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Language mixing as a natural mode of language use in linguistically diverse societies like India (in this respect I'll refer to some findings from the MultiLila project with teachers and children language mixing very often in the classroom although the aspiration is for a monolingual mode of instruction). She will also mention that children's language mixing becomes more prominent with time and age showing that they gradually conform with the adult mode of language mixing. Furthermore, she will briefly refer to code-switching as one of the modes of language use in bilinguals in the Global North too showing the naturalness of hybrid language systems. Her main focus, however, will be on English as the main language of HE in several parts of the Global South and I would like to focus on some recent data from the work of a PhD student of mine from HE students in South Africa. She will argue that the data show the benefits of analysing languages as discrete constructs particularly because in many linguistically diverse societies the academic standard is measured against a monolingual norm both nationally and internationally. In this discussion, she will also refer to the fluidity of speaker self-identification across the lingualism continuum (monolingual, bilingual, multilingual) depending on the sociolinguistic diversity of the community/society/country, which can make these labels of little use when comparing Western and non-Western societies.