



CELTIC
SOCIOLINGUISTICS
SYMPOSIUM

UCD 24th - 26th June

DOING 'MOTHERESE' IN A MINORITY LANGUAGE: ATTEMPTING TO RESIST THE REALITIES OF BILINGUALISM

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SOILLSE RESEARCH FELLOW

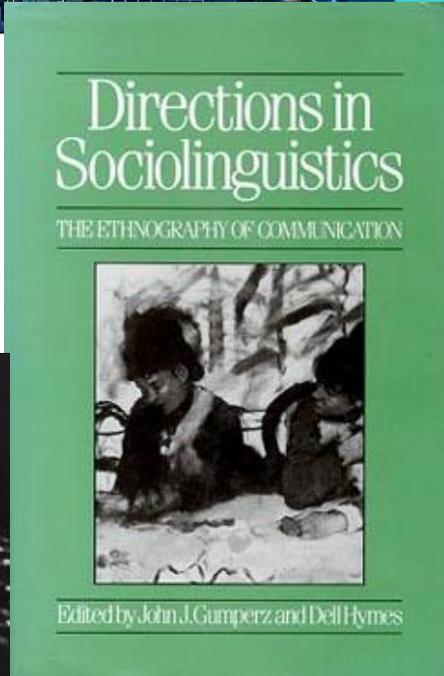
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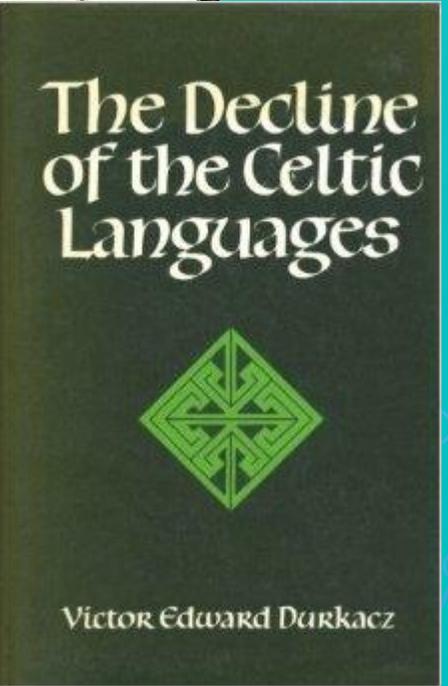
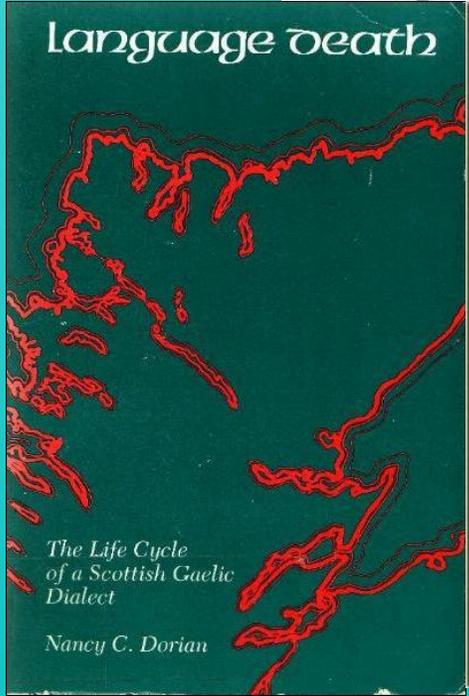
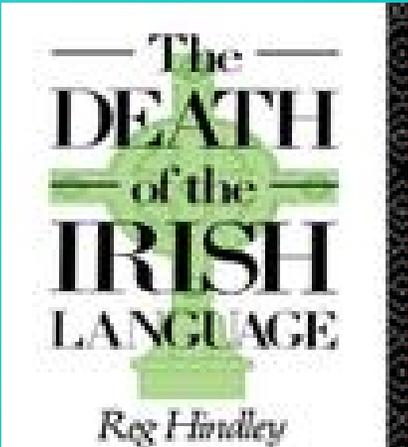
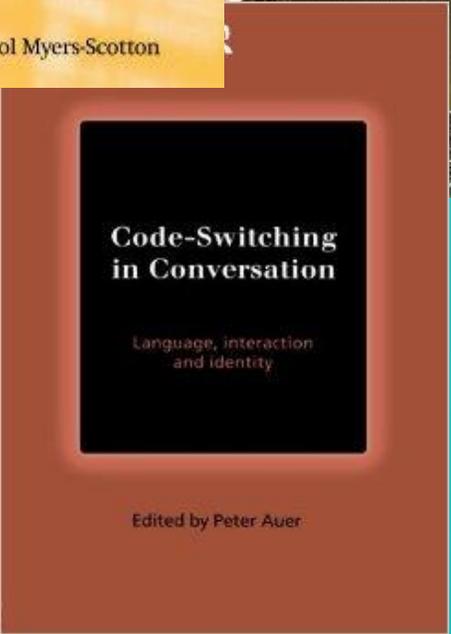
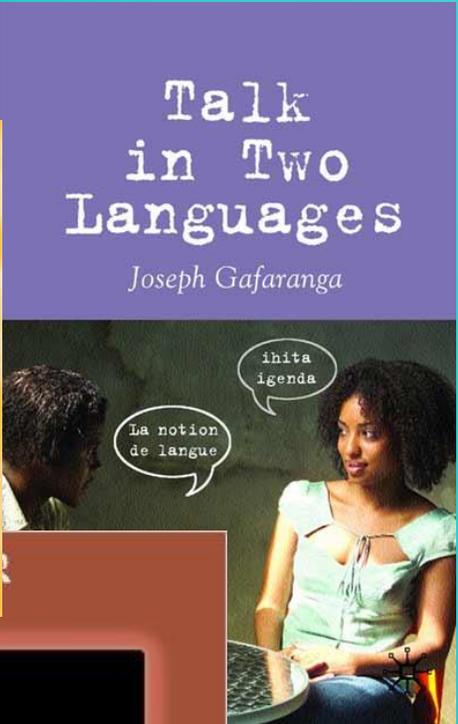
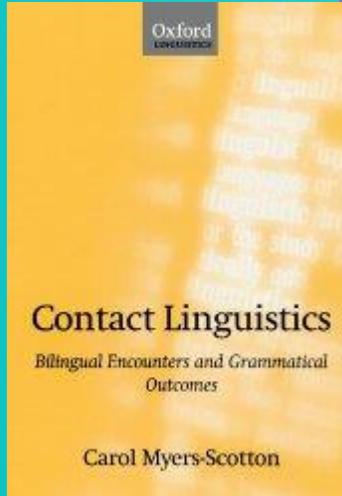
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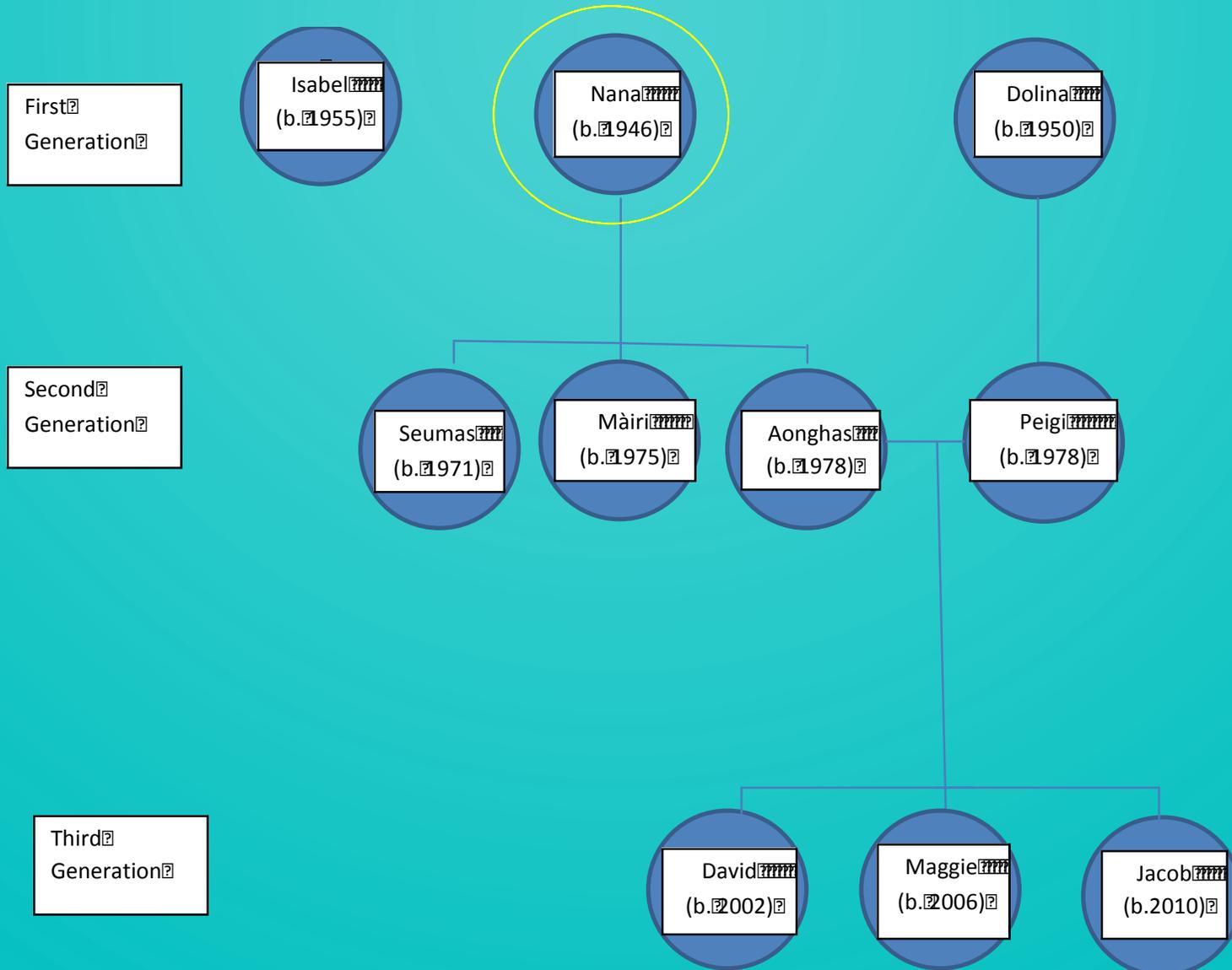
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THE CAMPBELL FAMILY



FAMILY LANGUAGE POLICY (FLP) RESEARCH

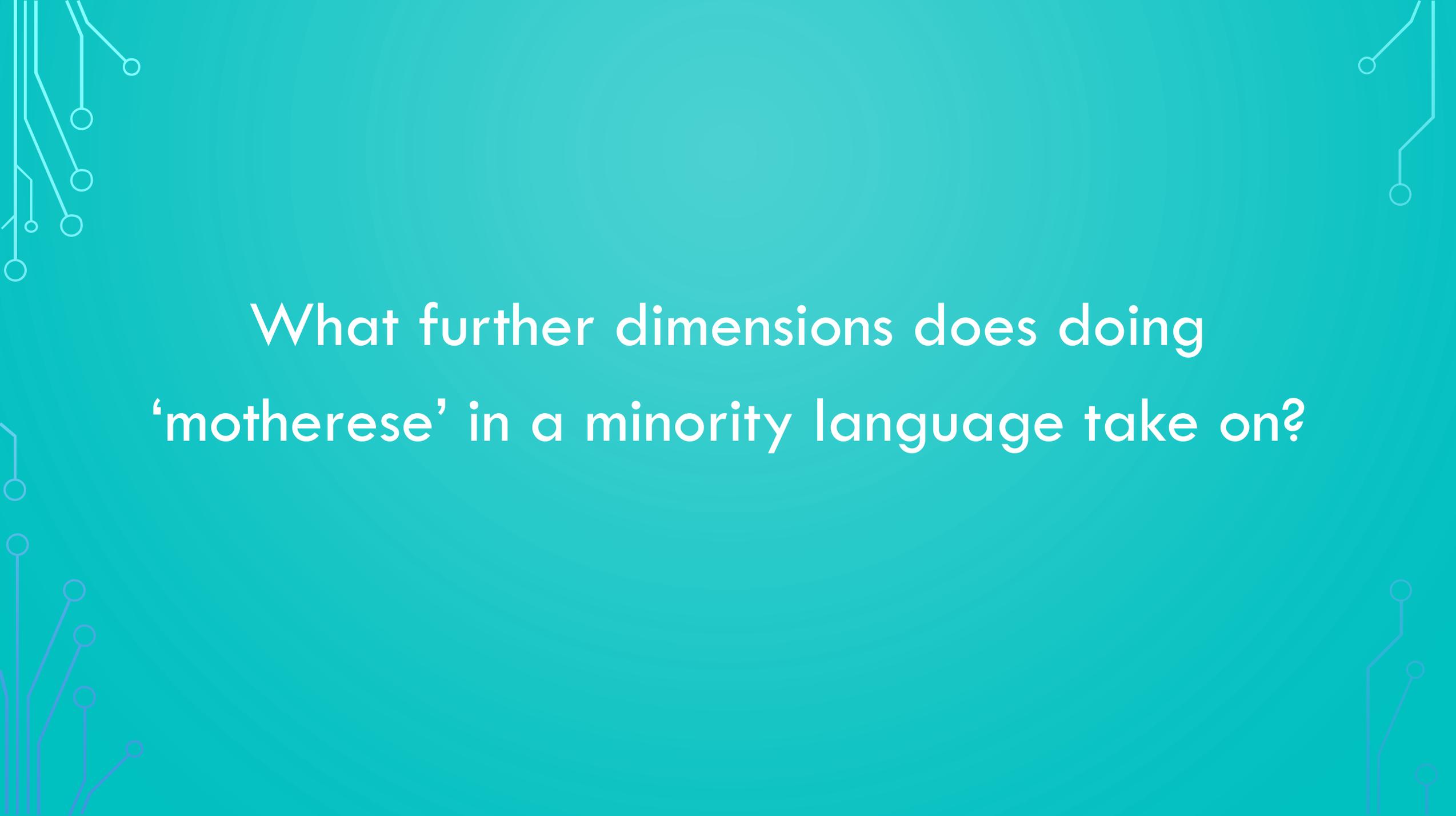
- Why some children grow up to have more competence in/use the minority language more than others
- Agency and decision-making processes in raising a child multilingually/in a multilingual environment
- Reflexive relationship between the home domain and the wider sociocultural environment

Focus on.....

- OPOL (One-parent One-language) contexts
- Language combinations where the 'minority' language is a majority language in its own right
 - LESS research on...Situations where the minority language is a endangered minority language
 - (but see for example Kulick, 1992; Makimara, 2005; Ó hlfearnáin, 2013)
- Extended families and the role of other caregivers
 - (but see for example Ishizawa, 2004; Meek, 2007; Ruby, 2012)

'MOTHERESE'

- Short sentences
- Higher pitch
- Exaggerated intonation
- Sachs and Devin, 1976
- Fernald, 1985

The image features a teal background with white decorative circuit-like lines in the corners. These lines consist of straight segments connected by small circles, resembling a stylized PCB or network diagram. The lines are positioned in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

What further dimensions does doing
'motherese' in a minority language take on?

METHOD

- Ethnographic Approach— 7 years of knowing the family and intermittently living with the family
- Participant Observation
- Minimising the Observer's Paradox:
 - Familiarity with the family and their familiarity with me
 - Fact that mostly they were talking to each other made them often forget my presence
- Two Main Corpora: Summers 2009 and 2014 (15 hours total)
- April and December 2014 (3 hours)
- Microinteractional Analysis (Conversation Analysis) approach (cf. Auer, 1984)

- 1 Nana *tha fhios agad an tòiseach an latha ud a dhuilt iad e*
you know at first that day there that they refused it
- 2 Ealasaid uh-huh
- 3 Nana *phop e suas*
it popped up
agus bha mi ag ràdh rium fhìn oh 's dòcha gur e scam a tha /seo=
I was saying to myself oh perhaps it's a scam
- 4 Ealasaid =uh-huh
- 5 Nana because =
- 6 Ealasaid =uh-huh
- 7 Nana *[[cha robh am banca air a ràdh guth rium mu dheidhinn*
the bank hadn't said anything to me about it
- 8 Ealasaid *[[uh-huh yes yes uh-huh*
- 9 Nana *bidh iad an còmhnaidh ma gheibh thu e-mail*
they always if you get an email
no càil bho banca ag ràdh
or something from your bank saying
your account for chionn b'abhaist dhomhsa
for a while I've
a bhith faighinn à Barclays à
been getting from
- 10 Ealasaid uh-huh
- 11 Nana *bancaichean nach robh mi I didn't even /BANK with them*
I didn't
so I wasn't bothering with that I knew they weren't but you could quite easily if you had a- an account
with the say the Bank of Scotland and something came through from Bank of Scotland=
- 12 Ealasaid =yes
- 14 Ealasaid *[[yes yes yes yes]*
- 15 Nana *[[thinking it was genuine]*

NANA'S CODE-SWITCHING IN CONTEXT

- Code-switching an indicator of balanced bilingualism (Bentahila and Davies, 1995; Auer 1999)
- Issues of saliency and 'discourse force'
 - Compounded saliency of code-switched discourse markers; over time, though, saliency may become bleached (Goss and Salmons, 1990; De Rooij 2000)
 - Pragmatic connectors (Gardner-Chloros, Cheshire, and Charles, 2000; Reershemius, 2001)
 - Constructed dialogue/entextualisation (Tannen, 1995)

27 Isabel it was o:n was it on?
28 Nana must have been or something and he went
29 and checked th- the thingy put in a new fuse wire
30 *cha robh e càil ach a rud a chuir e*
it wasn't anything but the thing he put
nuair a dh'fhalbh a-rithist 's (.)
when [it] went [out] again and
31 *dh'fhalbh fuse a-ri::thist*
fuse went out again
32 so *th-thuirt mise* phone Neil
I s-said
33 oh he said he texted and he didn't reply to his texts
34 oh *ars' mise* it's no good if he'd still replied to your texts
I say
35 he says he's not responding not he hasn't responded to you
36 *ars' mise* no /good
I said
37 oh I'll phone him and he's phone back and he said he's not answering his phone will you phone the
house
38 **HI**< phone the house yourself *ars' mise*
I said
39 phoned the house phoned back and he s-said (.)
40 not answering the phone in the house either (.)
41 right *ma-tha* so *mise cuiridh mi fhèin air dòigh*
then I'll put it right myself
42 oh no oh a::h I'll have to go

so *th-thuirt mise* phone Neil

I s-said

oh **he said** he texted and he didn't reply to his texts

oh *ars' mise* it's no good if he'd still replied to your texts

I say

he says he's not responding not he hasn't responded to you

ars' mise no /good

I said

and **he said** he's not answering his phone will you phone the house

HI< phone the house yourself *ars' mise*

right *ma-tha so mise cuiridh mi fhèin air dòigh*

then I'll put it right myself

'PREFERENCE FOR SAME-MEDIUM TALK' (CF. GAFARANGA, 2000; AUER, 1984)

- 1 Seumas [[you're bringing in any]
2 Nana [[*shiud thu*]
there you are
cuiridh tu thu fhèin a-mach à obair
you'll put yourself out of work
ma tha thu ag /innseadh sin do dhuine
if you tell that to anyone

(2.0)

- 3 Seumas a:ye
4 Nana {mmm}
5 Seumas prob[[ably]
6 Nana [[mmm]
7 Seumas well I don't tell it to everybody obvious-
8 Nana =no I kno:w no

NANA'S CODE-SWITCHING WITH ADULT INTERLOCUTORS

- Code-switching as a means to heightening tellability and coherency in the narrative
- Tendency to use code-switching to mitigate real and potential trouble spots within the narrative
- Often converges to interlocutor's code choice, but when speaking to English-dominant interlocutors, this convergence can only go one way

- 1 Maggie well I saw it (2.0) will we be at your house Nana?=
2 Nana =eh?
3 Maggie we nearly at your house
4 Nana *cha mhor nach bi sinn fada (.5) cha bhi sinn fada (2.4)*
we won't be long we won't be long
tha sinn a' dol sìos ann a sheo
we're going down here
5 Maggie what?
6 Nana *tha sinn a' dol sìos a seo far a bheil an làraidh*
we're going down here where the lorry is
7 Maggie lolly?
8 Nana *[[seall an làraidh a tha seo]*
see the lorry that's here
9 Maggie *[[what's a lolly]*
10 Nana *làraidh ann a sheo*
a lorry here
11 Maggie what lolly? mmm? mmm? mmm? what you doing? why you going down here?
12 Nana *seo far a bheil an taigh againn*
this is where our house is

DUAL-LINGUAL/PARALLEL MODE

- When one interlocutor speaks one code and the other interlocutor answers in another code. Both interlocutors understand each other's codes (Saville-Troike, 1987; Gafaranga 2010)
- Medium Request: the adult understands the child's request for clarification to be an implicit demand to switch to the majority language, the underlying motivation for which is the child's low proficiency in the minority language (Gafaranga, 2010)

MEDIUM REQUEST (GAFARANGA 2010, P. 242)

- **Talk takes place in A's home. B is a visitor and E is A's child, aged 6**
- 1 B: *Alors E, washushanyije iki?*
- 'So E, what have you drawn?'
- 2 E: *Quoi?*
- 'What?'
- 3 B: *Ça c'est quoi?*
- 'What is this?'
- 4 (.)
- 5 B: *Qu'est ce que tu as dessiné?*
- 'What have you drawn?'
- 6 A: *Il avait dit qu'il va dessiner un bonhomme*
- 'He had said he was going to draw a man'

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2 Nana =eh?
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12 Nana *seo far a bheil an taigh againn*
this is where our house is

- 1 Jacob what- where is this? (.) what's that?
- 2 Nana *a bheil thu ag aithneachadh an àite ud?*
do you recognise that place over there?
- 3 Jacob what's that?
- 4 Nana *dè bhiodh shìos an shiud? dè bha shìos an siud?*
what used to be there? what was there?
- 5 Jacob what's that
- 6 Nana *eh? dè bh'ann=*
what was there
- 7 Jacob =I don't know
- 8 Nana *bhiodh tu dol ann (.) M-*
you used to go there
- 9 Jacob Mai(n)ly Music
- 10 Nana Mainly Music (.) *sheadh* (.) Mainly music
uh-huh
- 11 Jacob that's not called Mainly Music

'STAND YOUR GROUND' APPROACH TO LANGUAGE CHOICE

- Nana does not capitulate to the child's preferred language, even though the child indexes that Nana's language choice may be problematic in terms of comprehension
- Nana does not resort to code-switching as a means to making herself understandable
- Resists 'talking language shift into being' (Gafaranga, 2010) and also denies 'same-medium preference' (also Gafaranga, 2010)

- 1 Isabel barrier (.) or a friction (1.2) you know? you know he can a- that he can speak to you in Gaelic but he doesn't he doesn't do it it kinda gets your hackles up if you know what I mean
- 2 Nana **WH**< aye
- 3 Isabel you know (1.4) isn't that right?
- 4 Nana ^aye ^aye
- 5 Isabel you know?
- 6 Nana ach well

FURTHER DIMENSION OF 'MOTHERESE'

- For a bilingual (and especially a bilingual speaking a minority language), the 'motherese' register can take on a further dimension
- Suppression of code-switching
- Suppression of preference for same-medium talk
- 'Stand your ground' approach to language choice

FINAL THOUGHTS

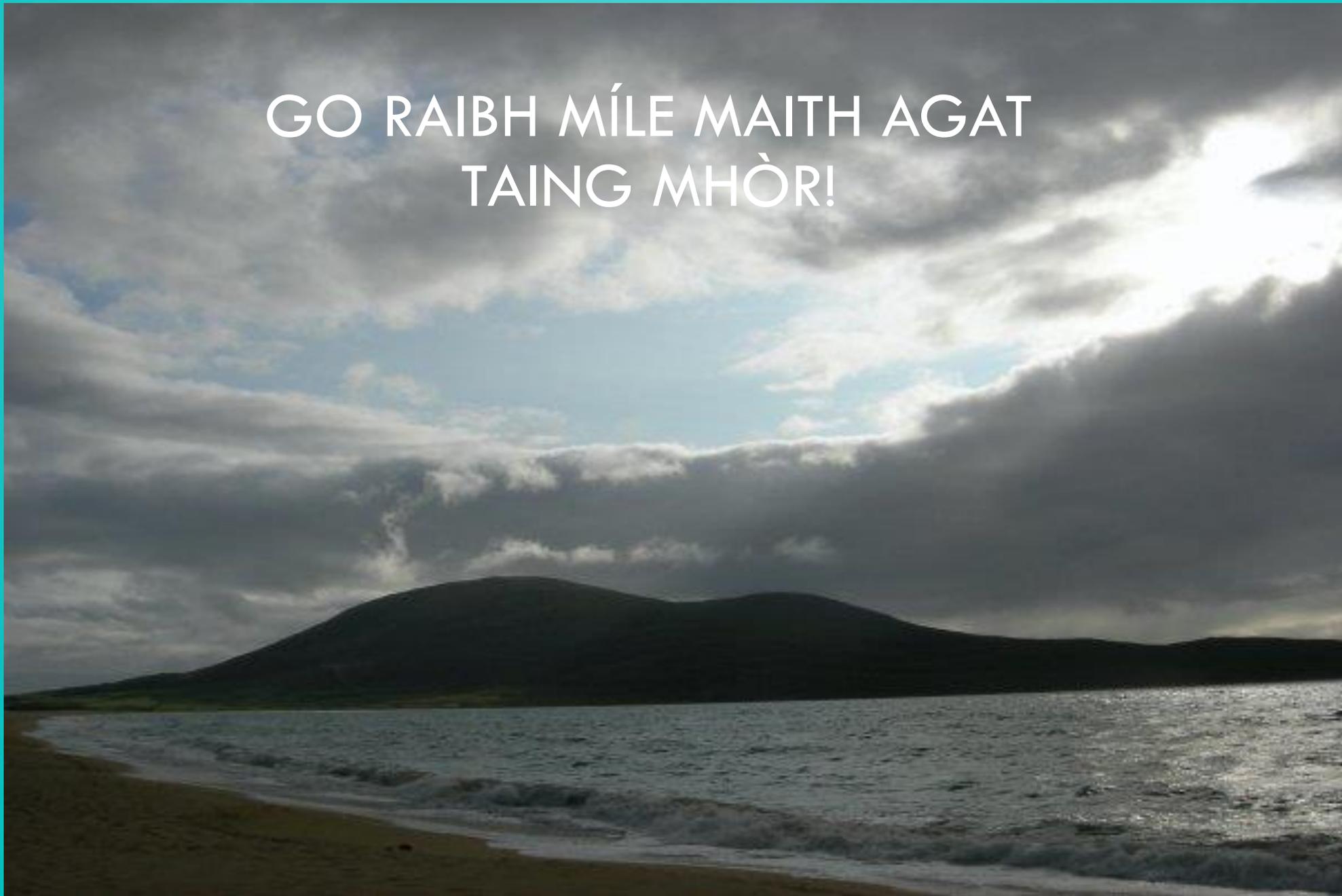
- How a particular register takes on a new dimension when it is looked at from a bilingual, and in particular, minority language perspective
- How one speaker embodies the tension between the realities of bilingualism and the goal of language maintenance
- How as Celtic sociolinguists we deal with certain ideological tensions and viewpoints in our research

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PHOTO ACKNOWLEDGEMENTS

- Francis Desmore and Blackfoot Leader Mountain Chief. Photo from Getty Images.
Available at: <http://www.motivateplay.com/2012/11/ethnography-and-gaming-a-short-primer/>
- http://digitalcollections.tcd.ie/home/index.php?DRIS_ID=MS58_003
- <http://www.culture24.org.uk/art/art367135>
- <http://feastssaintsmedievalchurch.blogspot.co.uk/2012/12/st-drostan-of-scotland-15-december.html>

GO RAIBH MÍLE MAITH AGAT
TAING MHÒR!



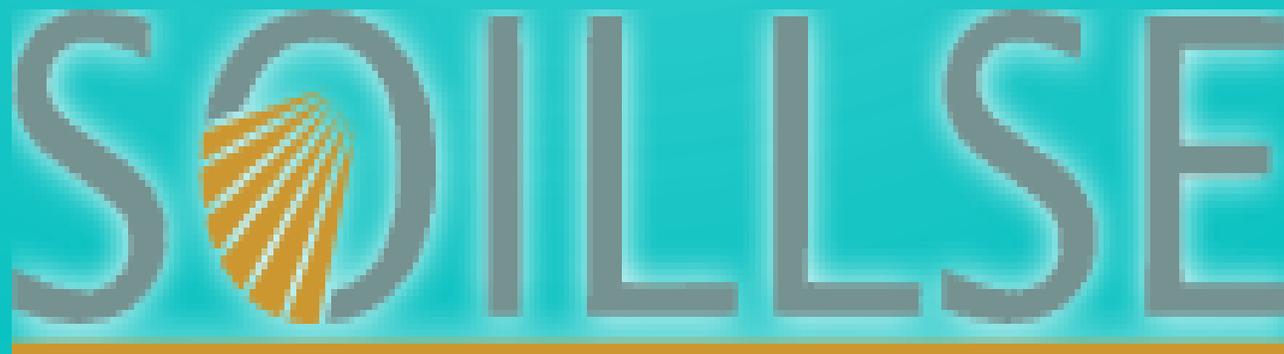
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