

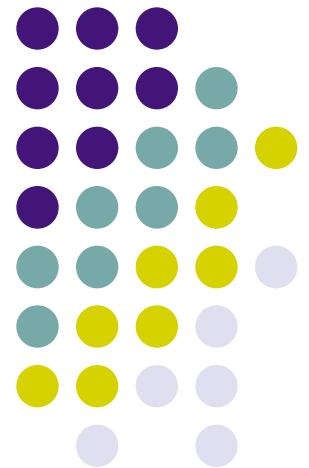
Public Lecture: Multilingualism in Dublin

**Irish Association for Applied
Linguistics (IRAAL) in collaboration
with Dublin City Council**

Pearse Street Library | 9 May 2011

Lorna Carson

Centre for Language and Communication Studies
Trinity College Dublin





Overview of talk

1) Introduction

- IRAAL
- Applied Linguistics

2) Multilingualism as a concept/analysis

3) Multilingualism in Dublin

- Research questions/research context
- Survey of home languages of primary school children, some data
- Filipino community/Nigerian community

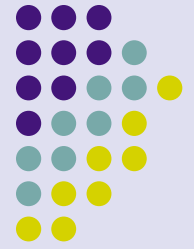
4) Conclusion



IRAAL Who are we?

Irish Association for Applied Linguistics

- **www.iraal.ie**
- **We organise regular evening talks on topical issues in Applied Linguistics and on research**
- **We publish an academic journal *Teanga* and special issue volumes**
- **We organise national and international conferences**
- **We run postgraduate symposia**
- **We collaborate with other European associations and organisations**

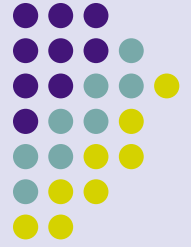


The role of applied linguistics

- An “emerging discipline” (Larsen-Freeman 2000)
- Historical distinction between ‘pure’ disciplines and ‘applied’ disciplines
- Challenges ‘cascade model’ (insights applied top-down, from theory to practice)
- ‘Linguistics Applied’ (Widdowson 1980)

“the theoretical and empirical investigation of real world problems in which language is a central issue”

(Brumfit 1995, p. 27)

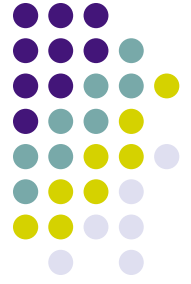


The ‘problem’?

The most fundamental characteristic of the plurilingual city is, of course, the manner in which its constituent languages are managed and refracted by the experience of sharing and suffering from the social organization of city-space. But the city is no mere container, it is not just the theatre within which the main actors of civil society, commerce and governance play their parts. It is itself a crucible of change, for within its rhythms and processes, key patterns of language use, promotion, tolerance and conflict are melded.

In official discourse today, the language mix of residents is expressed less in terms of a series of problems to be overcome, and more as a rich resource potential to be exploited for the corporate benefit of the city. However, it remains true that in cities, as in states, languages in contact tend also to be languages in competition, if not always conflict.

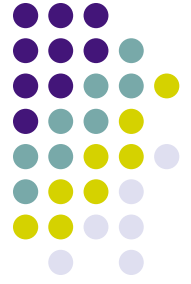
C. Williams (forthcoming), (Ed. R. Clément, University of Ottawa Press)



Section II

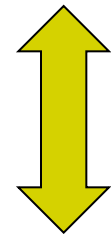
- (a) Multilingualism as a concept
- (b) Investigating multilingualism

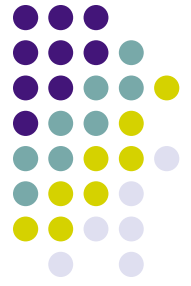
Concept of multilingualism



What does it mean to be ‘multilingual’?

1. Indigeneous multilingualism
2. State/societal multilingualism
3. Individual/internal multilingualism

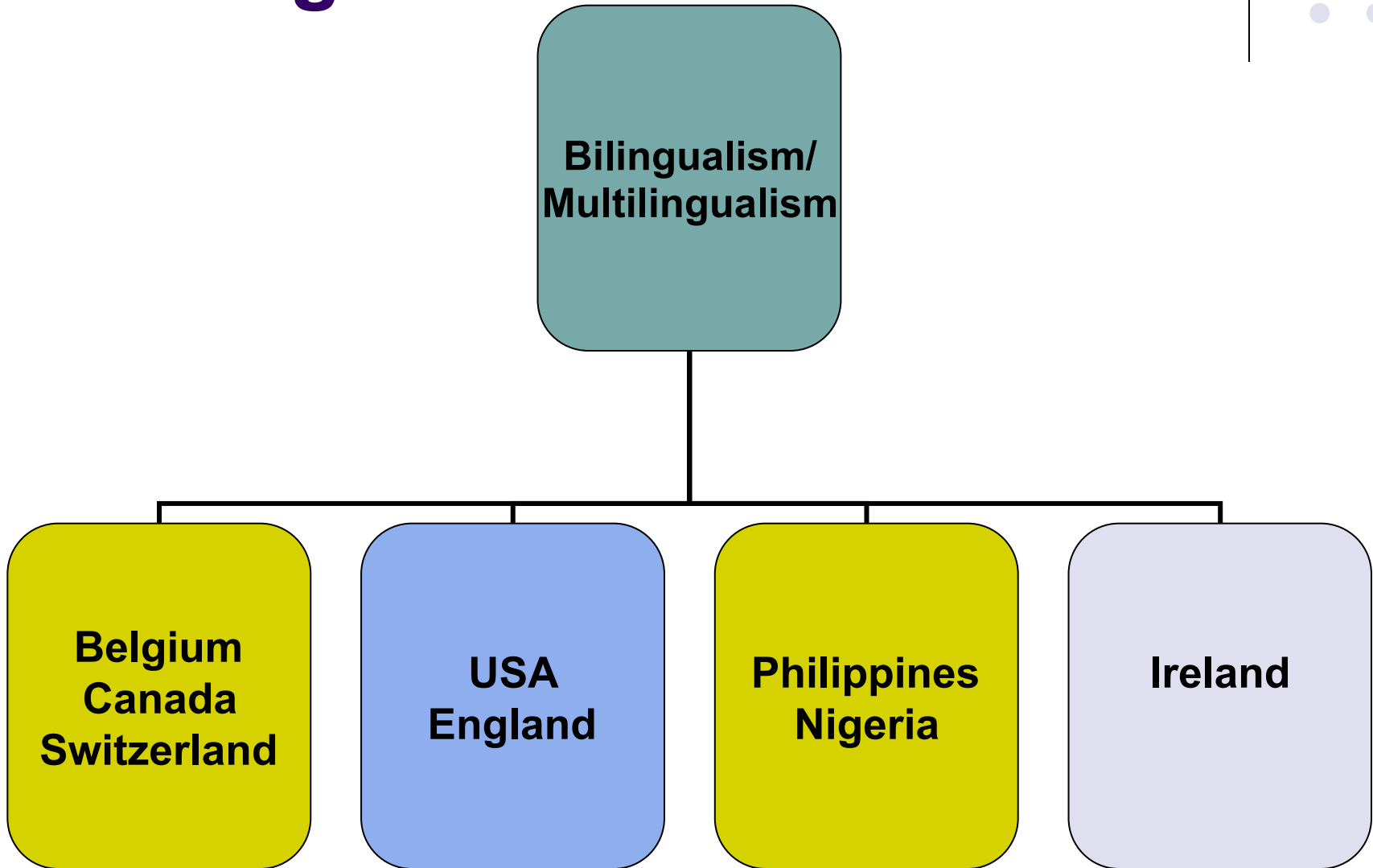
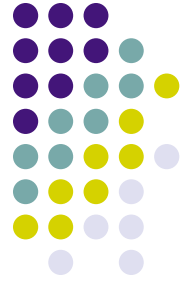




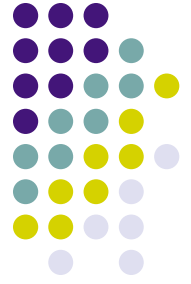
Indigeneous multilingualism

- Most countries in the world are ‘de facto’ multilingual countries (i.e. with many indigeneous language varieties within their borders)
- Very few exceptions: e.g. Iceland, monolingual – one language spoken, no other indigeneous varieties
- Inevitability: some 4,500 – 6000 languages to fit into fewer than 200 countries

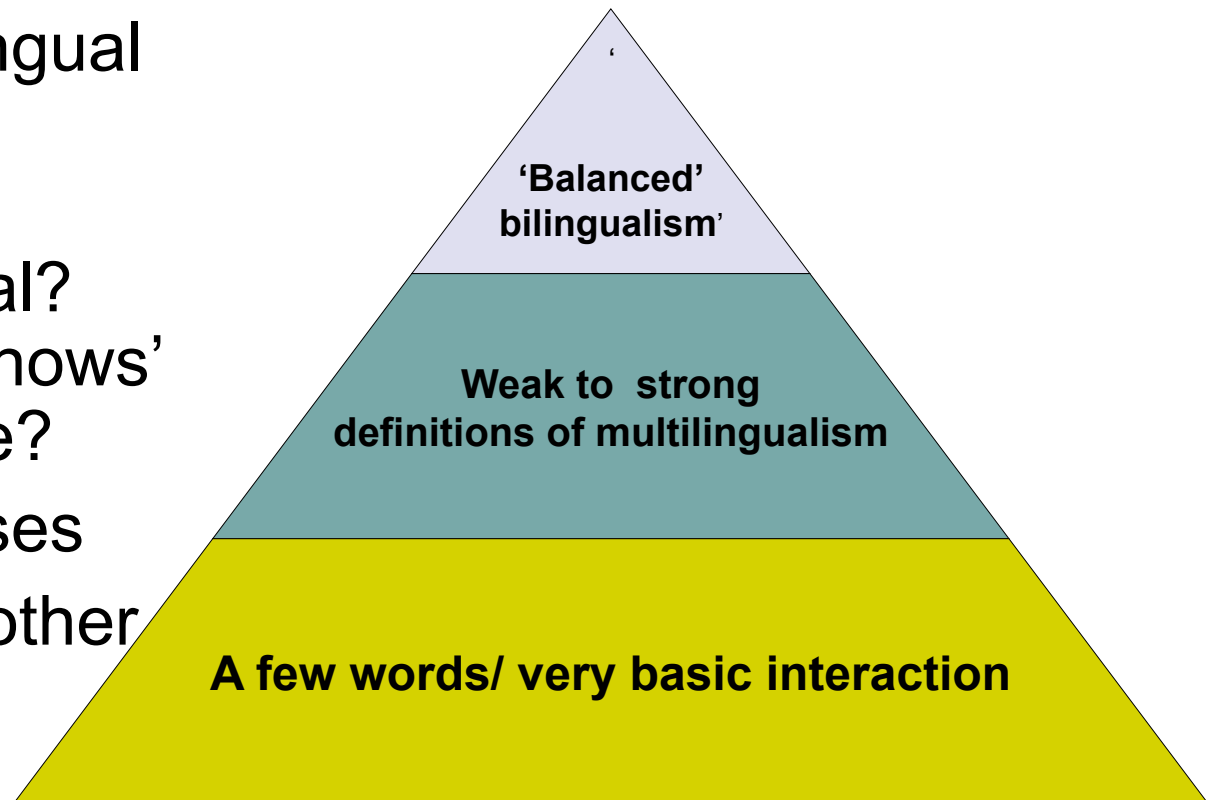
Multilingualism at 'state' level



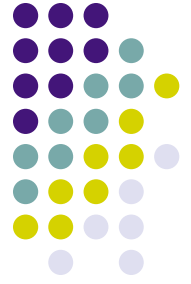
Individual (internal) multilingualism



- Individuals can be monolingual, bilingual or multilingual ('plurilingual')
- Not a monolingual? Someone who 'knows' another language?
- Someone who uses (or can use?) another language in their 'everyday' lives?

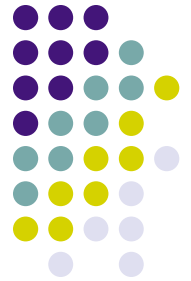


Who speaks which language (to whom and when)?



- Whilst European populations have become increasingly diverse, it's very hard to figure out, for example, how many languages are spoken in a country or city
- Sometimes no data are collected
- Sometimes data only reflect long-term (or legal) residents
- Sometimes the wrong questions are asked

Nationality & Birth Country

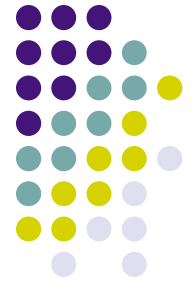


- Does a population census have the answer?
- Usually, censuses ask about nationality and country of birth in attempts to gauge population diversity
- These are objective and easy to establish criteria
- But erode through time – naturalization, double nationalities, boundary changes etc.



Ethnic/cultural background

- 2006 Census of Ireland asked about 'ethnic/cultural background'
- But in fact, a question about race
 - What is your ethnic or cultural background?
 - White
 - Black or Black Irish
 - Asian or Asian Irish
 - Other, including mixed background
- Categories that are used in analysis of census data hide substantial linguistic diversity
- Recording languages spoken provides a means to better understand the diversity of a city.



2011 Census of Ireland

- At last, a language question
- Yet, CSO report on the 2009 pilot of the 2011 census noted that “languages given correlate almost exactly with nationality, raising doubts about the usefulness of capturing such a write-in’ (n.d., p. 12)
- Space to record only one language

Do you speak a language other than English or Irish at home?

Yes/No

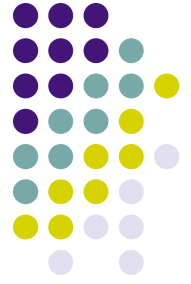
If yes, what is this language?

Home languages in London



- For the first time in 2008 the Annual School Census required all schools to provide pupil information on languages spoken at home
- Analysis of children attending state schools in London
- **Over 300 languages are spoken by London pupils**
- There are **over 40 languages spoken by more than 1,000 pupils**
- **Bengali, Urdu and Somali** are the top three languages spoken in London, other than English
- English has a `doughnut' shaped geographical distribution in London, being the predominant language in most of Outer London
- Languages other than English are more common in Inner London. Most minority languages, such as Bengali, Urdu and Turkish, have one, two or three main clusters, reflected settled immigrant communities
- Other languages, notably Somali, are widely dispersed
- Implications for, e.g. educational & service provision

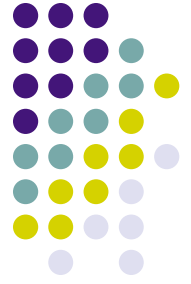
von Ahn, Lupton, Greenwood & Wiggins 2010



Section III

Multilingualism in Dublin

1. Research questions
2. Survey of home languages of primary school children and some data
3. Filipino community/Nigerian community



Research questions

- Which languages are (most) spoken in Dublin city?
- What is the ‘language capital’ of the children in Dublin’s primary schools?
- How multilingual are the next generation of children in Dublin likely to become?
- Is there a tendency for multilingualism to be replaced by monolingualism in English?



Research questions, cont.

- Is there intergenerational transmission of immigrant minority languages in the home? (one of the prerequisites for language maintenance)
- Against what linguistic backdrop might home language instruction in immigrant minority languages develop in Ireland?
- To what degree do different immigrant communities hold their language(s) as a core value of their identity in the context of migration?



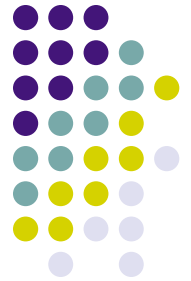
Why ask these questions?

Proponents of mapping diversity

- Social need in areas such as employment, housing, health care, education policies

Opponents of mapping diversity

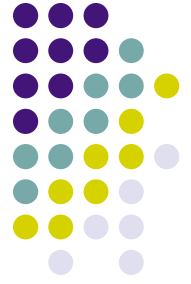
- Risk of misuse, stereotyping, discrimination, racism



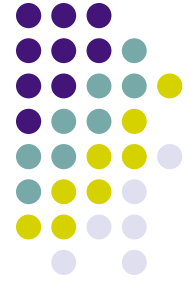
Can be argued that it is not just a question of 'reflecting' reality, but in a way, shaping it: **shaping awareness of and attitudes to multilingualism and 'language capital'**

From an educational perspective, it remains paradoxical that language policies and language planning often occur in the absence of very basic knowledge and empirical facts about multilingualism.

Research context



- Economic boom (Celtic Tiger)
- Immigration outstripped emigration in mid-1990s
- Demand in asylum, from double digits to tens of thousands in under a decade
- ‘Migrant workers’ (EU & non-EU); EU enlargement 2004
- But not the ‘homogeneous’ country that is often described
- Jewish population
- Hungarian, Chilean, Bosnian, Hong Kong, Vietnamese
- Bilingual country Irish (1st official language) + English (societal/indigeneous ML)
- Linguistic landscape – Russian, Polish, Mandarin, Yoruba, Arabic, Tagalog, etc.
- Shifting city landscape observable both in top-down official signage in the civic domain (state agencies) through to entrepreneurial signage



Ireland's historical demographic and migration profile can be fairly described as unique, at least in European terms.

(Mac Éinrí and White, 2008, p. 153)

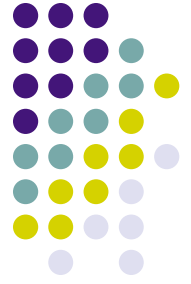


Country of birth Census 2006	Total persons
Total population enumerated on census night	4,239,848
Country other than Irish Republic	601,732
Northern Ireland	50,172
England and Wales	204,746
Scotland	16,863
Poland	63,090
Lithuania	24,808
Other EU	78,810
Other European countries	27,517
USA	25,181
African	42,764
Asia	55,628
Other countries	23,050

2006 Census, top 8 birth countries (in alphabetical order)



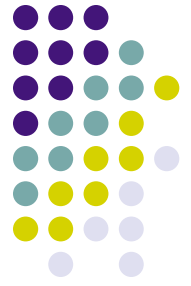
China
Germany* (1255)
Latvia
Lithuania
Nigeria
Poland
UK
USA* (12,168)



Background: primary education in Ireland

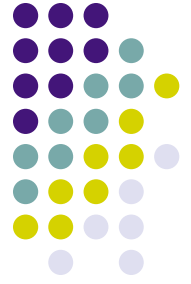
- 10.8% of the overall population aged between 5 and 9 came from a 'non-Irish background' (cf. ethnic and cultural background Q)
- Overall primary school population of 500,000; at least some 50,000 from a LOTE (or 'LOTI') background
- Foreign/second language learning, not part of core primary curriculum (discretionary time can be used)
- Limited English language support for set time period
- No provision for home language instruction, but organised by community, e.g. Russian, Polish, Mandarin, Korean etc.

Diversity in primary population



- Govt press releases refer to 160 nationalities of pupils' families, with pupils speaking 150 languages – but data not publicly available
- Report to Govt Joint Committee by school Principals, some primary schools in west of Dublin, between 87% and 95% of pupils' parents born outside of Ireland
- Demolinguistic diversity differs by geographic area (although migration patterns typically rural + urban rather than exclusively urban)
- Co. Donegal (north west), 69% of pupils without Irish nationality
- Urban – greater absolute numbers; rural, higher percentage.

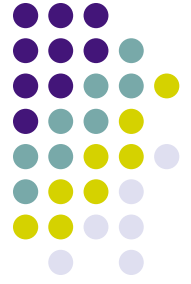
Multilingualism in Dublin study



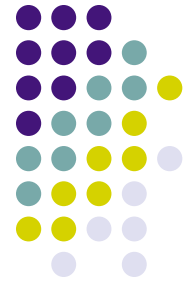
Multilingualism in Dublin: Home language use among primary school children, report on a pilot survey. Carson and Extra, 2010

Grew from the *Multilingual Cities Project* (Extra & Yagmur, 2004)

Aim and rationale of the study



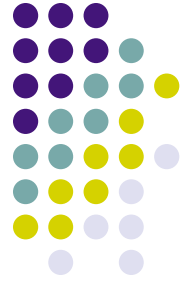
- To collect, analyse and compare basic data on the languages that children use in the home
- Home language use is a much better indicator of belonging than birth country/nationality
- It sheds light on language distribution, and language vitality
- Indispensable for educational planning
- Importance of quashing two-tier multilingualism, and enhancing prestige of all sorts of language proficiency



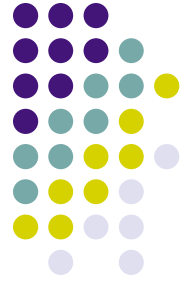
Pilot sample (N = 191)

- Short, comprehensive questionnaire administered (double-sided A4 format)
- Two primary schools outside of main Dublin city district, in Blanchardstown and Blackrock, aged 7-12
- Complexity of Irish primary education sector, no 'typical school'
- First class to sixth class, completed in school time with help of class teachers

Pupil Survey instrument (v.1)



- Country of birth/father/mother
- Ethnicity (10 pre-coded + 1 blank)
- Language Qs (10 pre-coded + 2 blank)
 - Ls used in the home
 - Which L used in home most often
 - Which Ls can you understand/speak/read/write
 - Which L do you usually speak at home to M, F, YB/S, OB/S, GP, BFs?
 - Which L do you speak best?
 - Which L do you like to speak most?
 - Which Ls do you learn at this school
 - Which Ls would you like to learn at school
 - In which Ls do you take classes outside school
 - In which Ls do you watch TV



Some illustrative numbers

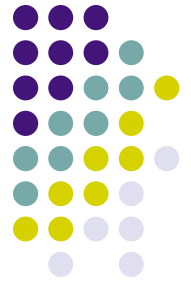
- 33 different home languages in sample of 191 children (3 unknown/illegible responses)
- 27 different ethnicities of children reported
- 34% of children born outside Ireland; 63% fathers; 60% mothers
- Cf. 14.8% total population born outside Ireland, 2006 Census
- 22 birth countries; top 3 birth countries the Philippines, Nigeria and Poland
- Top home languages Tagalog (19), Yoruba (14), French (9), Romanian (9), Urdu (7), Polish (6)



<i>Language</i>	<i>Frequency</i>
English	171
Irish	38
Tagalog	19
Yoruba (Nigeria)	14
French	9
Romanian	9
Urdu	7
Polish	6
Igbo (Nigeria)	4
Lithuanian	4
Malay (Malaysia)	4
Spanish	4
Arabic	3
Bisaya/Visaya (Brunei)	3
Farsi (Iran)	3
Russian	3
Albanian	2



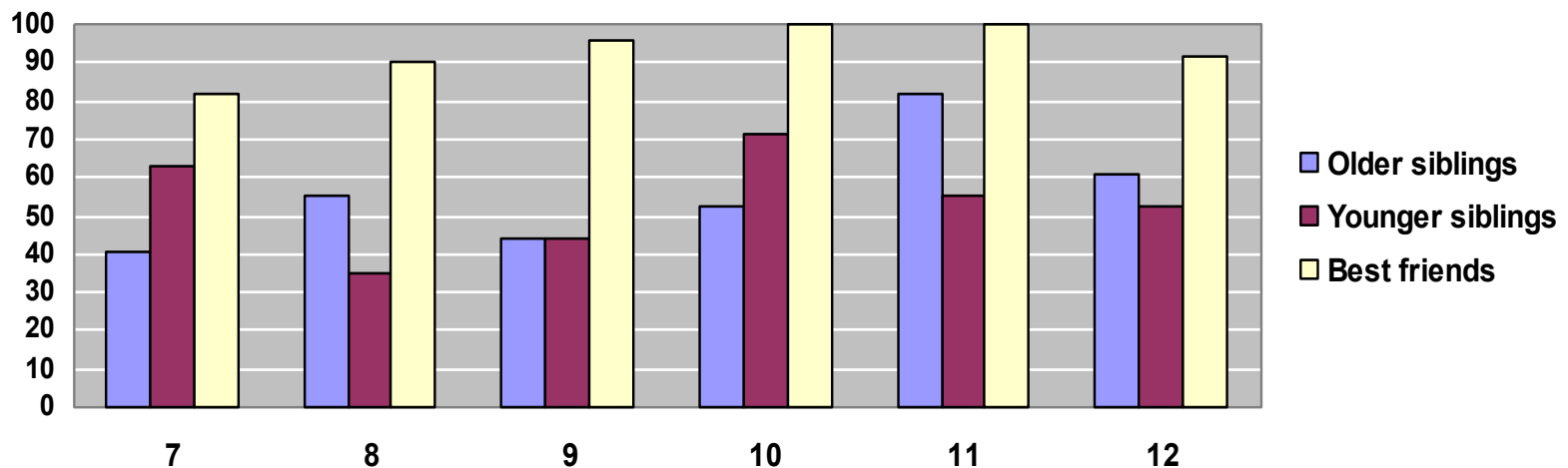
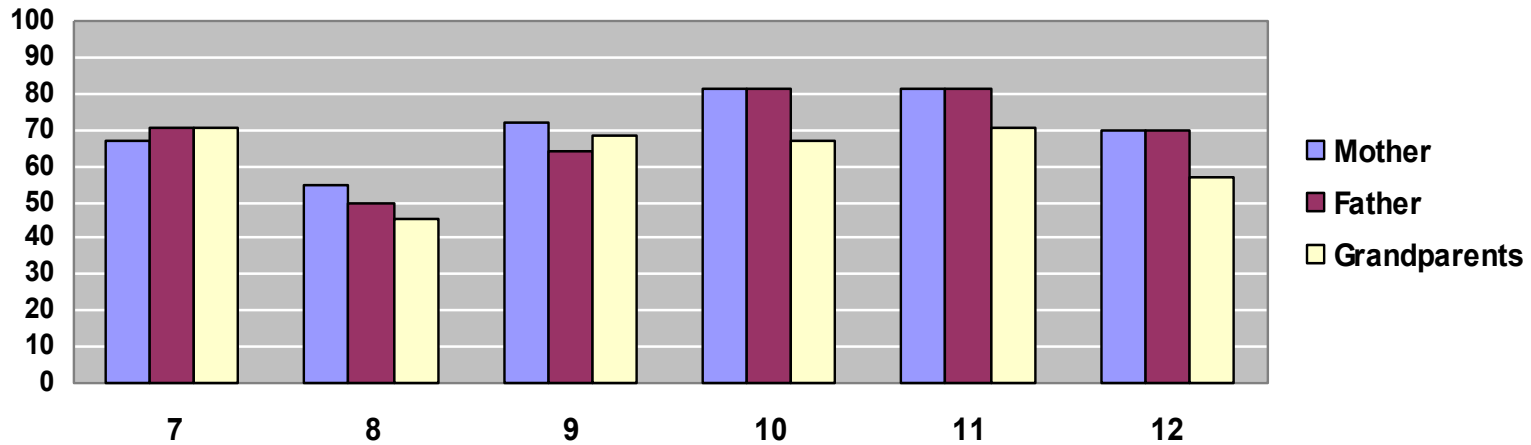
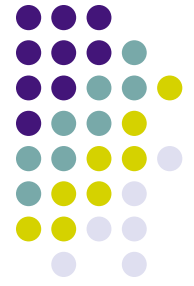
Mandarin	2
Indonesian	2
Moldovian	2
Bulgarian	1
Catalan	1
Dari / Pashto	1
Hindi	1
Igala (Nigeria)	1
Italian	1
Japanese	1
Lingala (Congo)	1
Ukrainian	1
Portuguese	1
Punjabi	1
Czech	1
Swedish	1
Unknown	3



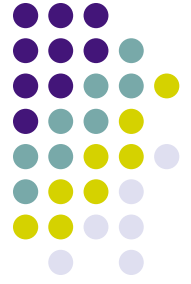
‘English and’ not ‘English or’

- 171/191 children reported use of English at home.
- 62 ‘English only’ homes of 191 responses (32%)
- % of children who spoke English with...
 - Mother/father 55-81%
 - Grandparents 45-80%
 - Older siblings 41-81%
 - Younger siblings 35-71%
 - Best friends 81-100%
- English dominance (*speak most*): 65-95% of age groups
- Preference for English (*like to speak best*): 48-76% of age groups over other languages
- It seems that the shift towards English language use here is located within friendships rather than family connections, where a sizeable proportion of the responses record using a language other than English in a family setting.

Which language do you usually speak at home with...

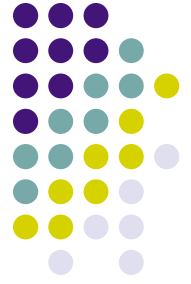


Language classes outside of school (complementary language education)



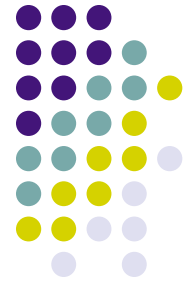
<i>Classes outside school</i>	<i>Frequency</i>
English	73
French	7
Urdu	4
Spanish	3
Arabic	2
Chinese	2
Irish	2
Japanese	2
Malay	2
Dari / Pashto	1
Igbo	1
Lithuanian	1
Moldovian	1
Tagalog	1
Yoruba	1
German	1

Languages learned at this school

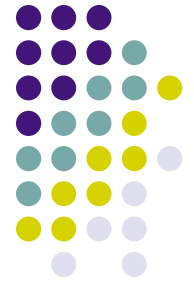


<i>Learn at school</i>	<i>Frequency</i>
Irish	178
French	64
Spanish	20

Which language(s) would you like to learn at this school?

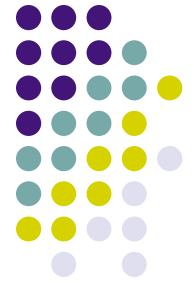


<i>Like to learn</i>	<i>Frequency</i>
Spanish	93
German	34
French	31
Chinese	28
English	16
Irish	16
Polish	12
Yoruba	10
Italian	9
Russian	8
Igbo	7
Latvian	5
Japanese	4
Lithuanian	3
Portuguese	2
Tagalog	2
Albanian	1
Hindi	1



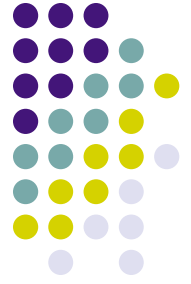
Filipino community

- Filipino community, some 10,000 according to 2006 Census; 8th most frequent birth country
- Immigration to Ireland from Philippines well-documented
- One in two working visas between 2000-2006 for non-EU nurses were issued to nurses from the Philippines
- Working visa scheme at time also allowed for family reunification; Clusters around hospitals
- Second most frequent reported ethnicity with 21 children out of 96 who reported their ethnicity as other than Irish; second most frequent birth country in our survey for child, F + M
- Third most frequent home language after ENG + IRE (19 children); used alongside ENG (171/191)
- The Philippines – officially bilingual Filipino/English
- Some 175 indigeneous language varieties
- Survey reported on Tagalog but no other Filipino language varieties



Nigerian community

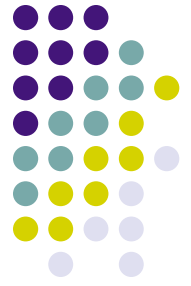
- Nigeria 4th of 20 top birth countries in 2006 Irish census
- 2006 census, some 17,000 people recorded Nigerian nationality
- Third highest birth country in our survey after Ireland and the Philippines (9 children, 14% of children born outside Ireland)
- Nigeria has 9 official languages (Edo, Efik, Adamawa Fulfulde, Hausa, Idoma, Igbo, Central Kanuri, Yoruba, English)
- Some 500 indigeneous language varieties
- Two precoded language varieties were included in survey to reflect largest Nigerian communities in Nigeria + Ireland: Yoruba (est. 77% of Nigerians in Ireland) and Igbo (Ibo) (est. 12%, Komolafe 2002). One child also recorded Igala
- 14 children reported on Yoruba as a home language; 4 children reported on Igbo.



Section IV

Summary and conclusion

Next steps

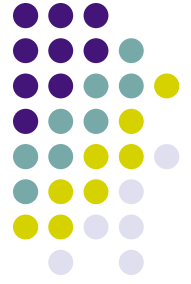


- Dublin - city of significant linguistic diversity, worth investigating in greater detail
- Project expansion, plans to survey 41,000 primary school pupils in Dublin city school district
- Aiming for 80% response rate (cf. 2004 survey, population sizes of 11,500 – 202,000, and response rates of 15% - 90%)



Conclusion

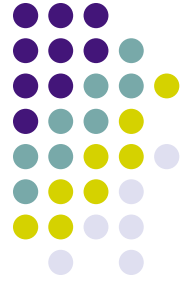
- **IRAAL/Applied Linguistics**
- **Multilingualism as a concept/analysis**
- **Multilingualism in Dublin**
 - **Research questions/research context**
 - **Survey of home languages of primary school children and some data**
 - **Filipino community/Nigerian community**



The challenge

[...] in Carson and Extra's (2010) [...] study, based on the repertoire of languages which characterise children engaged in primary education, **it is evident that Dublin, and indeed the Irish government, will face significant challenges if they are to construct policies appropriate to the management of the city's new found common wealth of language and cultural capital.**

Williams, forthcoming
(in Ed. R. Clément, University of Ottawa Press)



Thank you!

(References are at the 'notes' section at the bottom of relevant slides).