The language of young people is central in sociolinguistic research, as it is seen to be innovative and a primary source of knowledge about linguistic change and the role of language in social practice. This volume brings together a team of leading scholars to explore and compare linguistic practices of young people in multilingual urban spaces, with analyses ranging from grammar to ideology. It includes fascinating examples from cities in Europe, Africa, Canada and the US to demonstrate how young people express their identities through language, e.g. in hip-hop lyrics and new social media. This is the first book to cover the topic from a globally diverse perspective, and it investigates how linguistic practices across different communities intersect with age, ethnicity, gender and class. In doing so it shows commonalities and differences in how young people experience, act and relate to the contemporary social, cultural and linguistic complexity of the 21st century.

JACOMINE NORTIER is Associate Professor in Sociolinguistics and Multilingualism in the Utrecht Institute of Linguistics at the University of Utrecht.

BENTE A. SVENDSEN is Professor of Scandinavian Linguistics and Second Language Acquisition and the Deputy Director of the MultiLing Center for Multilingualism in Society across the Lifespan in the Department of Linguistics and Scandinavian Studies at the University of Oslo.
Language, Youth and Identity in the 21st Century

*Linguistic Practices across Urban Spaces*

*Edited by*

Jacomine Nortier and Bente A. Svendsen
This book is dedicated to the beloved memory of the late Professor Jens Normann Jørgensen, University of Copenhagen, Denmark, who contributed significantly to the development of Danish as a second language and to the advancement of the international research on multilingualism. He introduced the concept of ‘languaging’, which he further developed into ‘polylanguaging’. In addition to his substantial research endeavours, Jørgensen contributed extensively and enthusiastically in recruiting students and young scholars to a research field he devoted his entire career to.

To Jens for his courage and encouragement. ‘Ugh.’
Contents

List of figures and tables page x
Notes on the contributors xi
Acknowledgements xix

PART I Content and concepts 1

1 Language, youth and identity in the 21st century: content and continuations 3
   BENTE AILIN SVENDSEN

2 Contemporary urban vernaculars 24
   BEN RAMPTON

3 The politics of labelling youth vernaculars in the Netherlands and Belgium 45
   LEONIE CORNIPS, JÜRGEN JASPERS AND VINCENT DE ROOIJ

PART II Forms and functions 71

4 Beyond verb second – a matter of novel information-structural effects? Evidence from Norwegian, Swedish, German and Dutch 73
   ULRIKE FREYWALD, LEONIE CORNIPS, NATALIA GANUZA, INGVILD NISTOV AND TORIL OPSHAHL

5 Functional gains: a cross-linguistic case study of three particles in Swedish, Norwegian and German 93
  lena ekberg, toril opsahl and heike wiese
PART III  Language practice, values and identity in media and popular culture

6 Shooting the subversive: when non-normative linguistic practices go mainstream in the media
   Tommaso M. Milani, Rickard Jonsson and Innocentia J. Mhlambi

7 Where the fuck am I from? Hip-hop youth and the (re)negotiation of language and identity in Norway and the US
   Cecelia Cutler and Unn Røyneland

PART IV  Language practice as emblems of becoming and belonging

8 Emblems of identities in four European urban settings
   Adrian Blackledge and Angela Creese

9 Language and language ideologies among Turkish-speaking young people in Athens and London
   Vally Lytra

PART V  Language practice and positioning in interaction

10 Stylized voices of ethnicity and social division
   Lian Malai Madsen and Bente Ailin Svendsen

11 Verbal teasing among young people in Køge and Eskişehir
   F. Hülya Özcan, Lian Malai Madsen, Ilknur Keçik and J. Normann Jørgensen

PART VI  Language practice and urban space

12 Indexing locality: contemporary urban vernaculars in Belgium and Norway
   Finn Aarsæther, Stefania Marzo, Ingvild Nistov and Evy Ceuleers

13 Urban youth speech styles in Kenya and the Netherlands
   Margreet Dorleijn, Maarten Mous and Jacomine Nortier
<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Sociolinguistic variation among multilingual youth:</td>
<td>ix</td>
</tr>
<tr>
<td>comparing Swedish cities and Toronto</td>
<td>290</td>
</tr>
<tr>
<td>Sally Boyd, Michol F. Hoffman and James A. Walker</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>307</td>
</tr>
<tr>
<td>Index</td>
<td>342</td>
</tr>
</tbody>
</table>
Figures and Tables

Figures

3.1 ‘Here one speaks illegal’ De Morgen, 19 September 2011

5.1 Two common paths of functionalization for Swedish sån, Norwegian sånn and German so (‘such (a)’) 113

14.1 Scattergram of the first two factors in the Swedish principal components analysis 299

14.2 Scattergram of the first two factors in the Toronto principal components analysis 301

Tables

2.1 Some of the linguistic resources in play in Extract (1) 29

2.2 Formal differences between Extracts (5) and (1) 34

2.3 Quantitative comparison of two phonological variables in Anwar’s pronunciation to the mechanic and barrister in Extracts (6) and (7) 36

4.1 Occurrences of V2 and XSV patterns with selected adverbials in Dutch 87

13.1 Sheng: linguistic strategies 280

14.1 Participants in the SUF project, divided by city and gender 295

14.2 Participants in the Contact in the City project, divided by ethnic origin, generation and gender 296

14.3 Principal components analysis of Swedish data 298

14.4 Principal components analysis of Toronto data 300
FINN AARSETH is Associate Professor in Norwegian linguistics at Oslo University College, Faculty of Education and International Studies. He did his PhD on code-switching among Pakistani-Norwegian school children and has since been doing research on multiethnic youth language in Oslo, as part of the UPUS-project in which developmental processes in urban linguistic settings in Norway have been studied. His research interest is also directed towards education of students with minority backgrounds in Norwegian elementary and secondary schools, as well as in transnational contexts.

ADRIAN BLACKLEDGE is Professor of Bilingualism in the School of Education, University of Birmingham, and director of the MOSAIC Centre for Research on Multilingualism. His research interests include the politics of multilingualism, linguistic ethnography, education of linguistic minority students, negotiation of identities in multilingual contexts, and language testing, citizenship and immigration. His publications include Heteroglossia as Practice and Pedagogy (with Angela Creese, 2014); The Routledge Handbook of Multilingualism (with Marilyn Martin-Jones and Angela Creese, 2012); Multilingualism: A Critical Perspective (with Angela Creese, 2010); Discourse and Power in a Multilingual World (2005); Negotiation of Identities in Multilingual Contexts (with Aneta Pavlenko, 2004); Multilingualism, Second Language Learning and Gender (2001, co-edited with Aneta Pavlenko, Ingrid Piller and Marya Teutsch-Dwyer); and Literacy, Power, and Social Justice (2001).

SALLY BOYD is Professor of General Linguistics at the University of Gothenburg, Sweden. She has carried out externally funded research on a range of topics within sociolinguistics and multilingualism, including language contact, language transmission in multilingual contexts, attitudes to foreign accent in school contexts, language policy, and the language of young people in multilingual urban settings. Her articles are published, among other places, in Language
Variation and Change and the International Journal of Bilingual Education and Bilingualism.

Evy Ceuleers is Doctoral Assistant at the Faculty of Applied Linguistics (University College Ghent/Ghent University) where she is also coordinator of the research domain ‘Multilingual Communication’. Her research focuses on language practices in multilingual urban settings, indexicality, codeswitching and processes of language variation. Significant publications include: ‘Variable identities in Brussels: the relation between language learning, motivation and identity in a multilingual context’ in Journal of Multilingual and Multicultural Development 29(4) (2008) and, with Stefania Marzo, ‘The use of Citetaal among adolescents in Limburg: the role of space appropriation in language variation and change’ in Journal of Multilingual and Multilingual Development 32 (2011).

Leonie Cornips is Researcher at the Meertens Institute and Professor of ‘Languageculture in Limburg’ at Maastricht University. Her research interests are sociolinguistics, linguistic anthropology, early bilingual child acquisition, methodology and syntactic variation. She investigates non-standard varieties of Dutch, both traditional and emerging ones. She has co-edited various book volumes (2003, 2004 and 2005) and special issues of journals (Lingua; International Journal of Bilingualism; Taal en Tongval).

Angela Creese is Professor of Educational Linguistics at the School of Education, University of Birmingham, and Principal Investigator of AHRC grant Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities (AH/L007096/1). Her research interests are in linguistic ethnography, language ecologies, multilingualism in society and multilingual classroom pedagogy. Her publications include Heteroglossia as Practice and Pedagogy (with Adrian Blackledge, 2014); The Routledge Handbook of Multilingualism (2012, with Marilyn Martin-Jones and Adrian Blackledge); Multilingualism: A Critical Perspective (with Adrian Blackledge, 2010); Volume 9: Ecology of Language, Encyclopedia of Language and Education (2009); Teacher Collaboration and Talk in Multilingual Classrooms (2005) and Multilingual Classroom Ecologies (2003).

Cecelia Cutler is Associate Professor of Linguistics at the City University of New York, Lehman College and the Graduate Center. Her work focuses on the sociolinguistic aspects of out-group language use, particularly the construction of Whiteness and authenticity within hip-hop culture, and language ideologies and attitudes among teachers.


Her work has appeared in the *International Journal of Bilingualism*, *Linguistics and Education*, the *Journal of Sociolinguistics*, the *Journal of Linguistic Anthropology* and *Pragmatics*.

**Margreet Dorleijn** is Assistant Professor at the Department of General Linguistics at the University of Amsterdam. She graduated in Languages and Cultures of the Middle East (specializing in Turkish) and did her PhD on Turkish–Kurdish (Kurmanji) language contact. Currently she works on multiethnic youth languages in the Netherlands. She is also interested in bilingual Turkish–Dutch bilingual practices and publishes occasionally on this topic. She also translates Turkish literature (into Dutch).

**Lena Ekberg** is Professor of Scandinavian Languages at the Centre of Languages and Literature at Lund University in Sweden. During 2009–12 she was head of the Language Council in Sweden, which, besides giving advice in questions of language usage, promotes the usage of the national minority languages as well as other languages spoken in Sweden. Her main research interests are semantics and grammar, and the interface between them, as well as second-language use. Several of her works are conducted within a functional–cognitive frame. She has been engaged in projects concerning second-language use and multiethnic youth language.

**Ulrike Freywald** researches and teaches in the Department of German, University of Potsdam, Germany. Her research interests focus on syntax, morphology and pragmatics in contemporary German. In 2014, she completed her Ph.D. thesis on the syntax and pragmatics of non-canonical clause combining in German at Humboldt University, Berlin. From 2008 to 2011, she was a researcher in a project at the University of Potsdam on grammar and information structure in a contact variety of German, Kiezdeutsch, which is spoken by adolescents in multiethnic urban settings in Germany.

**Natalia Ganuza** is Senior Lecturer in Bilingualism at the Centre for Research on Bilingualism at Stockholm University. Her research interests include language use in multilingual settings and syntactic development in early bilingual acquisition. She is currently involved in an ongoing project investigating the role that weekly mother-tongue instruction plays for the lexical development of Somali-speaking children in Sweden.

**Michol F. Hoffman** is Associate Professor in the Department of Languages, Literatures and Linguistics at York University (Toronto,
Canada). Her research area is linguistic variation and change, with an interest in languages and varieties in contact, language attitudes and ethnic identity. Her work on Salvadorian Spanish in Toronto represents the first variationist analysis of Spanish in Canada. She is currently involved in two long-term projects: one investigating varieties of Spanish in contact in Toronto and another, exploring the relationship between ethnic identity and linguistic variation in Toronto English.

JÜRGEN JASPERS is Assistant Professor of Dutch Linguistics at the Université Libre de Bruxelles (ULB). His research involves ethno-graphic and interactional discourse analysis in connection to education, urban multilingualism and linguistic policy making. His recent work has been published in the *Journal of Sociolinguistics, Journal of Pragmatics, Pragmatics and Multilingua*.

RICKARD JONSSON is Senior Lecturer in the Department of Child and Youth Studies, Stockholm University. Jonsson’s research focuses on masculinity, ethnicity, sexuality and language practices in educational contexts. Based on a year’s fieldwork, his dissertation *Blatte betyder kompis* [Blatte Means Friend] (2007) explores how the stereotype of the ‘immigrant young man’ emerges in mundane communication in school. The construction of the young immigrant male stereotype is also examined in a wider context, through discourse analysis of various public media debates about a so-called ‘poor Swedish’ used by youths in multiethnic suburbs. In an ongoing project, Jonsson studies aspects of masculinity and ethnicity in relation to success and failure in the Swedish school system.

J. NORMANN JØRGENSEN (†) was Professor of Danish as a Second Language at the University of Copenhagen, Leader of the Centre for Danish as a Second Language and Board Member of the Centre for the Study of Language Change in Real Time. He conducted studies in polylingualism, language variation and youth language; and was former Danish and Scandinavian saber fencing champion.

İLK Nur KeçİK is Professor of Linguistics at Anadolu University in Eskişehir, Turkey. Her PhD dissertation is on text processing skills of elementary school children. She teaches in the English Language Teacher Training Department at Anadolu University, Eskişehir, Turkey. Her main interests are in text linguistics and pragmatics. She has carried out research on the language development of Turkish children.

VALLY LYTRA is Lecturer in Education at Goldsmiths, University of London. She researches multilingualism and social identities in

**LIAN MALAI MADSEN** is Associate Professor at the Department of Scandinavian Studies and Linguistics in the University of Copenhagen. Her research concerns linguistic ethnography and interaction analysis, and her main interests are current sociolinguistic processes, urban youth language, polylingualism and linguistic identity practices. Her work has been published in *Journal of Multilingual and Multicultural Development*, *International Journal of Multilingualism*, *Linguistics and Education* and *Language in Society*.

**STEFANIA MARZO** is Assistant Professor of Linguistics at the University of Leuven, where she teaches Italian linguistics. She previously held a lectureship at the University of Ghent. She holds a PhD in Linguistics from the University of Leuven, Belgium. Her research focuses on variationist sociolinguistics, in particular on language variation and change in Italian varieties (in and beyond Italy) and on the emergence of multilingual vernaculars in urban settings.

**INNOCENTIA J. MHLAMBI** is Senior Lecturer in the Department of African Languages at the University of the Witwatersrand, Johannesburg. She teaches African-language literature, Black film studies, popular culture, visual culture and studies in oral literature. She is the author of *African-Language Literatures: Perspectives on isiZulu Fiction and Popular Black Television Series*, a timely critical intervention into the aesthetic hiatus in the field. She has published extensively on aesthetics and African-language literary theory, African popular youth musics and popular media in South Africa. She is the recipient of the University of Michigan Presidential Scholars Programme (UMAPS). Currently, she is conducting comparative studies focusing on ‘Africanness’ in Black opera in post-1994 South Africa and ‘Blackness’ in African American opera.

**TOMMASO M. MILANI** is Associate Professor in Linguistics at the University of the Witwatersrand, Johannesburg. His broader areas of research encompass language politics, media discourse, multimodality, and language gender and sexuality. His recent publications
include the book *Language Ideologies and Media Discourse* (co-edited with Sally Johnson, 2010), as well as articles in *Journal of Linguistic Anthropology, Gender and Language, Journal of Sociolinguistics, Journal of Language and Politics, Language in Society, Language Problems and Language Planning* and *Linguistics and Education*.

**Maarten Mous** is Professor and Director of Leiden University Centre for Linguistics. He studied general and African linguistics at Leiden University, where he also defended his PhD thesis, *A Grammar of Iraqw*, on 1 April 1992. As a postdoctoral fellow, he worked at Universität Bayreuth before he got a permanent position at Leiden University in the Department of African Languages and Cultures, and became full professor there in 2005. He has worked on several Cushitic and Bantu languages and on the mixed language Ma’a-Mbugu, which brought about his interest in language contact and linguistic manipulation.

**Ingvild Nistov** is Associate Professor in Norwegian as a second language, University of Bergen. Prior to her current work on multi-ethnic youth language as part of the UPUS-project, her research has concentrated on second-language acquisition, including her PhD on referential management in narratives by Turkish adolescent immigrants.

**Jacomine Nortier** is Associate Professor in sociolinguistics/multilingualism at Utrecht Institute of Linguistics, University of Utrecht. After the study of linguistics in Amsterdam and the PhD in 1989 (Code-Switching Dutch/Moroccan Arabic), Nortier held a position as a postdoctoral fellow at the University in Nijmegen. She is involved in a project on linguistic dimensions of the use of urban public space in Utrecht, together with urban geographers. She has published on the topics of code-switching, multilingualism and the emergence of urban youth languages and ethnolects.

**F. Hülya Özcan** is Associate Professor in Linguistics at Anadolu University in Eskişehir, Turkey, and teaches in the English Language Teacher Training Department at Anadolu University, Eskişehir, Turkey. She did her PhD at the University of Reading, UK, and wrote a thesis on the NP coherence in the narratives of Turkish-speaking children. Her special interest is the acquisition of Turkish as a first language. She has carried out research on the acquisition of Turkish.

**Toril Opsahl** is Associate Professor of Norwegian as a second language at the Department of Linguistics and Scandinavian Studies at
Contributors xvii

the University of Oslo. She did her PhD on multiethnic youth lan-
guage in Oslo, as part of the UPUS-project that studied developmental
processes in urban linguistic settings in Norway. Her research interests
include lexicography, language use in multilingual settings, language
attitudes and linguistic phenomena associated with the grammar–
pragmatics interface.

BEN RAMPTON is Professor of Applied and Sociolinguistics and Director
of the Centre for Language Discourse and Communication at King’s
College London. He does interactional sociolinguistics, and his inter-
ests cover urban multilingualism, ethnicity, class, youth and educa-
tion. He is the author of Crossing: Language & Ethnicity among
Adolescents (1995/2005) and Language in Late Modernity: Interaction in
an Urban School (Cambridge University Press 2006) and a co-author of
The Language, Ethnicity & Race Reader (2003) and edits Working
Papers in Urban Language and Literacy (www.kcl.ac.uk/ldc). He was
founding convener of the UK Linguistic Ethnography Forum (www.
uklef.net) and is currently the Director of the King’s ESRC Interdis-
ciplinary Social Science Doctoral Training Centre (www.kcl.ac.uk/
kissdtc).

VINCENT DE ROOIJ is Assistant Professor at the Department of Soci-
ology and Anthropology of the University of Amsterdam and a
member of the Amsterdam Institute for Social Science Research
(AISSR). His current research addresses the question of how class
and gender (stereo)types are constructed, reproduced and subverted
through language practices. For references to his publications and
other information, consult www.uva.nl/profiel/v.a.derooij.

UNN RØYNELAND is Professor of Scandinavian Languages and a
Research Leader at MultiLing Centre for Multilingualism in Society across
the Lifespan, a Centre of Excellence at the Department of Linguistics
and Scandinavian Studies at the University of Oslo. Her research
interests include language and dialect contact, new dialect formation,
dialect leveling and youth language. Central themes of her current
research are the emergence and enregisterment of multietnolectal
speech styles among adolescents in multilingual Oslo, language ideolo-
gies and language and identity. Her work has appeared in the Inter-
national Journal of Bilingualism, the International Journal of the Sociology
of Language, the Handbook of Language and Space as well as volumes on
DeGruyter and Benjamins.
xviii Contributors

BENTE AILIN SVENDSEN is Professor of Scandinavian Linguistics and Second Language Acquisition and the Deputy Director of the MultiLing Centre for Multilingualism in Society across the Lifespan, a Centre of Excellence at the Department of Linguistics and Scandinavian Studies at the University of Oslo. She has carried out research on language socialization, multilingual competence and use in situated discourse, second-language acquisition, language change; how young people in late modern urban contact zones use language as tools in identity constructions; and how speech styles in these areas and their alleged speakers are promoted in the media. Her publications include the book Multilingual Urban Scandinavia: New Linguistic Practices (co-edited with Pia Quist, 2010), as well as articles in the International Journal of Bilingualism and in Nordic and Norwegian books and journals.

JAMES A. WALKER is Associate Professor of Linguistics at York University (Toronto, Canada). He specializes in linguistic variation and change, with research interests in sociolinguistics, multilingualism, ethnicity, language contact, phonology and morphosyntax. He has worked on variation in English (including African American English, Canadian English and Caribbean English) and Sango (the national language of the Central African Republic). He is the author of Variation in Linguistic Systems (2010).

HEIKE WIESE is Professor of Contemporary German Language and Speaker for the Centre for Language, Variation and Migration at Potsdam University. Her research interest is in language variation, especially the interface between grammatical and extragrammatical domains. She has published in the fields of linguistics, cognitive science, education and philosophy; one of her books won the ‘Susanne K. Langer Award for Outstanding Scholarship in the Ecology of Symbolic Form’ (Numbers, Language, and the Human Mind, Cambridge University Press, 2004). She leads several research projects on language use in multiethnic urban areas of Germany, and on attitudes towards language variation in the educational domain. In 2012, she published a book on ‘Kiezdeutsch’, a new, multiethnic German dialect (Kiezdeutsch – Ein neuer Dialekt entsteht, 2012).
Acknowledgements

The editors would like to thank a number of people for their support in the preparation of this book. We are first and foremost grateful to Cambridge University Press for publishing the book, in particular to the Cambridge Press Syndicate for accepting the book proposal, and to Helen Barton, Helena Dowson, Sarah E. Green, Jodie Hodgson, Katy Mack and Georgina Zaldua for their excellent support, guidelines and patience throughout every phase of the book and Gwynneth Drabble for copy-editing this book. We would also like to thank the anonymous reviewers for their valuable comments.

The book is a result of a joint research endeavour where a wide collection of researchers participate with their recent and most intriguing insights of their research on language, youth and identity in linguistically and culturally diverse urban spaces. We are grateful to each and every one of the 32 authors (22 women and 10 men) for sharing their knowledge, and for their thorough work in reading and commenting on each other’s chapters.

Finally, the editors would like to thank the Norwegian UPUS-project (‘Developmental Processes in Urban Linguistic Settings’), the University of Oslo and the University of Utrecht for financial support. This work was partly supported by the Research Council of Norway through its Centres of Excellence funding scheme, project number 223265.

Bente A. Svendsen and Jacomine Nortier