

Cross-Language Dynamics **OWRI**



International Workshop

Urban Multilingualism in Contemporary Moscow & Dushanbe

A collaboration between the 'Multilingual Moscow' project (Higher School of Economics), the OWRI 'Cross-Language Dynamics: Reshaping Community' Projects at the Universities of Edinburgh, Durham University, and the Princess Dashkova Russian Centre (The University of Edinburgh)

Date and time: Thursday, 28 February 2019, 17.10-19.00

Venue: The Princess Dashkova Russian Centre, 19 Buccleuch Place

Programme

17.15-17.35: Julia Mazurova (Institute of Linguistics, Russian Academy of Sciences), Urban Multilingualism and the Russian Language in Moscow

The talk outlines the main results of the "Languages of Moscow" project which studies urban multilingualism in the Russian capital-city. More specifically, I examine how different languages function in Moscow and the Moscow metropolitan area. The focus of the talk is the role of the Russian language as lingua franca in the area under investigation. I will examine varieties and ethnolects of the Russian language coexisting in the metropolis.

Julia Mazurova is a Senior Researcher at the Institute of Linguistics, Russian Academy of Sciences and PI of the "Languages of Moscow" project. Her research interests include linguistic typology, areal linguistics, cognitive linguistics, corpus studies and urban linguistic diversity. She has been carrying out fieldwork research in Russia (Adyghe, Ossetic) and India (Himachali Pahari languages). She is a member of the editorial board of the "Languages of the World" series (Institute of Linguistics, RAS).

17.35-17.55: Polina Kliuchnikova (University of Durham), The 'Russian Word': Power and Potentiality in Russian Language Provision in Dushanbe

One of the ways the Russian government manifests the presence of the 'Russian World' in other post-Soviet countries is by highlighting the (declared) importance of Russian language presence and provision in these countries, especially in their capitals and large cities. In this sense, Russia's international cultural policy re-establishes hierarchical relations with these countries as less apt to provide the 'language standard', requiring therefore Russia's own control over the process. At the same time, the sociolinguistic contexts in many of the former Soviet states have undergone crucial changes since the collapse of the Soviet Union, and new, emerging variants of 'localised' Russian have been formed (or are being in the constant process of re-establishing). These localised varieties and uses, however normalised as part of everyday communication, are usually eliminated from official top-down representations of current sociolinguistic contexts in the FSU countries. Based on the example of Dushanbe in Tajikistan, the paper will outline the way these contrasting discourses on Russian beyond Russia's borders coexist and interact in the urban environment and various contexts of Russian language provision in the city.

Polina Kliuchnikova is an OWRI Postdoctoral Research Associate at the University of Durham, working on a 2-year project 'Language Border: Russian in FSU Migration' which is part of a transnational strand within a large interdisciplinary research programme, 'Cross-Language Dynamics: Reshap-

ing Community', funded by the AHRC's Open World Research Initiative. Julia came to Durham as a research PhD student in 2011, having been awarded Durham University Student Scholarship (2011-2014), and received her Doctor of Philosophy degree in January 2016. She has an MA in Cultural Anthropology from the European University at St Petersburg and a Specialist Diploma in Sociology of Mass Communication from Samara State University.

17.55-18.15: Denis Zubalov (Higher School of Economics, Moscow), Language Policy and Language Ideologies in the Russian Capital City

Moscow has become one of the most culturally and linguistically diverse cities in the world in the last two decades. The fall of the USSR in 1991 as well as local military conflicts in some regions of the post-Soviet space, triggered massive migratory flows. The conflict in south Caucasus region forced a great number of ethnic Georgians, Abkhazians and South Ossetians to flee from their homes in search of better living conditions. High rates of influx of migrants to Moscow necessitated the provision of equal education opportunities to children of different ethnic, cultural and linguistic backgrounds. In this paper, I am focusing on ethnic Georgian teenage students in the Moscow state secondary school with a Georgian ethno-cultural component. More specifically, I am examining language ideologies of Georgian teachers and why some of them make active use of the students' home language (Georgian) in the classroom, which goes counter to the official language policy in the state secondary education in Russia. Likewise, I am looking at how Georgian teenage students conceptualize the notion of homeland and mother tongue. In addition, I am going to argue that high emotional attachment to one's conceptualized homeland can foster not only positive attitude towards one's language but also contribute to the maintenance of one's ethnic and cultural identity. It appears that the potential symbolic load of the Georgian language fueled by overt and covert support of the school's administration can enhance the sense of students' group belonging.

Denis Zubalov is an Assistant Professor of Linguistics at School of Philology at National Research University Higher School of Economics in Moscow, Russia. He is an Academic Supervisor of M.A. Programme 'Language Policy in the Context of Ethnocultural Diversity'. In 2018, Denis won 3rd Best Young University Professor award (for teaching) as a part of II Competition of Young Scholars Teaching in Higher Education in Moscow, Russia. He holds MA in Applied Linguistics (University of Essex, 2008), and a PhD in Linguistics from University of Cyprus (2014).

18.15-18.35: Marina Raskladkina (Institute of Linguistics, Russian Academy of Sciences), Migrant children in the Moscow School: Educational Rights and Everyday Challenges

Around 30 000 children, foreign citizens, attend schools in Moscow today. What opportunities the authorities offer to help them not only to learn Russian, but successfully master the school curriculum? What difficulties schoolchildren and schoolteachers face as everyday challenges? How do schoolchildren experience the process of cultural and linguistic adaptation? Is the school ready to change standard educational programmes for children with other languages as their mother tongue? What do the data of the official statistics on migration mean, to what degree is it correct? What educational rights do migrant children have? These and other questions are in focus of our study.

Marina Raskladkina works at the Institute of Linguistics, Russian Academy of Sciences and is a member of the 'Languages of Moscow' project. Her research interests are in language policy/education and linguistic minorities. Marina conducted several fieldworks in Alaska in which she investigated the status of the indigenous languages. She took part in the creation of the Ninilchik Russian Dictionary.

18.35-19.00: General discussion, chaired by Lara Ryazanova-Clarke (The University of Edinburgh)