

**Defending borders and crossing boundaries:  
Ideologies and practices of code mixing among Ukrainian youth**  
Debra Friedman, Department of Second Language Studies, Indiana University

**Example 1:** Interview at School B between Interviewer (I), 4 males, and one female (FS)<sup>1</sup>

I	<i>Jak vy stavytes' do suržyka?</i> <b>And how do you regard suržyk?</b>
	(3.0)
FS	<i>Duže smišno.</i> <b>It's very funny.</b>
I	<i>Čomu?</i> <b>Why?</b>
FS	<i>normal'no jakščo ljudyňa: (.) nu (.) n:e može (0.2) bil's, suržyk ce koly (.) zmišana mova tak?</i> <b>It's normal if a person (.) well (.) cannot (0.2) more, suržyk is when (.) mixed language yes?</b>
I	Uh-huh.
FS	<i>Jakščo ljudyňa ne može čysto rozmovljaty ukrajins'koju movoju (0.2) tobtó: (.) ne može (0.5)</i> <b>If a person cannot purely speak the Ukrainian language (0.2) that is (.) cannot (0.5)</b> <i>vid'jednuvaty ukrajins'ku j rosij's'ku movu čom bu ne rozmovljaty suržykom.</i> <b>separate the Ukrainian and Russian languages why not speak suržyk.</b>
	<i>Normal'no vidnosyomos' do suržyka. ((laughs))</i> <b>We treat suržyk as normal. ((laughs))</b>

**Example 2:** A few turns later

I	<i>A jak vy stavytes' do ukrajins'koji, rosij's'koji, ta anhlijs'koji movy?</i> <b>And how do you regard the Ukrainian, Russian and English language?</b>
	(3.0)
FS	<i>Normal'no. Duže nozytyivne jakes' stablennja do: (.) jak do rosij's'koji, tak do anhlijs'koji.</i> <b>Normal. Very positive attitude towards (.) as towards Russian so towards English.</b>
	<i>Do anhlijs'koji voobščé (.) voobščé ((laughs)). Suržyk nočynajet'sja.</i> <b>Towards English in general (.) in general ((laughs)). Suržyk is starting.</b>
	<i>Vzahali duže dobre vidnošennja. Ja ljublju anhlijs'ku movu.</i> <b>In general a very good regard. I love the English language.</b>

**Example 3:** Interview at School A between Interviewer (I), 2 females (FS1, FS2) and 1 male (MS).

FS1	<i>V mene mama včylas' prosto v rosij's'kij školi ii jak by e:h jiji tjažko bylo perexodyty</i> <b>My mama studied only in a Russian school and so e:h for her it was difficult to switch</b>
	<i>na ukrajins'ku movu i ščas vona obščajet'sja suržykom.</i> <b>to Ukrainian and now she communicates in suržyk.</b>
I	<i>Um-hum.</i>
FS1	<i>de- dejaki slova ja jiji vypravljaju nomohaju.</i> <b>so- some words I correct her I help her.</b>
I	<i>A jak vy dumajete pro suržyk?</i> <b>And what do you think about suržyk?</b>
	(1.0)
FS2	<i>((slight laugh)) Nu, konešno lučše bylo by vikorinity ce z movy ale</i> <b>Well, of course it would be better to eliminate it from the language, but</b>
	<i>(1.0) poka šče nevozmožno ce zrobyty nemožlyvo.</i> <b>(1.0) so far it's still impossible to do it, it's impossible</b>
FS1	<i>Nemožlyvo.</i> <b>Impossible.</b>

<sup>1</sup> The first line comprises a transliterated version of the utterance using the Slavic Linguistic Transliteration System The transliteration follows conventional spelling. Russian words are in **boldfaced italics**.

**Defending borders and crossing boundaries:  
Ideologies and practices of code mixing among Ukrainian youth**  
Debra Friedman, Department of Second Language Studies, Indiana University

**Example 4:** About three minutes later, we are talking about what the term *ridna mova* ‘mother tongue’ means.

MS	<i>Ce vse zalezyt' [vid xarakteru ljudyny.</i> <b>It all depends [on the nature of a person.</b>
FS2	[Da. [Yes.
MS	<i>Vid xakteru ljudyny de vona- je takyj patrijt ščo vin rodyvsja prožyv bukval'no p'jat rokiv tam</i> <b>On the nature of a person where she- there is this patriot that he was born, lived literally five years there,</b>
	<i>p'jat ja ne znaju zapom- zanam'jativ nu to jest', dobre, pojixav tam nu za kordon, ((0.8)) za kordon.</i> <b>five I don't know reme- remember but that is, okay, he went there well overseas, ((0.8)) overseas.</b>
	<i>I vin todi rozumije ščo nu:: tepliše bude tam (.) doma na u::h na ro:::</i> <b>And he then understands that we::ll it will be warmer there at home in his u::h in his ro:::</b>
FS1	<i>Na Ukrajinі.</i> <b>In Ukraine.</b>
FS2	<i>Na:</i> <b>I:n</b>
FS1	<i>Na rodyne.</i> <b>In his homeland.</b>
FSs	((laugh))
MS	<i>Na rodyne na rodyne.</i> <b>In his homeland in his homeland.</b>
FS1	((laughing)) <i>Suržykom.</i> <b>((laughing) In suržyk.</b>
MS	<i>Suržyk.</i>
FS1	<i>Da.</i> <b>Yes.</b>
	(0.5)
MS	<i>Vof na bat'kivščyni. O.</i> <b>So in his homeland. Oh.</b>
	(1.5)
MS	<i>Na bat'kivščyni.</i> <b>In his homeland.</b>
FSs	((Giggling))
MS	<i>Ce zalezyt' vid ljudyny.</i> <b>It depends on the person.</b>

**References**

- Auer, P. (1999). From code-switching via language mixing to fused lects: Towards a dynamic typology of bilingual speech. *International Journal of Bilingualism*, 3, 309-332.
- Duff, P. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, 31, 169-192.
- García-Sánchez, I. (2010). Serious games. Code-switching and gendered identities in Moroccan immigrant girls' pretend play. *Pragmatics*, 20, 523-555.
- Garrett, P. (2005). What a language is good for: Language socialization, language shift, and the persistence of code-specific genres in St. Lucia. *Language in Society*, 34, 327-361.
- Howard, K. M. (2009). "When meeting Khun teacher, each time we should show respect": Standardizing respect and politeness in a northern Thai classroom. *Linguistics and Education*, 20, 254-272.
- Irvine, J., & Gal, S. (2000). Language ideology and linguistic differentiation. In P.V. Kroskrity (Ed.). *Regimes of language* (pp. 35-84). Santa Fe, NM: School of American Research Press.
- Kroskrity, P. V., (2006). Language ideologies. In A. Duranti (Ed.). *A companion to linguistic anthropology* (pp. 496-517). Malden, MA: Blackwell.
- Moore, L. (2006). Learning by heart in Qur'anic and public schools in northern Cameroon. *Social Analysis*, 50, 109-126.
- Myers-Scotton, C. (1998). A theoretical introduction to Markedness Model. In C. Myers-Scotton (Ed.). *Codes and consequences* (pp. 18-38). Oxford :Oxford University Press.
- Paugh, A. (2012). *Playing with languages: Children and change in a Caribbean village*. New York: Berghahn Books.
- Silverstein, M. (1998). The uses and utility of ideology: A commentary. In B.B. Schieffelin, K. A. Woolard, & P.V. Kroskrity (Eds.), *Language ideologies: Practice and theory* (pp. 123-148). New York: Oxford University Press.
- Schegloff, E. A., Jefferson, G., & Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 52, 361-382.