Despite the defunding and shuttering of many language courses and departments in public American universities, offerings deemed 'critical' to security and military interests have seen a dramatic rise since 11 September 2001. These courses are largely populated by Reserve Officers' Training Corps (ROTC) learners interested in career advancement and payment through military stipends for course enrolment and 'heritage' learners interested in deepening their familial connections and cultural identities as expressed through language. Drawing on nine months of participant observation and interviews in one such course, the author identifies three locally constructed symbolic boundaries (us/them; soldier/civilian; white/non-white) used by students to reflect unequal identities and classroom experiences. Findings suggest that the federally-funded American critical language classroom can serve as a domestic stage upon which ROTC students may informally 'try on' militarized identities vis-à-vis classmates who are sartorially, spatially, culturally, and racially cast as native-civilian others.

McGinnis, S. (2005). "More than a Silver Bullet: The Role of Chinese as a Heritage Language in the United States." [The Modern Language Journal 89\(4\): 592-594.](#)

No abstract available

Pratt, M. L. (2004). "Language and National Security: Making a New Public Commitment." [The Modern Language Journal 88\(2\): 289-291.](#)

No abstract available

Scollon, R. (2004). "Teaching Language and Culture as Hegemonic Practice " [The Modern Language Journal 88\(2\): 271-274.](#)

No abstract available

Shinge, M. (2008). "The National Security Language Initiative and the Teaching of Hindi." [Language, Culture and Curriculum](#) **21**(3): 269-279.

This article discusses the teaching of Hindi in the USA, with special reference to the National Security Language Initiative (NSLI). Asian Indian languages are briefly described, as are the growth and diversification of the Asian Indian population in the USA. The inclusion of Hindi in the NSLI, and the implications of this decision for the teaching of Hindi in the USA are discussed. While it is clear that the initiative is directed in the first instance at the development of a core group of language professionals, the paper argues that the teaching of Hindi as a heritage language for all Indians can contribute greatly to the goals of the initiative.

Wesche, M. (2004). "Teaching languages and cultures in a post-9/11 world." [The Modern Language Journal](#) **88**(2): 278-285.

No abstract available

Wiley, T. G. (2005). "The Reemergence of Heritage and Community Language Policy in the U.S. National Spotlight." [The Modern Language Journal](#) **89**(4): 594-601.

No abstract available

Arabic in the US

Abbadi, S. O. (2014). "Teaching Arabic Post 9/11: Humor and the Potential for Critical Language Awareness " [Dirasat, Human and Social Sciences](#) **41**(1): 322-334.

In this study, I draw on data from an ethnographic study of a university-level Arabic as a foreign language classroom to demonstrate how humour could be used as a pedagogical tool to make visible relationships between language and ideology. Tools from critical discourse analysis are used to analyse a teacher's linguistic choices in political humour and the relationship between these choices and the negative representations of the Arabic speaking world that characterize what Byrnes (2004) calls "the language of the public sphere" in the U.S. post 9/11. A follow up discussion of the potential of using humour as a form of Critical Language Awareness is offered to raise students' awareness of the way in which language maintains ideological assumptions and constructs misrepresentations of the 'other.'

Zakharia, Z. and L. M. Bishop (2013). Towards positive peace through bilingual community education: language efforts of Arabic-speaking communities in New York. [Bilingual community education and multilingualism: beyond heritage languages in a global city](#). O. Garcia, Z. Zakharia and B. Otcu: 169-189.

FROM THE INTRODUCTION: Arabic bilingual community education has a long history in New York that reflects over a century of diverse Arab migrations to the US. Because immigration and its related educational and linguistic processes cannot be divorced from the socio-political contexts, this chapter engages a political economy approach to look at the immigration history of Arabic-speaking peoples since the late 1800s, in order to understand the historical, socio-political and transnational dimensions of contemporary Arabic language education in a global city.

Post 9/11 elsewhere

Bot, K. D. and D. Gorter (2005). "A European Perspective on Heritage Languages." [The Modern Language Journal](#) **89**(4): 612-616.

No abstract available

Butt-Griffler, J. and S. Makoni (2005). "The use of Heritage Language: An African perspective." [The Modern Language Journal](#) **89**(4): 609-612.

No abstract available

Cenoz, J. (2004). "Multilingualism and the Role of English in a Post-9/11 World:- A European Perspective." [The Modern Language Journal](#) **88**(4): 622-628.

No abstract available

Dahbi, M. (2004). "English and Arabic after 9/11." [The Modern Language Journal](#) **88**(4): 628-631.

No abstract available

Dewaelle, J.-M. (2004). "Slaying the Dragon of Fanaticism through Enlightenment." [The Modern Language Journal](#) **88**(4): 620-622.

No abstract available

Pakir, A. (2004). "Perspectives from a Very Small Island [Singapore]." [The Modern Language Journal](#) **88**(4): 624-628.

No abstract available

Conflict-affected contexts

CYPRUS – Greek-Cypriots learning Turkish

Charalambous, C. (2009). Learning the language of “the other”: A linguistic ethnography of Turkish-language classes in a Greek-Cypriot school. . Unpublished Ph.D. thesis, University of London.

This thesis is a linguistic ethnographic study of the introduction of Turkish-language classes in Greek-Cypriot Formal Education, a new initiative taken by the Cyprus Ministry of Education in 2003. Taking into account the history of conflict between the two communities, this project deals with the discursive (re-)negotiations of ethnic difference and ethnic relations that occur in classes where the subject to be taught is the language of ‘The Other’. Focusing in particular on two Turkish-language classes in a Greek-Cypriot secondary school, the thesis draws mainly on data collected during five months of ethnographic fieldwork. With post-structuralist and anti-essentialist theoretical tools informing the ethnographic approach, and analytical frameworks from interactional sociolinguistics, it investigates how the details of classroom interaction connect with larger-scale processes, such as:

- i. the history of intercommunal/interethnic hostility and rival nationalisms;
- ii. educational discourses of ‘Hellenic Paideia’;

- iii. processes and discourses shaped both inside and outside Cyprus (i.e. EU entry, initiatives for reconciliation);
- iv. students' repertoires shaped in contexts outside the classroom (i.e. youth organisations, football fan-clubs etc).

At the institutional level, the setting up of the language classes emerged as part of an effort to improve the relations of the two communities and was thus in line with EU processes and the attempts at the time to resolve the 'Cyprus Issue'. However, the empirical investigation shows that the ideology of 'rapprochement' underpinning this initiative was not compatible with the hegemonic institutional ideology of Hellenocentrism that sees the neighbouring community as 'The Other'. Both the teacher and the students appeared to recognise the formal lesson as a site that did not permit any alternative discourses (e.g. leftist discourses) and such discourses were silenced, whispered, or met with resistance. The ideological conflict between 'rapprochement' and 'Hellenic Paideia' appeared to pose significant complications to the teaching process, and in the classes studied, the Turkish-language teacher struggled to mediate the two ideologies and simultaneously deal with the history and the current situation in Cyprus. Nevertheless, when talking outside the frame of a formal lesson, there were students who appeared competent in discussing Cyprus politics and demonstrated the ability to handle the tension caused by the ideological contestation involved.

Charalambous, C. (2012). "Republica De Kubros': Transgression and collusion in Greek-Cypriot adolescents' classroom 'silly-talk'." [Linguistics and Education](#) **23**: 334-349.

This paper focuses on seemingly 'silly' talk, whispered by Greek-Cypriot students during Turkish-language classes. Taking into account the history of violent conflict between the Greek-Cypriot and Turkish-Cypriot communities, Turkish-language learners' silly-talk emerges as an interactional space that refracts larger discourses and ideologies, and is therefore analysed in relation to historico-political and institutional processes occurring in different timescales. Playful youth-talk has attracted the interest of sociolinguistic research, providing insights into how adolescents' interactional practices orient to larger issues such as 'boundaries', and 'discrimination'. Here, playful talk during the process of learning the language of 'The Other' provides an insight into the ways in which Greek-Cypriot nationalist ideologies leave little space for the renegotiation of interethnic animosity in the classroom. The analysis reveals that, although students' 'silly-talk' appeared sometimes as seriously transgressive, students still recognised the power of the dominant institutional ideology and colluded with the teacher in repressing any deviating discourse.

Charalambous, C. (2013). "The burden of emotions in language teaching: Renegotiating a troubled past in the language classroom." [Language and Intercultural Communication](#) **13**(3): 310-220.

This paper focuses on language classes where Greek-Cypriot students learn Turkish as their second Modern Foreign Language (MFL). Literature on MFL learning and emotions tends to focus on learners' emotions in relation to the production of the new language; however, MFL learning is also a space that provides the opportunity to language learners to construct different emotional experiences and negotiate different identities and different emotional stances towards their own or the target community and culture. What happens, though, when the language to be learnt is associated with a history of conflict and the dominant educational discourses construct emotional stances that perpetuate animosity towards the target community? And in this context, to what extent can language learning provide an opportunity to renegotiate a troubled past? Approaching emotions as socio-political discursive constructs, this paper examines classroom interaction during 32 h of Turkish language learning. It analyses (1) the students' emotional resistance towards a positive representation of the 'Others'; (2) the teacher's discomfort in adopting a positive stance towards the Turkish-speaking people; (3) the impact these two had on the lesson and classroom interaction.

Charalambous, C. (2014). Whether you see them as friends or enemies you need to know their language': Turkish-language learning in a Greek Cypriot school. [When Greeks and Turks meet: Interdisciplinary perspectives on the relationship since 1923](#) V. Lytra. London, Ashgate: 141-162.

BOOK CHAPTER – no abstract

Charalambous, C. and B. Rampton (2012). Other language learning, identity and intercultural communication in contexts of conflict'. [The Routledge Handbook of Language and Intercultural Communication](#). J. Jackson. New York; London, Routledge: 195-210.

BOOK CHAPTER This chapter examines the relation between language learning and intercultural communication by exploring the interface of language, identity and culture in conflict-ridden contexts. Focusing on languages associated with interethnic animosity, it aims to identify the challenges to established theories of language and culture teaching presented by contexts of conflict. Further, it discusses the role of language education in overcoming such hostility

Charalambous, P., C. Charalambous, et al. (in press). "Desecuritizing Turkish: Teaching the language of a former enemy, and intercultural language education." [Applied Linguistics](#): ahead of print doi:10.1093/applin/amv1063.

This article explores the fit between orthodox ideas about intercultural language education and situations of acute insecurity. It describes the teaching of Turkish to Greek-Cypriots, introduced in 2003 by the Republic of Cyprus as part of a de-securitization policy. Although these classes were optional, many students regarded Turks as enemies, and after documenting hostility itself as one motive for learning Turkish, we describe three teaching strategies used to deal with the powerful emotions that Turkish evoked: (i) focusing on the language as a code, shorn of any cultural association; (ii) treating it as a local language; and (iii) presenting it as a contemporary international language in a cosmopolitan ambience that potentially transcended the island-specific conflict. In this way, the Cypriot case calls mainstream language teaching assumptions into question: exclusively grammar-focused pedagogies display acute cultural sensitivity, and images of language in a globalized world look radical and innovative. For intercultural language education more generally, it is the combination of institutionalised language learning as a distinct cultural activity with the ideological plasticity of language itself that seems especially valuable.

Rampton, B. and C. Charalambous (2016). "Breaking classroom silences: a view from linguistic ethnography" [Language and Intercultural Communication](#) 16(1): 4-21.

This paper addresses potentially problematic classroom episodes in which someone foregrounds a social division that is normally taken for granted. It illustrates the way in which linguistic ethnography can unpack the layered processes that collide in the breaking of silence, showing how linguistic form and practice, individual positioning, local institutional history and national education policy development all count, and it discusses the value of situated interactional data for teacher development. It presents two case studies, involving a Turkish language class in a Greek-Cypriot secondary school, and a discussion of Standard English in an inner London comprehensive.

Rampton, B., C. Charalambous, et al. (2015). "End-of-Project Report: Crossing languages & borders – Intercultural language education in a conflict-

troubled context." [Working Papers in Urban Language & Literacies, King's College: Paper 178.](#)

This is a final report to the Leverhulme Trust of a project funded from 2012 to 2015. After long-established hostility, as a reconciliatory gesture in 2003, the Republic of Cyprus introduced optional Turkish-as-a-Foreign-Language classes for Greek-Cypriots. Our investigation of adult and secondary school classes asked:

- how do teachers and students manage to teach & learn the language of a former enemy?
- what are the implications for efforts to produce intercultural understanding through foreign language teaching?
- what are the implications for sociolinguistic theory?

The report includes a brief account of the grant, the research activity, conclusions and achievements, and publications & other outputs

Israel-Palestine

Jews learning Arabic in Israel

Donitsa-Schmidt, S., O. Inbar, et al. (2004). "The Effects of Teaching Spoken Arabic on Students' Attitudes and Motivation in Israel." [The Modern Language Journal](#) **88**(2): 217-228.

The study investigated whether changes in the educational context of teaching Arabic as a second language in Israeli schools affect students' attitudes towards the language, its speakers and culture, and motivation to study the language. These changes included teaching spoken Arabic rather than Modern Standard Arabic and lowering the starting age of instruction. Self-report questionnaires were distributed to 692 students (4th–6th grade) and 362 parents from 14 elementary schools. The findings revealed that students who study spoken Arabic (experimental group), as opposed to those who do not (control group), report holding more positive attitudes towards the Arabic language, its culture, and speakers, and also claim to be more motivated to study the language. Findings also confirm the important role that parents have over their children's behaviour because parents' attitudes constituted one of the predictors of students' motivation to study Arabic. Yet, the variable that best predicted students' motivation was their satisfaction with their Arabic study program

Mendel, Y. (2014). [The Creation of Israeli Arabic: Security and Politics in Arabic Studies in Israel](#), Springer.

This book sheds light on the ways in which the on-going Israeli-Arab conflict has shaped Arabic language instruction. Due to its interdisciplinary nature it will be of great interest to academics and researchers in security and middle eastern studies as well as those focused on language and linguistics.

Uhlmann, A. J. (2010). "Arabic Instruction in Jewish schools and in universities in Israel: Contradictions, subversion and the politics of pedagogy." [International Journal of Middle East Studies](#) **42**: 291-309.

Teaching is never merely a technical, pedagogical issue. This is especially true of Arabic teaching in Israel. Two related factors have conditioned the evolution of Arabic instruction in Israel in various, often contradictory ways. One is the Zionist modernist project of inventing a Jewish nation by bracketing off Jews from gentiles and reconstituting them as a distinct Hebraic ethno-linguistic community. The other is the project of securing historic

Palestine as an exclusive national homeland for this newly invented nation and the consequent ambivalence toward Arab existence in historic Palestine. Both make up what I term Zionist sectarianism, and their influence on Arabic pedagogy has been decisive and pervasive, yet contradictory and unpredictable, demonstrating that although practice is always political, it is never mechanically reducible to its political underpinnings.

Uhlmann, A. J. (2011). "Policy implications of Arabic instruction in Israeli Jewish Schools." [Human Organization](#) 70(1): 97-105.

Arabic instruction in Israel's Jewish school sector is unsatisfactory by both objective and subjective measures. This is surprising given that Arabic is an official language, that Arabs have a substantial presence in the country, and the powerful forces that support Arabic instruction. The rationale of Arabic instruction is linked to the needs of the Zionist project of Jewish sectarianism. Ironically, it is this very project as a set of ideologies and social practices, and the institutional forces that embody it, that subvert Arabic instruction. Too few students study Arabic, mostly as a result of the poor value of Arabic as linguistic capital. Here, the linguistic political economy reflects the physical, social, political, economic, and ideological segregation and marginalization of Arabs in Israel. The quality of instruction is further eroded by the very powerful stakeholders that militate for expanding Arabic instruction—namely the security apparatus, academia, and Arabic teachers—all of whom are served by a curriculum that devalues creative proficiency and cultural skills and reduces Arabic to a dead foreign language. To improve Arabic instruction, its underlying rationale should change and Arabs should be integrated into curriculum development, teaching, and teacher training. This is entirely possible, yet the threat such steps would pose to the currently dominant stakeholders renders them improbable.

Arabs learning Hebrew in Israel

Abu-Rabia, S. (1999). "Towards a Second-Language Model of Learning in Problematic Social Contexts: The Case of Arabs Learning Hebrew in Israel." [Race, Ethnicity and Education](#) 2(1): 109–125.

This article discusses the difficulty of bilingual Arab children in Israel learning Hebrew, this being the language of conflict. It is suggested that since the Israeli-Arab social context is problematic, and does not easily permit social interaction between Israeli-Arab minority children and Israeli-Jewish majority children, the Hebrew curriculum for Arab children should be based on materials drawn from Arab culture. These materials are referred to as 'culture-based curriculum texts'. It is assumed that these texts are more interesting, comprehensible, and familiar for Israeli-Arab learners of Hebrew than those currently used, and that they will elicit more positive attitudes to Hebrew-learning situations. To illustrate this approach a second language reading model for problematic social contexts is presented based on the following concepts: schemata, interestingness, comprehensibility, instrumental and integrative motivation, meta-cognition, and emotions. The model and its practical implications are discussed.

Donitsa-Schmidt, S., O. Inbar, et al. (2004). "The Effects of Teaching Spoken Arabic on Students' Attitudes and Motivation in Israel." [The Modern Language Journal](#) 88(2): 217-228.

The study investigated whether changes in the educational context of teaching Arabic as a second language in Israeli schools affect students' attitudes towards the language, its speakers and culture, and motivation to study the language. These changes included teaching spoken Arabic rather than Modern Standard Arabic and lowering the starting age of instruction. Self-report questionnaires were distributed to 692 students (4th–6th grade) and 362 parents from 14 elementary schools. The findings revealed that students who study spoken Arabic (experimental group), as opposed to those who do not (control group), report holding more positive attitudes towards the Arabic language, its culture, and speakers, and also claim to be more motivated to study the language. Findings also

confirm the important role that parents have over their children's behaviour because parents' attitudes constituted one of the predictors of students' motivation to study Arabic. Yet, the variable that best predicted students' motivation was their satisfaction with their Arabic study program.

Or, I. G. and E. Shohamy (2016). "Asymmetries and inequalities in the teaching of Arabic and Hebrew in the Israeli educational system." [Journal of Language and Politics](#) **15**(1): 25-44.

The aim of this comparative study is to detect symmetries and asymmetries in the status of two major languages taught in Israel: Hebrew in Arabic-medium schools and Arabic in Hebrew-medium schools. The teaching of these two languages offers a unique case of language education policy where categories of ideology, policy, curriculum, methods, and assessment intersect. For Arabs, Hebrew is perceived as a major tool for upward mobility, but findings show they are alienated by a curriculum embedded in the hegemonic culture and ideology, with which they can hardly identify. For Jews, Arabic is a language of low prestige, and their motivation is hindered by a curriculum which focuses mostly on formal language and security needs, and not on communicative, interactive skills. Concluding the paper, we propose an outline for the creation of alternative teaching environments that defy existing power structures and reinvent inclusive ecologies for the learning of both languages

Bilingual education in Israel

Bekerman, Z. and G. Horenczyk (2004). "Arab-Jewish bilingual coeducation in Israel: A long-term approach to intergroup conflict resolution." [Journal of Social Issues](#) **60**(2): 389-404.

This article offers insights into a new educational adventure in Israel that attempts to overcome interethnic conflict through bilingual coeducation. These insights were gathered during a two-year research project in which the authors followed the activities of two recently established Arab-Jewish bilingual schools. Their analysis is based primarily on qualitative data of educational and sociocultural processes involved in the functioning and development of the schools as they relate to four major areas: language, cultural and religious identity, national identity, and social interactions. The study showed the potential benefits of one type of intergroup contact, namely, bilingual long-term coeducation, but also shed light on the complexity and the difficulties facing all of the parties involved in such an adventurous enterprise.

Bekerman, Z. (2005). "Complex contexts and ideologies: Bilingual education in conflict-ridden areas." [Journal of Language, Identity and Culture](#) **4**(1): 21-44.

Bilingual education, though acknowledged as having the potential to help overcome a wide variety of societal and cultural tensions, remains controversial and frequently misunderstood. The present study examines the extent to which sociohistorical and political contexts, in conflict-ridden areas, influence language attitudes and the implementation of bilingual educational initiatives geared toward encouraging sociocultural tolerance and the recognition of each of the participating groups while enabling students to become bilingual. More specifically I investigate and document how a particular bilingual Arabic-Hebrew program is interpreted and implemented in an integrated Palestinian-Jewish educational initiative in Israel. The current effort hopes to stimulate educators, parents, and policymakers into thinking about how to develop dual-language programs to address the particular contextual challenges which, when left unaccounted for, can prejudice their bilingual educational efforts.

Bekerman, Z. (2016). [The Promise of Integrated and Multicultural Bilingual Education: Inclusive Palestinian-Arab and Jewish Schools in Israel](#). Oxford, Oxford University Press.

BOOK: The Promise of Integrated and Multicultural Bilingual Education presents the results of a long-term ethnographic study of the integrated bilingual Palestinian-Jewish schools in Israel that offer a new educational option to two groups of Israelis—Palestinians and Jews—who have been in conflict for the last one hundred years. Their goal is to create egalitarian bilingual multicultural environments to facilitate the growth of youth who can acknowledge and respect "others" while maintaining loyalty to their respective cultural traditions. In this book, Bekerman reveals the complex school practices implemented while negotiating identity and culture in contexts of enduring conflict. Data gathered from interviews with teachers, students, parents, and state officials are presented and analysed to explore the potential and limitations of peace education given the cultural resources, ethnic-religious affiliations, political beliefs, and historical narratives of the various interactants. The book concludes with critique of Western positivist paradigmatic perspectives that currently guide peace education, maintaining that one of the primary weaknesses of current bilingual and multicultural approaches to peace education is their failure to account for the primacy of the political framework of the nation state and the psychologized educational perspectives that guide their educational work. Change, it is argued, will only occur after these perspectives are abandoned, which entails critically reviewing present understandings of the individual, of identity and culture, and of the learning process.

Rajuan, M. and Z. Bekerman (2011). "Inside and outside the integrated bilingual Palestinian–Jewish schools in Israel: Teachers’ perceptions of personal, professional and political positioning." [Teaching and Teacher Education](#) 27(2): 395–405.

The purpose of this study was to investigate how teachers of the integrated bilingual Palestinian–Jewish schools in Israel construct their school culture in relation to various outside pressures in their attempt to achieve educational change. Field notes from an in-service training workshop were analyzed according to three levels of the teaching context: the personal, professional and political. It was found that the teachers perceive themselves as primarily pedagogical experts with a shared vision based on multiculturalism and coexistence. According to the findings, recommendations are made for improving the positioning of the teachers in relation to pupils, parents and policy-makers Inside and outside the integrated bilingual Palestinian–Jewish schools in Israel: Teachers’ perceptions of personal, professional and political positioning.

Arabic in Lebanon

Zakharia, Z. (2009). Positioning Arabic in schools: language policy, national identity and development in contemporary Lebanon. [Critical Approaches to Comparative Education: vertical case studies from Africa, Europe, Middle East and the Americas](#). F. Vavrus and L. Bartlett. New York, Palgrave Macmillan: 215-231.

The final paper in this two-part panel takes up an issue raised by earlier panellists—language policy—and relates it to inter/national identity and post-conflict development in Lebanon during a period of intense conflict followed by months of post-conflict transition. In particular, it considers how the Arabic language, made central to post-civil war national unity, is simultaneously promoted and undermined by school, state, regional, and global actors during periods of regional and national instability and violence. Drawing on the notions of policy appropriation and language as a site for ideological contestation, the paper examines how political and economic events have positioned the Arabic language over time and within the context of political instability, violence, and economic uncertainty

that characterized the field research period in Greater Beirut between 2005 and 2007. The paper examines complex interrelated units of analysis vertically and horizontally across time and space through an "ethnography of global connections" to explore how the friction within and between local and global actors has generated new cultural and political forms that influence school-based language policy and practice (Tsing, 2005, p. 1). The paper pays particular attention to domestic (Lebanese) and regional (Middle East) conflict in the context of the global political economy and how it affects educational policy formation and identity assertion among Lebanese youth.

Zakharia, Z. (2011). Language-in-education policies in contemporary Lebanon. [Trajectories of education in the Arab World: Legacies and challenges](#). O. Abi-Mershed. London; New York, Routledge; Center for Contemporary Arab Studies, Georgetown University: 157-183.

BOOK CHAPTER – no abstract

Tamil in Sri Lanka

Davis, C. P. (2012). "'Is Jaffna Tamil the Best?' Producing 'Legitimate' Language in a Multilingual Sri Lankan School." [Journal of Linguistic Anthropology](#) 22(2): E61–E82.

Drawing on research in the Tamil-medium stream of a multilingual Buddhist National school in Kandy, Sri Lanka, this article explores how teachers engage with, negotiate, and contest sociolinguistic hierarchies. Since the colonial period, Jaffna Tamils have maintained a hierarchy over other Tamil-speaking groups (Up-country Tamils and Muslims) in education, with Jaffna Tamil legitimized in the national curriculum. However, as a result of demographic and institutional shifts related to the outbreak of the Civil War in 1983, these hierarchies are shifting. In the first part of the article, I explore teachers' explicit discussions and debates about language that occurred in my presence. In the second part, I show how these ideologies are enacted in difference contexts of practice, including subject-area classrooms, language classrooms, and oratorical performances. I argue that incongruities within and between teachers' meta-discourses and practices reveal subtle dynamics in the configuration of social hierarchies. [multilingual education, social inequality, language ideologies, meta-discourse, Tamil]

Davis, C. P. (2015). "Speaking Conflict: Ideological Barriers to Bilingual Policy Implementation in Civil War Sri Lanka." [Anthropology & Education Quarterly](#) 46(2): 95–112.

This article presents a holistic view of ideological barriers to bilingual policy implementation in Sri Lanka, a conflict-ridden postcolonial nation-state. I examine Sinhalese youth and adults' Tamil as a second language (TSL) learning and speaking practices across three contexts: a multilingual school, a program for government servants, and an NGO. Though limited interactional spaces emerge where Sinhalese students speak Tamil, bilingual policies continue to reinforce inequalities between the Sinhalese Buddhist majority and Tamil-speaking minority groups. [multilingual education, policy, language ideologies, ethnic conflict, Tamil, Sri Lanka]

Farsi classes in Copenhagen

Karrebæk, M. S. and N. Ghandchi (2014). "The very sensitive question: Chronotopes, insecurities and Farsi heritage language classrooms" [Tilburg Working Papers in Culture Studies](#): Paper 118.

In this paper we engage with ideological difference, security discourse and language classrooms, on the basis of data from two Farsi heritage language classrooms, in Copenhagen, Denmark, and from the group of adult Iranian immigrants that was organized around these classrooms. The contemporary state of Iran, political and religious ideologies, and topics associated with this, were subject to taboo in class, but not so in other settings. Insecurity and surveillance gave meaning to the different time-spaces, or chronotopes (Bakhtin 1981), that were evoked, and to the understandings of community. We argue that this also partly motivates the structure and content of the classroom as the principal teacher tried to secure a neutral space for the children whose parents' backgrounds were very different, and possibly incompatible. This in return would both be a means to free the children from their parents' anxieties, and to secure the teacher's job in an atmosphere of mutual suspicion.

Karrebæk, M. S. and N. Ghandchi (2015). "Pure' Farsi and political sensitivities: Language and ideologies in Farsi complementary language classrooms in Denmark." [Journal of Sociolinguistics](#) 9(1): 62-90.

This paper presents an insight into two Farsi complementary language classrooms in Copenhagen, Denmark, characterised by political sensitivities. We illustrate a number of characteristic features of the classrooms concerning language use, pedagogical methods and cultural phenomena, which were related to key adults' preferences, and we consider possible interpretations of them as indexical signs. In particular, we emphasise ideological interpretations (e.g. the monolingualism norm and language purism) and we relate the classroom characteristics to the contemporary state of Iran as well as to the time and place in which the classes occurred. We analyse both explicit metapragmatic messages and implicit ways of indicating ideologies, and see both types as characterised by avoidance of particular referents, that is, by unmentionables.

Irish language & conflict/peace process

O'Reilly, C. (1996). "The Irish language - Litmus test for equality? Competing discourse of identity, parity of esteem and the peace process." [Irish Journal of Sociology](#) 6: 154-178.

This paper analyses the entry of the Irish language into the political debate on the peace process in Northern Ireland. The background to the Irish language revival in terms of the representations provided by West Belfast Gaeilgeoirí (Irish speakers and learners) themselves and the competing discourses associated with the Irish language are discussed. Finally, the issue of rights for Irish speakers and parity of esteem are dealt with as part of the peace process debate.

Migration and language testing

Khan, K. (2014). "Citizenship, securitization and suspicion in UK ESOL policy." [Working Papers in Urban Language and Literacies: Paper 130](#).

This paper looks at the increasingly strong links between security and English language policy in the UK, and it seeks to open a dialogue between sociolinguistics and security studies. It outlines concepts related to securitization, focusing on the processes involved in turning a political issue into a matter of security, and it re-examines English language policy developments from 2001 to 2014. Marking the beginning of a period of increased concern with security, the initial introduction of language tests for citizenship can be characterised as 'exceptional securitization'. But this commitment to exceptional measures has gradually permeated to other entry and settlement requirements for migrants, and has affected other areas of English language education as well. This subsequent process can be described as 'assembling suspicion', and it has been accompanied by increased surveillance through the development of a 'ban-optican'.

Khan, K. and A. Blackledge (2015). "They look into your lips': Negotiation of the citizenship ceremony as authoritative discourse." [Journal of Language and Politics](#) 14(3): 382-405.

The British citizenship ceremony marks the legal endpoint of the naturalisation process. While the citizenship ceremony may be a celebration, it can also be a final examination. Using an ethnographically-informed case study, this article follows one candidate, 'W', through the naturalisation process in the UK. W is a migrant Yemeni at the end of the naturalisation process. Bakhtin's notion of "ideological becoming" offers an analytic orientation into how competing discourses may operate. This article focuses on the role of what Bakhtin describes as "authoritative discourse" in the citizenship ceremony, in particular the Oath/Affirmation of Allegiance which citizenship candidates are required to recite. Success in the ceremony is dependent on how individuals negotiate authoritative discourse. This study follows W and highlights the complexities and negotiations of authoritative discourse in a citizenship ceremony.

Extra, G., M. Spotti, et al., Eds. (2009). [Language testing, migration, and citizenship : cross-national perspectives on integration regimes](#). London, Continuum.

What is required to achieve civic integration and citizenship in nation states across the world? Should language testing be a part of it? This book addresses the urgent need to develop a fuller conceptual and theoretical basis for language testing than is currently available, to enable widespread discussion of this theme and the concomitant linguistic and cultural requirements. The policy proposals for civic integration have so far been conducted almost entirely at a national level, and with little regard for the experiences of a countries with long traditions of migration, such as the USA, Canada, the UK or Australia. At the same time, EU enlargement and the ongoing rise in the rate of migration into and across Europe suggest that these issues will continue to grow in importance. This book raises the level of discussion to take account of international developments and to promote a more coherent and soundly based debate. It will appeal to researchers and academics working in sociolinguistics and language education, as well as those working on language policy.

Hogan-Brun, G., C. Mar-Molinero, et al., Eds. (2009). [Discourses on language and integration : critical perspectives on language testing regimes in Europe](#). Amsterdam, John Benjamins Pub. Co.

One of the most pressing issues in contemporary European societies is the need to promote integration and social inclusion in the context of rapidly increasing migration. A particular challenge confronting national governments is how to accommodate speakers of an ever-increasing number of languages within what in most cases are still perceived as monolingual indigenous populations. This has given rise to public debates in many countries on controversial policies imposing a requirement of competence in a 'national' language and culture as a condition for acquiring citizenship. However, these debates are frequently conducted almost entirely at a national level within each state, with little if any attention paid to the broader European context. At the same time, further EU enlargement and the ongoing rise in the rate of migration into and across Europe suggest that the salience of these issues is likely to continue to grow. This volume offers a critical analysis of these debates and emerging discourses on integration and challenges the assumptions underlying the new 'language testing regimes'.

G. OTHER EDUCATIONAL STUDIES

Phipps, A. (2014). "They are bombing now': 'Intercultural dialogue' in times of conflict." [Language & Intercultural Communication](#) **14**(1): 108-124.

This article argues that the concept of 'Intercultural Dialogue' in its present dominant manifestation has run its course. I argue that this concept is one which may work and make sense in stable, open and equal jurisdictions where there is relative 'freedom from fear and want', but that it is at best, limited and at worst, dangerous when used in situations of conflict and aggression and under the creeping conditions of precarity which mark out the present form of globalisation. In this, I turn to field visits undertaken in the Gaza Strip in 2012 with the Life Long Learning in Palestine project. I make a connection to the work of Carolin Goerzig, with Hamas, to the conflict transformation practice of Jean Paul Lederach and to Graeber, Bigo and Scarry's theoretical and practical consideration of emergency and security conditions post-9/11. I do so in order to argue for a re-politicised concept of intercultural dialogue such that it might fit the conditions of precarity with which the field of Language and Intercultural Communication is concerned.

Conflict and linguistic practices in Cyprus

Charalambous, C., M. Zembylas, et al. (2016). "Diversity and conflict: Negotiating linguistic, ethnic and emotional boundaries in Greek-Cypriot literacy classrooms." [Linguistics and Education](#) **35**: 50-62.

This article explores the interplay between discourses on diversity and the realities of interethnic conflict, through a study in the conflict-affected Greek-Cypriot context. Drawing on ethnographic data from Greek-Cypriot literacy classrooms, and particularly, on lessons about the ethnic conflict in Cyprus, it examines how children from diverse backgrounds, statuses, and experiences are introduced to a conflict Discourse, how they socialise and/or become literate in the conflict narrative, and with what implications. The findings show that although in 'ordinary' lessons diversity was mostly acknowledged and discussed unproblematically, when conflict figured as a topic in classroom interaction, teachers tended to resort to stereotypical representations of 'us' and 'others' which created further complexities for the children. This article points to the potentials and limitations of diversity, serving as a point of departure for the renegotiation of ethnic and emotional boundaries within a troubled context with implications for teachers and students.

Charalambous, P., C. Charalambous, et al. (2016). "Troubling translanguaging: language ideologies, superdiversity and interethnic conflict." [Applied Linguistics Review](#) **7**(3): 327-352.

This paper looks at how histories of conflict and ideologies of language as a bounded entity mapped onto a homogeneous nation impact on attempts of translanguaging in the classroom in the conflict-affected context of Greek-Cypriot education. Drawing on ethnographic data from a highly diverse primary school, this study examines how nationalist understandings of language and belonging affect the ways in which a group of Turkish-speaking students of Pontian and Turkish-Bulgarian backgrounds relate to their Turkish-speakerness in classroom interaction. The findings show that, despite the multilingual and hybrid realities of this particular school, in formal educational practices Turkish-speaking students kept a low profile as to their Turkish-speakerness. Even when the teacher encouraged translanguaging practices and a public display of students' competence in the Turkish language, this was met with inarticulateness and emotional troubles, fuelled by a fear that 'speaking Turkish' could be taken as 'being Turkish'. In discussing these findings, the paper points to the impact that different overlapping histories of ethnonationalist conflict have on translanguaging practices in education; in our case by associating Turkishness with the 'enemy group' and socializing children within essentialist assumptions about language and national belonging. The paper argues that in this case

the discourses of conflict create *unfavourable* ecologies for hybrid linguistic practices, which ultimately suppress creative polylingual performances.

Theodorou, E. and L. Symeou (2013). "Experiencing the same but differently: Indigenous minority and immigrant children's experiences in Cyprus" [British Journal of Sociology of Education](#) **34**(3): 354–372.

This paper examines the experiences of minority students from two different cultural groups, immigrant children of Pontian background and indigenous minority children of Roma descent, in the Greek-Cypriot educational system. Through a joint re-examination of results from two different qualitative studies, this paper delineates similarities and differences of how life at school is experienced through the eyes of children who are not part of the mainstream, in an effort to gain insight into the nuances of being a minority child in the specific educational system. Comparisons across the two groups of children suggest that although both groups shared a minority status, they nonetheless experienced marginalisation across different dimensions that were linked to their dual multi-layered position as both insiders and outsiders. Attention to such complexities enables us to gain deeper understandings of children's lives, as too often the category of 'minority child' seems to be treated as a monolithic and homogeneous one.

Zembylas, M., C. Charalambous, et al. (2016). [Peace Education in Conflict-affected context: An ethnographic journey](#). Cambridge, Cambridge University Press.

Peace education initiatives have been subject to heated public debate and so far the complexities involved have not been fully understood. This multi-layered analysis examines how teachers negotiate ideological, pedagogical and emotional challenges in their attempts to enact a peace education policy. Focusing primarily on the case study of conflict-affected Cyprus, Michalinos Zembylas, Constadina Charalambous and Panayiota Charalambous situate the Cypriot case within wider theoretical and methodological debates in the field and explore the implications of their findings for theory and practice. Building on current anthropological approaches, the authors use insights from policy studies and sociolinguistics to examine peace education agendas and the ways these are shaped by the dynamics of local politics and classroom practices. This study will be valuable reading for researchers of peace and policy studies as well as for practitioners and policy makers involved in introducing peace education initiatives that challenge teachers' long-held beliefs.

Zoumpalidis, D. (forthcoming). "Us and them: Inter- and intra-communal ethno-linguistic borders within the Pontic Greek community in Cyprus " [STUF - Language Typology and Universals](#).

In this study ethnic self-perception of Greeks from Russia and Georgia (alternatively known as Pontic Greeks) is examined in the socio-political context of Cyprus. I analyse the concept of mother tongue and the potential (symbolic) role it plays within the multilingual community of Pontic Greeks in Cyprus. The study demonstrates that the majority of Pontic Greeks both from Russia and Georgia ethnically self-identify as 'Greeks' while speaking different languages. Language plays a vital role in ethnic self-identification of some Pontic Greeks while for others the link between language and ethnicity appears to be insignificant. Interestingly, the 'Greekness' of some Pontic Greeks is questioned by the local population, which appears to be sensitive to the language-ethnicity link.

H.SOCIOLINGUISTIC THEORY & SECURITY

In this category we included more theoretical studies from both the fields of sociolinguistics and of securitization. In the first section, we present sociolinguistic studies which demonstrate an interest in questions of security and try to theorise possible intersections between the two fields, or direct attention to questions that beg such an interdisciplinary approach. In the second section, we list studies in the field of securitization and international relations which draw from sociolinguistics, in order to rethink the discourse dynamics of securitization process, by drawing attention to e.g. the centrality of audience, sociocultural context, intertextual links, the recontextualization/translation of securitizing acts etc.

Sociolinguistics turning to security

Charalambous, C., P. Charalambous, et al. (2015). "Sociolinguistics & Security." [Working Papers in Urban Language & Literacies # 177](#). London: King's College Centre for Language Discourse & Communication.

In this paper, we explore the sociolinguistic significance of research which treats security as a social and discursive practice, also bringing in notions like 'enemy', 'existential threat' and 'exceptional measures'. We begin by reviewing some key concepts in security studies – 'securitisation', the 'state', 'borders' and 'surveillance' – and we then focus more closely on some of the ways in which these ideas can make a distinctive contribution to mainstream sociolinguistics and its interest in everyday life. After that, we move to two short case studies. The first, focused on Cyprus, points to some of the distinctive sociolinguistic processes that emerge in situations when security issues have had a high public profile, while the second shows how language itself is being increasingly securitised in contemporary Britain. The notion of 'security' can be extended to cover risk, insurance and 'prudentialism' more generally, but in this paper, we concentrate on security related to enemies and threats.

Karrebæk, M. S. and C. Charalambous (2017). "Superdiversity and linguistic ethnography: Researching people and language in motion." [Working Papers in Urban Language & Literacies: Paper 212](#).

This paper discusses a linguistic ethnographic (LE) approach to superdiversity in three steps. First, it lays out some basic assumptions of LE. Secondly, it demonstrates how superdiversity pairs with LE methods and perspectives and describes some domains of research. Finally, it presents two examples of LE research in Cyprus and Denmark, taken from research projects carried out by each author. Both cases come from classrooms in which similarity and uniformity is – to an extent – aspired to, but where difference turns out to be fundamental to the participants. Both cases illustrate situations resulting from people's movement in space and discursively in time (e.g. talking about the past), and they put into focus the struggle between different discourses on diversity, and between existing structures and emerging discrepancies. They also highlight issues of security, precarity and conflict which are important, yet often overlooked effects of mobility and technological and societal changes.

Rampton, B. (2014). "Gumperz and governmentality in the 21st century: Interaction, power and subjectivity." [Working Papers in Urban Language & Literacies burg Papers in Culture Studies 136](#). At <https://kcl.academia.edu/WorkingPapersinUrbanLanguageLiteracies>.

This paper explores what the work of John Gumperz can contribute to our understanding of power relations in the 21st century. It does so by emphasising the critical dimension of his work (Blommaert 2005; Rampton 2001), and by considering its relevance to Foucault's notion of 'governmentality'. As a concept developed in his later work, governmentality hasn't featured very prominently in explicit appropriations of Foucault in linguistics, but it cries out for interactional sociolinguistic analysis and it has been at the centre of discussion among social theorists about changing character of contemporary power.

To pursue this agenda – consistent with the larger programme sketched by Arnaut 2012 – I shall begin with the debate about whether and how Foucault's work continues to be relevant, focusing on governmentality in particular (Section 1). After that, I shall review the rather different ways in which US linguistic anthropology and (mainly) European critical discourse studies relate to Foucault's later thought (Section 2), moving into a more detailed consideration of how John Gumperz's work resembles some of the later Foucault's, not just in its discursive constructionism but also in its attention to the 'antagonism of strategies' and its understated practice-focused politics (Section 3). Next, I summarise the shifts in governmentality identified by Fraser, Deleuze, Rose and others, dwelling in particular on the new forms and functions of surveillance (Section 4). In section 5, I return to Gumperz and interactional sociolinguistics, arguing that their tracking of real time attention and inferencing, their recognition of discrepant but hidden communicative preferences, and their critique of the legibility of populations, all remain highly relevant, although to cope properly with the new digital environments, challenging new types of analysis are needed. But even without these, the Gumperzian framework can make an important contribution to understanding subjective experiences of digital surveillance, and the paper concludes with a sketch of what the empirical sociolinguistic study of contemporary governmentalities might look like

Rampton, B., J. Blommaert, et al. (2015). Introduction: Superdiversity and sociolinguistics. Language & Superdiversity. K. Arnaut, J. Blommaert, B. Rampton and M. Spotti. New York, Routledge: 1-17.

This book brings together some of the work developed in a network of sociolinguistic research groups that have collaborated for several years, with 'language and superdiversity' as a broad thematic heading. 1 This introduction sketches (1) what we mean by 'superdiversity' and why we see it as a useful cover term; (2) key features of our approach and our collaboration; and (3) areas linked to superdiversity, where further work seems especially important (securitisation and surveillance).

Scollon, R. and S. W. Scollon (2007). "Nexus analysis: Refocusing ethnography on action." Journal of Sociolinguistics 11(5): 608–625.7

Nexus analysis takes human action rather than language or culture as its unit of analysis. We take one specific case to illustrate the methodology as well as its continuity with the project of Hymes, and of Boas before him, to take action against racism. A nexus analysis takes the constitution of human social groups and languages as a problem to be examined, shifting the focus away from groups toward action as the prime unit of analysis. This shift disrupts power relations between ethnographer as participant and observer and those observed who are now participants and observers in partnership, with consequences concerning when, where, and with whom ethnography can be done, consequences for the security of subjects as well as national security. We begin where inequality is perceived and analyse the actions that bring that about, our analysis itself being a form of action.

Security turning to sociolinguistics

Balzacq, T. (ed) (2011). [Securitization theory: how security problems emerge and dissolve](#). London, Routledge.

This volume aims to provide a new framework for the analysis of securitisation processes, increasing our understanding of how security issues emerge, evolve and dissolve.

Securitisation theory has become one of the key components of security studies and IR courses in recent years, and this book represents the first attempt to provide an integrated and rigorous overview of securitisation practices within a coherent framework. To do so, it organises securitisation around three core assumptions: the centrality of audience, the co-dependency of agency and context and the structuring force of the dispositive. These assumptions are then investigated through discourse analysis, process-tracing, ethnographic research and content analysis, and discussed in relation to extensive case studies.

Klüfers, P. (2014). "Security repertoires: Towards a sociopragmatist framing of securitization processes." [Critical Studies on Security 2\(3\)](#): 278-292.

Security researchers have long been trying to distil general rules or procedures of what societies regard as insecurity or risk. But notwithstanding ideas of a universal 'security logic' or standard 'felicity conditions' underlying successful threat constructions, this paper takes a contrary view. 'Security' is understood differently in different socio-political and cultural contexts; consequently, societal threat construction is not graspable by general rules. From a socio-pragmatist perspective, acts of securitization can be understood as discursive processes which evolve through one or more 'security repertoires'. These repertoires bundle and constrain shared ways of perceiving, arguing, and interpreting societal issues such as threat or risk perceptions. However, the use of 'successful' security repertoires which lead to the construction of societal threat images varies in diverse socio-cultural settings. Hence, the concept addresses the difficulties to apply universal rules to securitization processes in the face of different social contexts.

Stritzel, H. (2014). [Security in Translation: Securitization Theory and the Localization of Threat](#). New York, Palgrave Macmillan.

In Chapter 2, Stritzel suggests an alternative, neo- or post-Marxist reading of securitization process, by theorizing securitization as discourse dynamics which involve both the socio-political dimension (i.e. the embeddedness of social action within and across social structures) and the sociolinguistic dimension (i.e. the intertextuality and interrelatedness of linguistic acts). Such a 'double structuration' can help securitizing actors improve the legitimacy and authoritativeness of their voice. [...]

It is in this chapter [Chapter 3] that Stritzel puts forward his new understanding of securitization as translation, the central idea of which is that any production of security or threat images in specific temporal and spatial sequences transforms past or related meanings. Successful translation and localization of threat images depend on the elusiveness, compatibility, and sociolinguistic and socio-political adaptation of the threat text to the new context [...]

Theoretically, the book pioneers an elaboration of the Copenhagen School's securitization theory as discourse theory in the tradition of the neo-/post-Marxist approach, outweighing previous securitization research, which is rigidly socio-political and neglects questions of power and context

Wilkinson, C. (2011). The limits of spoken words: From meta-narratives to experiences of security. Securitization theory: how security problems emerge and dissolve. T. Balzacq. London, Routledge: 94-115.

CHAPTER – No abstract

At this point, it would be worth consulting E. Mc Cluskey (2017) *Everyday (In)security: A Bibliography*, at www.kcl.ac.uk/liep.

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