

Social imaginaries, transnationality and language: *experiences of Spanish youth in the UK*

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The paper reports on a critical sociolinguistic study exploring the ways in which the participating Spanish families view residence in the UK as a future-proofing strategy that leads to the development of English language proficiency, cosmopolitan identities and transversal competencies.

Drawing on a series of ethnographic interviews with young Spanish bilingual/multilingual speakers and their families, I show how desires and imaginaries surrounding the English language, culture and global citizenship shape their transnational trajectories, allocation of resources, and their family language policies. The presentation sheds light on the logics that underpin these desires, and the strategies that are employed to achieve them. I also consider how recent disruptions (i.e. the Covid pandemic and Brexit) have inflected their desires, strategies and opportunities, shifting the trajectories and temporalities of mobility.

By engaging with the current research on immersion practices within the Spanish context (Relaño Pastor 2018; Relaño Pastor & Fernández Barrera); and family language practices and policies (Curdt-Christiansen, 2018; Spolsky, 2012; Zhu & Wei, 2016), the work shows how the participating young Spanish people and their families rationalise particular forms of linguistic and cultural investment in English and how they imagine, construct and sustain their transnational lifestyles.

Key words: transnationalism, language ideologies, social imaginaries, family language policies

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Biography:

Dr Matt Kedzierski is a Lecturer in Education and member of the Centre for Comparative and International Research in Education at the University of Bristol, UK. Matt's research interests lie in the analysis of the dynamic spatial, temporal and social interrelations between educational processes and societies – in particular, he is interested in the relationship between language education, including language-in-education policy, and large-scale social, economic and political transformations in Late Modernity. Currently, he's a member of the ENIFALPO project - *English Immersion as Family Language Policy: Strategies, Mobilities and Investments*, 2019-2022, funded by the Spanish Ministry of Science, Innovation and Universities (PID2019-106710GB-I00); and a participant in the European Network on International Student Mobility: Connecting Research and Practice (ENIS) (CA20115).