



WALTER BENJAMIN KOLLEG



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**UNIVERSITÄT  
BERN**

**CSLS SUMMER SCHOOL 2017**

# **LANGUAGE AND MIGRATION**

**June 12 - 16, 2017**

**Hotel Alfa Soleil Kandersteg, Switzerland**

**Center for the Study of Language and Society | CSLS  
Walter Benjamin Kolleg**

**University of Bern**

# **ABSTRACTS**

## Summer School “Language and Migration”

12-16 June 2017, Kandersteg

### Lectures

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*The Pictures in Our Heads: UK Press Coverage of Migration and Why It Matters for Public Perceptions*

William Allen (University of Oxford)

Thursday 15 June 2017, 11:00 - 12:30

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*Multilingualism in the Social Media: The refugee experience as reflected in linguistic choices on Facebook*

Penelope Gardner-Chloros (Birkbeck, University of London), L. McEntee-Atalianis, & M. Ateeq

Tuesday 13 June 2017, 09:00 - 10:30

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The lecture will first consider the range of linguistic issues which are implicated in the refugee crisis. Secondly, it will review recent work on the sociolinguistics of the social media, with an emphasis on the online creation of identities, on multilingualism and translanguaging and on the crossover between the two.

We will then examine a body of data from the FB posts of Syrian refugees in the UK with particular emphasis on their code-switching and translanguaging practices. We will argue that the multilingual practices found fulfil a range of functions, many of which correspond with those found for spoken and written code-switching in other contexts. We will show how the practices of this particular group reflect and create a new set of identities specific to them. As such this material reinforces and complements other sources of data about the linguistic and identity-related issues which such groups face.

**Penelope Gardner-Chloros** is Professor of Sociolinguistics and Language Contact at Birkbeck, University of London. She has published extensively on multilingualism and code-switching and is the author of a book of this name (CUP 2009). She recently completed a project comparing developments in young people's language in London and Paris, and has plans to do further research on bilingualism among artists.

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*Researching Multilingually: Issues and Challenges*

Robert Gibb (University of Glasgow)

Friday 16 June 2017, 11:00 - 12:30

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Summary: This workshop is intended to be an opportunity for participants to explore some of the issues and challenges that can arise when more than one language is involved in a research project about 'language and migration'. Drawing on the work of Holmes et al (2013), it will invite participants to reflect on the theme of 'researching multilingually', and to discuss this in relation to their own proposed, ongoing or previous research. What choices have participants made in relation to the use of different languages at various stages of their research, e.g. research design, literature reviews, consent procedures, data generation and analysis, and dissemination? What kinds of interpretation and translation practices have they adopted in the course of their research? To what extent have their 'researching multilingually' practices been facilitated or constrained by institutional policies and practices?

Preparation: Participants are asked to read the Holmes et al (2013) article, and one or both of the other two articles listed below, before the workshop, and to identify issues related to the theme of 'researching multilingually' that have arisen (or are likely to arise) in their own work. At the start of the workshop, participants will be asked to indicate which issues they particularly wish to examine, and these will then be explored first in small groups and then in plenary discussion.

Preparatory Readings:

Holmes, P., Fay, R., Andrews, J. and Attia, M. (2013) Researching multilingually: New theoretical and methodological directions. *International Journal of Applied Linguistics* 23 (3), 285-299.

Gibb, R. and Danero Iglesias, J. (2017) Breaking the silence (again): On language learning and levels of fluency in ethnographic research. *The Sociological Review* 65 (1), 134-149.  
<http://journals.sagepub.com/doi/full/10.1111/1467-954X.12389>

Tremlett, A. (2009) Claims of 'knowing' in ethnography: realising anti-essentialism through a critical reflection on language acquisition in fieldwork. *Graduate Journal of Social Science* 6 (3), 63-85.  
<http://www.gjss.org/content/claims-'knowing'-ethnography-realising-anti-essentialism-through-critical-reflection>

**Robert Gibb** was trained in the disciplines of social anthropology and sociology and now works in the School of Social and Political Sciences at the University of Glasgow in Scotland. His doctoral research was an ethnographic study of a French anti-racist organisation, and more recently he has conducted anthropological research on asylum procedures in France and Bulgaria as part

of collaborative research projects financed by the UK Arts and Humanities Research Council (AHRC).

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*Linguistic and Cultural Alignments in Multilingual Institutional Talk*

Marta Kirilova (University of Copenhagen)

Thursday 15 June 2017, 09:00 - 10:30

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Migration and mobility around the world has led to educational models that promote work-related language learning and employability. Although many L2 programmes aim at facilitating a near-native level of linguistic competence, the need for L2 proficiency varies according to the type of job and the local context. Studies on workplace interaction have suggested that speaking the local language fluently is less important for migrant workers than orientation to local cultural norms (Kirilova 2014).

In this talk, I present and discuss examples from job interviews between first and second language speakers of Danish with focus on language, culture and ideology. I am particularly interested in speech formulae (or chunks like 'what's up' or 'that's my girl'). Chunks are described in SLA studies as stable lexical units that require phonetic and grammatical accuracy and precise pragmatic use to be recognized as formulae. However, it has been argued that formulae may function independently as 'zones of safety' (Boers et al 2006), 'islands of reliability' (Dechert 1984) or code-switching strategies in less well-developed L2 speech. Interactional studies suggest that formulae allow speakers to focus on the social (as opposed to the linguistic) aspects of a situation. For example, use of formulae signals affiliation to the target language and paves the way for negotiating co-membership and interpersonal involvement (Tannen 1989).

At the workshop we discuss examples of job interviews to explore the socio-pragmatic function of formulaicity. I propose that use of formulae helps L2 speakers to co-construct environments of shared norms and values and at the same time highlight the linguistic and cultural belonging to the target context. Studying formulaic speech from a socio-pragmatic perspective provides new insights into the complex relation between language and culture, not only in workplace interaction, but also in terms of understanding language and migration today.

**Marta Kirilova** is a research associate at the Center for Internationalisation and Parallel Language Use and the Department of Nordic Studies and Linguistics at the University of Copenhagen. Her previous research has mainly been in the fields of multilingualism, language policy, language ideology and institutional gatekeeping encounters. In her current research Marta Kirilova looks at the processes of linguistic and cultural 'fitting in' at multilingual workplaces (particularly during recruitment and phase-in). She is also interested in how

norms and ideologies influence integration of refugees and migrants in different European contexts.

Recent publications:

Kirilova, M. (2017). Oh it's a DANISH boyfriend you've got'- co-membership and cultural fluency in job interviews with minority background applicants in Denmark. In J. Angouri, M. Marra & J. Holmes: Negotiating boundaries at work, Edinburgh University Press.

Kirilova, M., & Angouri, J. (2017). Workplace Communication Practices and Policies. In S. Canagarajah (Ed.), The Routledge Handbook of Migration and Language, pp. 540-557. Routledge.

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*The Italian Brain Drain: A Sociolinguistic Phenomenon*

Silvia Natale (University of Bern)

Thursday 15 June 2017, 16:30 - 18:00

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*Wer oder was ist eigentlich ein Flüchtling? Perspektiven auf Migration aus linguistischer Sicht*

Thomas Niehr (RWTH Aachen University)

Wednesday 14 June 2017, 09:00 - 10:30

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*You're talking to a person that couldn't learn a foreign language if her life depended on it: Language, migration, and language regard*

Dennis Preston (Oklahoma State University / University of Wisconsin)

Friday 16 June 2017, 9:00 - 10:30

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Summary: The public and official conversations surrounding language and immigration often focus on two questions:

- 1) How can immigrants be incorporated culturally and linguistically into their new environment most effectively?
- 2) How can language be used effectively to screen asylum seekers who lack documentation?

This presentation will concern both these questions and some other related ones from the point of view of language regard, the subfield of general linguistics that incorporates folk linguistics, language ideology, and language attitudes. Both questions, however, are most often only considered from what one might call technical perspectives — the first from that of second language teaching and learning scholars and the second from that of area language specialists, the latter often with the support of native speakers. I will show how language regard features may subvert the best intentions in both these important concerns, focusing on the important mismatches between nonlinguists' deeply-held convictions about the identity, structure, status, and uses of human language and the professional assessment of the same areas.

**Dennis R. Preston** (Regents Professor, Oklahoma State University and University Distinguished Professor Emeritus, Michigan State University; Ph.D., University of Wisconsin-Madison) has been visiting professor at the Universities of Indiana Southeast, SUNY Oswego, Hawaii, Arizona, Michigan, Copenhagen, Berkeley, Colorado, and Chicago and Fulbright Senior Researcher in Poland and Brazil; he is currently Co-Director of the Center for Oklahoma Studies at Oklahoma State University and Director of RODEO (Research on the Dialects of English in Oklahoma). He was Co-Director of the 1990 Teachers of English as a Second Language (TESOL) Institute and Director of the 2003 Linguistic Society of America Institute, both at Michigan State. He was President of the American Dialect Society (2001-02) and has served on the Executive Boards of that society, the International Conference on Methods in Dialectology, *New Ways of Analyzing Variation*, and the Linguistic Society of America, as well as the editorial boards of *Language, Impact, International Journal of Applied Linguistics, Kwartalnik Filologiczny, Journal of Sociolinguistics, Compass, Language and Immigration*, and others and as a reader and evaluator for numerous publishers, universities, and granting agencies. His work focuses on sociolinguistics and dialectology, particularly the revitalization of folk linguistics and perceptual dialectology and variationist accounts of second language acquisition. He has directed four NSF grants, two in folk linguistics and two in language variation and change and is a member of the International Advisory Committee for the LANCHART (Language Change in Real Time) project at the University of Copenhagen and the sociolinguistic survey of Helsinki as well as others. He is invited frequently for presentations in both academic and popular venues. His major book-length publications include *Sociolinguistics and second language acquisition* (1989), *A handbook of perceptual dialectology I* (1999); with Daniel Long, *A handbook of perceptual dialectology II* (2002); with Nancy Niedzielski, *Folk linguistics* (2003), *Needed research in American dialects* (2003); with Brian Joseph and Carol G. Preston, *Linguistic diversity in Michigan and Ohio* (2005); with James Stanford, *Variation in indigenous languages* (2009); with Nancy Niedzielski, *A reader in sociophonetics* (2010), and, with Alexei Prihodkine, *Responses to language varieties* (2015). With Bill Labov, he is editor of the Cambridge University Press web-based *Journal of Linguistic Geography*. He is Erskine Fellow of the University of Canterbury (New Zealand), a fellow of the Japan Society for the Promotion of Science and the

Linguistic Society of America. He was awarded the Officer's Cross of the Order of Merit of the Polish Republic in 2004 and is a recipient of the University Distinguished Faculty Award and the Paul Varg Alumni Award of the College of Arts and Letters, both at Michigan State.

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*Multilingual Language Practice and Language Attitudes*

Claudio Scarvaglieri (University of Basel)

Monday 12 June 2017, 16:30 - 18:00

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*Translanguaging in Pedagogy: Multilingual Realities in Migrant Language Education*

James Simpson (University of Leeds)

Monday 12 June 2017, 14:15 - 15:45

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Multilingual people in migration contexts typically translanguage as a matter of course, drawing upon a multilingual repertoire as appropriate for a particular situation. The main or dominant language of the country is part of that repertoire, but might not always be the most important language needed in social or work life. At the same time, in national policy circles and in educational practice across the post-industrial global north, access to the dominant language is regarded as the sine qua non of integration and little attention is paid to students' multilingual language resources.

In this workshop we will begin by examining data from a large study of urban multilingualism, the AHRC-funded Translation and Translanguaging (TLang) project, looking at salient aspects of language use and meaning-making in work, social and home settings in Leeds, in the North of England. In the discussion we can consider examples of translanguaging in pedagogy from a variety of educational contexts, designed to enable an extensive range of students' communicative repertoires to be brought into education as resources for meaning-making, for the expression of identity, and for engendering a sense of belonging. To end we can discuss implications for language education policy practice in other contexts.

**James Simpson** is a Senior Lecturer in Language Education at the School of Education, University of Leeds, UK, where he has worked since 2004 and where he leads the Language Education academic group. His current main research interests are urban multilingualism and the teaching and learning of English for multilingual students in migration contexts. He is the co-author of *ESOL: A Critical Guide* (OUP, 2008, with Melanie Cooke), the editor of *The*

Routledge Handbook of Applied Linguistics (2011), and the co-editor of Adult Language Education and Migration: Challenging Agendas in Policy and Practice (Routledge, 2015, with Anne Whiteside). He has published papers in Applied Linguistics, TESOL Quarterly, Language and Education, Linguistics and Education and Discourse Studies, among others, and chapters in around a dozen edited collections. He has also published widely in the popular press, practitioner-focused journals and electronic media, and is the founder and manager of an active discussion forum, ESOL-Research. With colleagues, he is currently working on a large AHRC-funded project 'Translation and translanguaging: Investigating linguistic and cultural transformations in superdiverse wards in four UK cities' (2014-2018). He also chairs the Migrant English Support Hub (MESH), a consortium dedicated to the local coordination of English language provision for adult migrants in Leeds.

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*Language Acquisition in Migration Settings*

Constanze Vorweg (University of Bern)

Tuesday 13 June 2017, 16:30 - 18:00

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*Multilingual Corpora – Planning, Creating, Managing, Analyzing*

Kai Wörner (University of Hamburg)

Tuesday 13 June 2017, 11:00 - 12:30

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## PhD Presentations

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**Anna Gallo, University of Naples “Federico II” / University of Bern**

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*“Oh no I’m not English I’m actually Italian”: Language and Identity within an Italian Community in the South West of England*

Language is a social fact and as such it is inherently variable as it mirrors society and its changes. In this respect, mass mobility has had a huge impact on language practices and identity definition, particularly when considering the unprecedented post-WWII chain migrations.

As language and identity are strongly intertwined, individuals are likely to adopt linguistic features to index their identities to express distance from or closeness to other people, self-consciously, strategically or as a habit. Identity is by no means stable, it is negotiated when we speak, thus positioning ourselves and others interactively via language devices. This is particularly significant in language-contact and migration contexts, where “mixed identities” (Gardner-Chloros 2007) are likely to arise. Previous literature has variously demonstrated that ethnolinguistic vitality (Gorter 2006) as well as ethnic orientation, social networks and the strength of transnational ties may have an impact on the maintenance and shift of heritage languages, on the adoption of local norms and ethnic markers.

Yet, despite displacement and diaspora, linguistic variation amongst White groups has rarely been seen as ethnic (Wagner 2014:79). Therefore, this paper addresses the specific case of Anglo-Italians in the UK, which, unlike in the U.S., Canada and Australia, are still under-researched. In general, sociolinguistic research has left aside the South West of England and, particularly, the city of Bristol, although it has been affected by significant migration influxes, amongst which Italian waves, especially after WWII (Bottignolo 1985).

As part of my ongoing doctoral research, the present talk provides some preliminary insights into social and language practices among Italians in Bristol (Bristolians). In particular, investigating the functions of code-mixing helps identify how Italianness and/or Englishness are conveyed in discourse, with speakers’ ability of switching probably depending “on the valued symbolic capital at play within the worlds” (Giampapa 2004:215). This analysis shows, therefore, how languages and cultures interact, how Italianness is expressed in discourse, also considering Bourdieu’s “embodiment of identity”. Drawing on a corpus consisting of 2nd and 3rd generation informants, this paper provides

both qualitative and quantitative data, collected by means of interviews, questionnaires and ethnographic observation.

Overall, Italian families all seem likely to experience language shift in the span of three generations (Boberg 2014). However, being heterogeneous, 2nd and 3rd generations are expected to show an orientation towards mixing codes based on their social practices and ethnic attitude.

### *References*

Boberg, C. 2014. *Ethnic divergence in Montreal English*. *The Canadian Journal of Linguistics/La revue canadienne de linguistique* 59, 1, 55-82.

Bottignolo, B. 1985. *Without a bell tower. A study of the Italian immigration in South West England*. Roma: Centro Studi Emigrazione.

Gardner-Chloros, P. 2007. *European Immigrant Languages*. In D. Britain (eds.) *Language in the British Isles*. Cambridge: Cambridge University Press, 325-340.

Giampapa, F. 2004. *The Politics of Identity, Representation and the Discourses of Self-Identification: Negotiating the periphery and the center*. In Pavlenko, A. and Blackledge A. (eds.) *Negotiation of Identities in Multilingual Contexts*. Clevedon: Multilingual Matters.

Gorter, D. 2006. *Minorities and Language*. In K. Brown (ed.) *Encyclopedia of Language and Linguistics*. 2nd Ed. Oxford: Elsevier, 156-159.

Wagner, S. 2014. *Linguistic correlates of Irish-American and Italian-American ethnicity in high school and beyond*. *Language & Communication* 35, 75-87.

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**Manar Halwani, Umeå University**

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*Capturing Language Learning Identity and Motivation among Immigrant Doctors*

The purpose of this study is to understand immigrant doctors' investment in learning the language of their new country, and how this affects their literacy development. Understanding this investment has implications for the development and implementation of policy and practice that support the linguistic integration of adult migrant doctors. In Sweden, the setting of this study, research has focused on cognitive linguistic issues (e.g. Lindberg, 1995), social integration (e.g. Norberg, 2000; Rosen & Bagga-Gupta, 2013), literacy (e.g. Elmeroth, 2003), and opportunities for learning in classroom (Majlesi, 2014). The sociocognitive mechanism of the learner's drive to learn the language of the new country, specifically in terms of learning identity and motivation is, however, little researched. Immigrants often imagine a better

future with investment within a community, yet frequently they experience unequal power relations and experience language learning difficulties. Yet as the OECD (2014) pointed out: If they are effectively integrated, migrants can represent an important resource to support economic growth. For example, close to 24% of doctors practicing in Sweden were trained abroad – an increase of 10 percentage points in the last ten years. A key factor is language ability, here having advanced Swedish language skills. Motivation to achieve this language skill is mediated by learner investment connected to identity construction and future desires (Norton 2013), and in relation to their understanding of how language skills will increase the value of their cultural capital (Bourdieu and Passeron, 1977) or useful exchange. Further, such investments may play a powerful facilitating or hindering role in the acquisition of new literacies (Angelil-Carter 1997).

This study aims to understand the notion of language investment as a complement to the construct of motivation. Following a Swedish language class for immigrant doctors, I will capture their language learning identity and motivation as indicators of language investment using a range of data collection approaches. As advanced Swedish language skills represent a means towards economic independence, access to higher education, acceptance in the public world, and an escape from the sense of being marginalized, these are potential aspects of language investment of interest to my study. By capturing language learning identity and motivation among immigrant doctors, I will also investigate whether the Swedish language course for immigrant doctors confirms these investments and supports a “determined goal” for the long-term language learning behaviour (Dörnyei 2016).

### *References*

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- Bourdieu, P and Passeron, J. (1977) *Reproduction in Education, Society and Culture*. London: Sage Publication
- Dörnyei, Z, Henry, A. & Muir, CH. (2016) *Motivational Currents in Language Learning: Frameworks for Focused Interventions*. New York: Routledge
- Elmeroth, E. (2003) *From Refugee Camp to Solitary Confinement: Illiterate Adults Learn Swedish as a Second Language*. Scandinavian Journal of Educational Research. 47: 4, 431-449
- Lindberg, I. (1995) *Second Language Discourse and out of Classrooms: Studies of Learner Discourse in the Acquisition of Swedish as a Second Language in Educational Contexts*. PhD. Diss. Center for Research on Bilingualism. Stockholm University.
- Majlesi, A. R. (2014) *Learnables in Action: The Embodied Achievement of Opportunities for Teaching and Learning in Swedish as a Second Language Classrooms*. PhD. Diss. Linköping University

Norberg, K. (2000) *Intercultural Education and Teacher Education in Sweden. Teaching and Teacher Education*, 16, 511-519

Norton, B. (2013) *Identity and Language Learning: Extending the Conversation*. 2nd ed. Bristol: Multilingual Matters

OECD. (2014) *Finding the Way: A Discussion of the Swedish Migrant Integration System*.

Rosén, S. K. & Bagg-Guptas, S. (2013) *Shifting Identity Positions in the Development of Language Education for Immigrants: An Analysis of Discourse Association with Swedish for Immigrants*. *Language, Culture and Curriculum* 26:1, 68-88

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**Robine Kellerhals, Universität Bern**

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*Soziolinguistische Betrachtung der karinischen Jugendsprache*

Die Präsentation der Projektskizze der Dissertation zur soziolinguistischen Betrachtung der karinischen Jugendsprache setzt sich aus zwei Hauptteilen zusammen: Der theoretische Rahmen beinhaltet Begriffsklärungen und mit dem Hauptthema verbundene Forschungsbereiche sowie Literatur. Der praktisch orientierte zweite Teil beschreibt mögliche Methodik, die geplante Feldforschung und die angedachte Analyse des gesammelten Materials.

Der theoretische Teil setzt sich kritisch mit den Begriffen „Jugend“ und „Jugendsprache“ sowie deren Bedeutung in der Soziolinguistik auseinander. Des Weiteren wird auf die Frage der Anwendung und (eventueller) Anpassung dieser Konzepte im ägyptischen respektive karinischen Kontext eingegangen. Die anschliessend aufgegriffenen Forschungsbereiche spielen in Bezug auf die soziolinguistische Betrachtung der karinischen Jugendsprache eine wichtige Rolle und werden daher kurz dargestellt: Dies sind einerseits das Verhältnis von Jugendsprache und Standardsprache und die Einordnung der Jugendsprache in das vorherrschende Feld der Diglossie (Hocharabisch und Ägyptischarabisch), andererseits die (positive und/oder negative) Bedeutung der Jugendsprache für Sprachwandel, wobei auch der Einfluss von Sprachpolitik und der Medien auf die Jugendsprache eine zentrale Rolle spielen. Abschliessend werden die Motivation für den Gebrauch von Jugendsprache sowie deren verschiedene mögliche Funktionen im Allgemeinen diskutiert.

Im zweiten praktischen Teil steht die Feldforschung im Zentrum mit möglichem methodischen Vorgehen, also möglichen anzuwendenden Methoden verschiedener Disziplinen. Fragestellung sowie Hypothesen werden dargestellt um anschliessend anhand verschiedener Analysekatogorien bezüglich der

Spezifika der Jugendsprache und Arten der Veränderung, die im Sprachgebrauch junger Menschen in Kairo beobachtet werden können, einige Beispiele aufzuzeigen.

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**Eva Kuske, Universität Bern**

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*“I don’t know, I think we’re just becoming - you know - we’re Americans, basically.” - The influence of Language Contact on Guam English*

In my paper, I discuss how language contact between indigenous people and migrant American mainlanders has influenced the diachronic development of Guam English (GE). The island located in the North Western Pacific has been under (almost) continuous American rule for the past 100 years. As a result, the indigenous people have undergone a shift from speaking Chamorro as a first language to a mostly monolingual generation of English speakers in the time period of only a few generations. Kehoe (1975) pins the change in the inhabitants’ first language down to the post WWII generation that decided to raise its children in English. Barusch and Spaulding (1989) state that “during the last 40 years, the U.S. territory of Guam has undergone rapid modernization, accompanied by a deliberate attempt to "Americanize" its population. This effort was successful in producing a generation of young people who share American ideals and aspire to an American life style” (p. 61).

Although the American influence on the island has been well documented, no research describes the influence of these changes on GE. The changes are mirrored in the inhabitants’ dialect as the older generations speak English as a second language and the younger generations have moved towards a monolingual language culture that reflects the heavy American influence on the island. Analyzing the full vowel system of a corpus of GE speakers, I will demonstrate the systematic realignment over time to show evidence of a developing orientation towards American English. The dataset includes recordings of approximately 60 minute long sociolinguistic interviews with representative speakers of GE. Younger speakers show vowel plots that are similar to those of General American English speakers, whereas older speakers still show a heavy influence of the substrate language in their vowel system.

#### *References*

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Kehoe, M. (1975, March). *Language and politics in Guam and Micronesia*. Paper presented at the IESOL Conference, Los Angeles, California.

*The Impact of Language on the Choice of Ethnic Identity: A Case Study of Migrants to Rural Areas in Nigeria*

Language serves not only as a means of communication among people within a particular sub-group or society but also as a symbol of ethnic identity through which the speakers are identified. One major problem facing minority languages in multilingual societies is the kind of status assigned to them a factor which also affects the perception and attitude of their speakers towards their ethnic identity especially if speakers of such minority languages are migrants who speak a non-native language to the region where they migrated.

This study investigates the attitude of speakers of Èbìrà and Ìdomà (two languages spoken in north-central Nigeria) who migrated to Epòró Èkìtì (a rural settlement in south-west Nigeria where Èkìtì dialect of Yorùbá is the major means of communication) towards their languages and their perception about their ethnic identity in their new settlement. The data were collected from 100 subjects, fifty native speakers of Èbìrà and Ìdomà each who migrated to Epòró and now speak Epòró dialect fluently. They were between thirty and fifty years old and had lived in Epòró between fifteen and twenty-five years when the data were collected.

Findings revealed that 90% of the subjects prefer to speak Epòró dialect which is the major means of communication in their new settlement as against their native dialects of Èbìrà and Ìdomà. It was also discovered that their preference for Epòró dialect has also affected their choice of ethnic identity where 75% of the subjects now claim to be Èkìtì (an ethnic group in the Yorùbá region of southwest Nigeria). Furthermore, it was discovered that though the subjects still speak their native languages and were also conscious of their original ethnic identities, the dominance of Èkìtì as a means of communication has influenced them not only linguistically but ethnically where they now prefer to be seen as Èkìtì and not Èbìrà and Ìdomà. Ultimately, it was the subjects' ability to speak Èkìtì dialect in a rural environment where the dominant ethnic group is Èkìtì that influenced their choice of ethnic identity which according to them gives them a full sense of belonging. This study confirms that the choice of ethnic identity among minority languages speakers could be influenced by the language of the dominant ethnic group within the speech community.