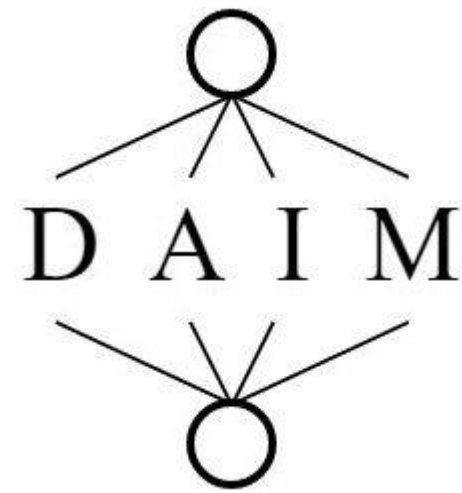




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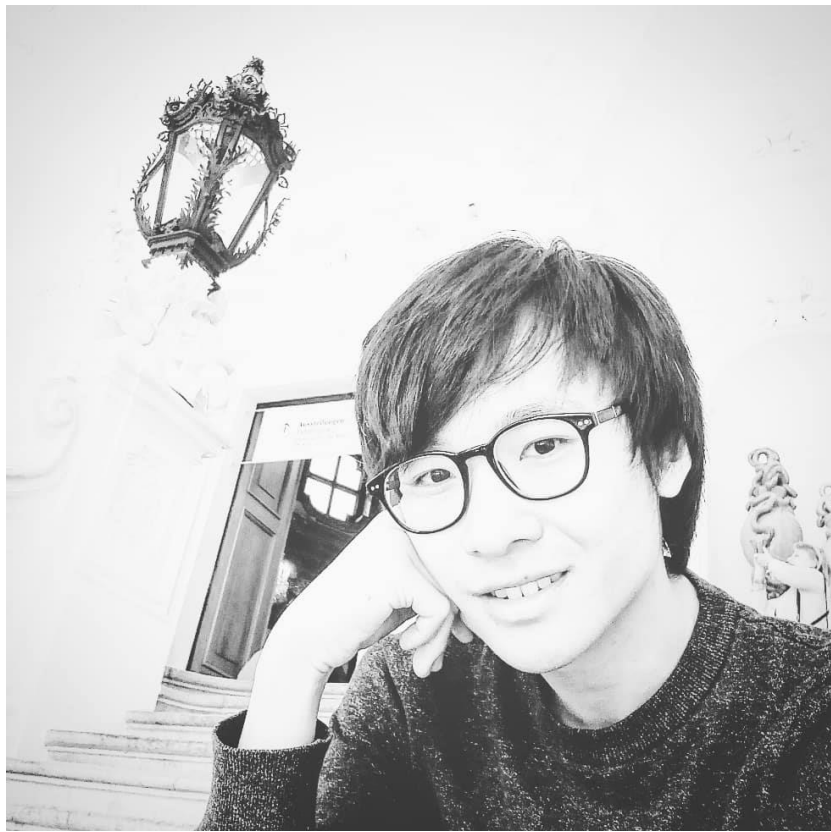


Languaging as Equals in an Unequal World

Dr Kenneth Y. Wertheim (they/them)

Also known as 11250205

10/06/2024



Dr Kenneth Y. Wertheim, who is also known as 11250205, is an aracial, acultural, and agender global citizen. They are a lecturer at the Centre of Excellence for Data Science, Artificial Intelligence, and Modelling at the University of Hull, as well as the department's equality, diversity, and inclusion champion. The systems theorist draws on methods from mathematical modelling, scientific computing, machine learning, chemical engineering, and systems biology in their research. Their current focus is on neuroblastoma. They received an undergraduate MEng from Imperial College London, an MS from Columbia University in the City of New York, and a PhD from the University of Southampton. Their academic drifting has taken them to Argentina, Australia, Hong Kong, and Nebraska too.

Trigger warning

- Sensitive topics such as racism and colonialism.
- These topics may be distressing to some people.
- You are free to leave anytime.
- If you do leave, feel free to come back anytime.

Disclaimer

- I recognise that constructs such as race, ethnicity, and gender are problematic and not well-defined.
- When I refer to a person as a member of a category, it simply means my estimate of how that person is categorised by the average person in the West.
- I acknowledge that the person may not identify with the label.

Equality/equity, diversity,
and inclusion.



Equality: Everyone has a pair of shoes.



Equality: Everyone has a pair of shoes.

Equity: Everyone has a pair of shoes that fit their feet.



Equality: Everyone has a pair of shoes.

Equity: Everyone has a pair of shoes that fit their feet.

Diversity: Everyone wears different shoes.



Equality: Everyone has a pair of shoes.

Equity: Everyone has a pair of shoes that fit their feet.

Diversity: Everyone wears different shoes.

Inclusion: Everyone is valued regardless of what they wear.

Don't break the law.



Equality Act 2010

2010 CHAPTER 15

An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities; to reform and harmonise equality law and restate the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics; to enable certain employers to be required to publish information about the differences in pay between male and female employees; to prohibit victimisation in certain circumstances; to require the exercise of certain functions to be with regard to the need to eliminate discrimination and other prohibited conduct; to enable duties to be imposed in relation to the exercise of public procurement functions; to increase equality of opportunity; to amend the law relating to rights and responsibilities in family relationships; and for connected purposes.

[8th April 2010]

(Equality Act 2010)



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(Equality Act 2010)

[8th April 2010]

Protected characteristics:

- Age.
- Race.
- Disability.
- Religion and belief.
- Sex (biological).
- Sexual orientation.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.



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Direct discrimination.

- Perception.
- Association.



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Indirect discrimination.



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- Perception.
- Association.

Indirect discrimination.

Harassment.



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Direct discrimination.

- Perception.
- Association.

Indirect discrimination.

Harassment.

Victimisation.

Example discussed in a
PCAP workshop.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

During the PCAP workshop, this scenario was presented as a problem.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

They are breaking a rule, but is the rule fair?

Languages are not equal.

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(Van Parijs, 2011).

First complete normative theory
of linguistic justice.

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Mechanistic explanation:

1. Maximin language use.
2. Probability-driven language learning.

(Van Parijs, 2011) and (De Schutter *et al.*, 2015).

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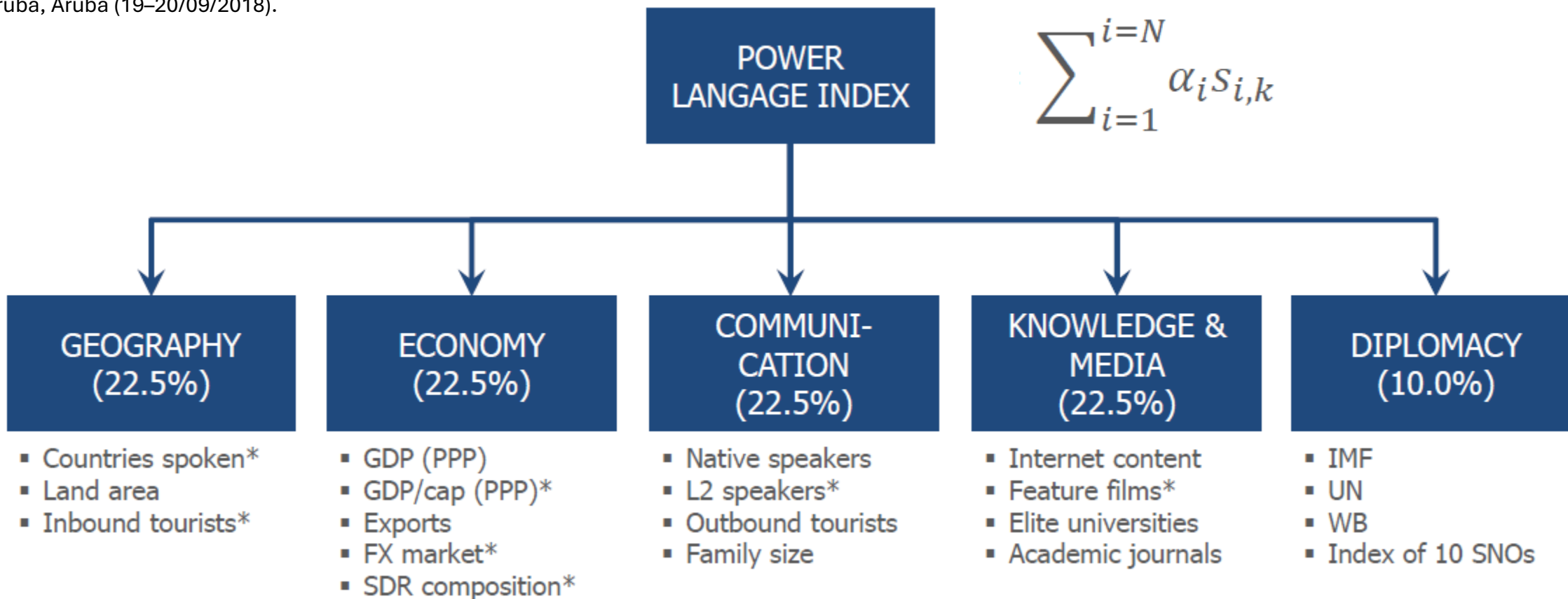
First complete normative theory
of linguistic justice.

Around 6000 active languages.

They were compared in a 2016 study.

Chan, Kai L. "Power language index." *Which are the world's most influential languages* (2016).

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Rank	Language	Score	Native	Geography	Economy	Comm.	K&M	Diplomacy
1	English	0.902	446.0	1	1	1	1	1
2	Mandarin	0.403	960.0	6	2	2	3	6
3	French	0.335	80.0	2	6	5	5	1
4	Spanish	0.331	470.0	3	5	3	7	3
5	Arabic	0.274	295.0	4	8	6	19	4
6	Russian	0.242	150.0	5	13	10	8	5
7	German	0.190	92.5	8	3	7	4	8
8	Japanese	0.127	125.0	27	4	22	6	7
9	Portuguese	0.119	215.0	7	19	13	12	9
10	Hindi	0.104	310.0	13	16	8	2	10*

Around 6000 active languages.

Backed up by other studies, such as this 2020 one.

Moreno-Fernández, Francisco, and Héctor Álvarez Mella. "Reexamining the international importance of languages." *HCIAS Working Papers on Ibero-America* (2022).

Table 7: International Language Index (ILI) 2020

Language	ILI	Native Speakers	HDI	Number of countries	Exports	Translations	UN Status
English	0.433	365,608,750	0.692	54	63,554,132,696,606	1,279,527	1
Chinese	0.383	913,671,000	0.883	4	34,710,318,310,522	20,327	1
Spanish	0.332	438,676,797	0.752	21	14,317,959,556,911	55,322	1
Arabic	0.307	268,895,100	0.681	27	13,487,217,671,148	12,691	1
Russian	0.291	129,945,000	0.792	4	6,024,528,621,260	106,656	1
French	0.288	74,288,780	0.597	29	24,065,118,863,745	231,008	1
German	0.266	83,912,900	0.932	5	24,815,084,608,186	212,572	0
Italian	0.249	59,666,000	0.924	4	10,438,171,949,887	70,538	0
Japanese	0.245	126,237,470	0.919	1	7,705,263,566,594	29,834	0
Swedish	0.242	9,438,000	0.942	2	3,396,298,818,172	40,505	0
Korean	0.241	73,500,000	0.916	2	6,586,182,797,101	4,73	0
Malay	0.224	91,500,326	0.826	4	10,287,950,079,920	231	0
Hindi	0.191	339,000,000	0.645	1	4,633,286,580,505	1,621	0
Portuguese	0.190	223,995,050	0.626	9	4,214,476,832,107	11,692	0
weight		0.25	0.25	0.25		0.09	0.07

Around 6000 active languages.

>90 % of the indexed scientific articles in the natural sciences are published in English.

More likely to be cited too.

Di Bitetti, Mario S., and Julián A. Ferreras. "Publish (in English) or perish: The effect on citation rate of using languages other than English in scientific publications." *Ambio* 46 (2017): 121-127.

Ambio 2017, 46:121-127
DOI 10.1007/s13280-016-0820-7



REPORT

Publish (in English) or perish: The effect on citation rate of using languages other than English in scientific publications

Mario S. Di Bitetti, Julián A. Ferreras

Received: 27 February 2016 / Revised: 30 May 2016 / Accepted: 6 September 2016 / Published online: 29 September 2016

Abstract There is a tendency for non-native English scientists to publish exclusively in English, assuming that this will make their articles more visible and cited. We tested this hypothesis by comparing the effect of language on the number of citations of articles published in six natural sciences journals from five countries that publish papers in either English or other languages. We analyzed the effect of language (English vs non-English), paper length, and year of publication on the number of citations. The articles published in English have a higher number of citations than those published in other languages, when the effect of journal, year of publication, and paper length are statistically controlled. This may result because English articles are accessible to a larger audience, but other factors need to be explored. Universities and scientific institutions should be aware of this situation and improve the teaching of English, especially in the natural sciences.

Keywords English · *Lingua franca* · Scientific evaluation · Scientific journals · Scientific literature

lingua franca allows researchers from all over the world to communicate in one common language. This simplifies things because mastering one foreign language instead of three or more allows a researcher familiar with that language (currently English) to communicate and have access to information produced by researchers all over the world. However, this situation is unfair, since the outcome of writing in an unfamiliar language is usually far from desired (La Madeleine 2007) and, as a result, native English-speaking (NES) countries and researchers are at a clear advantage in science communication in a highly competitive arena (Ammon 2007).

This hindrance faced by non-NES researchers affects their scientific output. For example, Brazilian researchers with good English writing abilities outperform those with poor ones in terms of published papers, number of citations, and h-indices (Vasconcelos et al. 2008). On a global comparison, English proficiency is a good predictor of publication output in top medical journals, even more than total research spending (Man et al. 2004). Thus, at all levels, from individuals to countries, NES countries have

Table 2. Newspaper and magazine production by language.

Language	Number of titles	Percentage of total
English	2499	62.55 %
Spanish	277	6.93 %
German	235	5.88 %
Chinese (Mandarin)	156	3.90 %
Hindi	117	2.93 %
French	95	2.38 %
Polish	44	1.10 %
Russian	38	0.95 %
Italian	36	0.90 %
Portuguese	35	0.88 %

Table 4. Film and video production by language.

Language	Number of titles	Percentage of total
English	158,611	34.89%
Spanish	23,256	5.12%
German	16,523	3.63%
French	15,171	3.34%
Japanese	7,811	1.72%
Italian	4,927	1.08%
Danish	3,967	0.87%
Dutch	3,445	0.76%
Portuguese	3,213	0.71%
Russian	2,715	0.60%
Hindi	2,357	0.52%

Table 1. Book publishing by language.

Language	Number of titles	Percentage of total
English	200,698	21.84 %
Chinese (Mandarin)	100,951	10.99 %
German	89,986	9.78 %
Spanish	81,649	8.88 %
Japanese	56,221	6.12 %
Russian	48,619	5.29 %
French	44,224	4.81 %

Table 3. Scholarly journal production by language.

Language	Number of titles	Percentage of total
English	28,131	45.24%
German	6,848	11.01%
Chinese (Mandarin)	4,047	6.51%
Spanish	3,522	5.66%
French	3,074	4.94%
Japanese	2,149	3.46%
Italian	1,860	2.99%
Polish	1,060	1.70%
Portuguese	1,055	1.70%
Dutch	922	1.48%
Russian	808	1.30%

Table 5. Distribution of languages on the Internet.

Language	Web pages (millions)	Percentage of total
English	1142,5	56,43%
German	156,2	7,71%
French	113,1	5,59%
Japanese	98,3	4,86%
Spanish	59,9	2,96%
Chinese (Mandarin)	48,2	2,38%
Italian	41,1	2,03%
Dutch	38,8	1,92%
Russian	33,7	1,66%
Korean	30,8	1,52%
Portuguese	29,4	1,45%

Other areas of information production too.

Lobachev, Sergey. "Top languages in global information production." *Digital Voices: An Open Access Practice Journal* 1.1 (2009).

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(Van Parijs, 2011).

First complete normative theory
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Mechanistic explanation:

1. Maximin language use.
2. Probability-driven language learning.

(Van Parijs, 2011) and (De Schutter *et al.*, 2015).

Advantages:

1. Ethical contagion.
2. Efficiency.

(Van Parijs, 2011) and (De Schutter *et al.*, 2015).



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

‘ People committed to **egalitarian global justice** should not only **welcome** the spread of English as a lingua franca (*sic*) but should see it as **their duty to contribute to this spread** in Europe and throughout the world’

(Van Parijs, 2011) and (De Schutter *et al.*, 2015).

They are breaking a rule, but is the rule fair?

The dominance of English raises issues of cooperative injustice, distributive injustice, and disparity of esteem.

Cooperative injustice.

Based on decades of teaching experience in teaching languages to U.S. diplomats.

Time required to reach “General Professional Proficiency” in a language on the Interagency Language Roundtable (ILR) scale.

U.S. Department of State. “Foreign Language Training - United States Department of State.” *U.S. Department of State*, 02 June 2023, <https://www.state.gov/foreign-language-training/>.

Category I Languages: 24-30 weeks (600-750 class hours)

Languages similar to English.

Danish (24 weeks)	Dutch (24 weeks)	French (30 weeks)
Italian (24 weeks)	Norwegian (24 weeks)	Portuguese (24 weeks)
Romanian (24 weeks)	Spanish (24 weeks)	Swedish (24 weeks)

Category IV Languages: 88 weeks (2200 class hours)

“Super-hard languages” – Languages which are exceptionally difficult for native English speakers.

Arabic	Chinese – Cantonese	Chinese – Mandarin
Japanese	Korean	

Distributive injustice.

The economic and political opportunities that require proficiency in English are widely spread.

1. Some language-related jobs require English users who are considered `native`.
2. Other jobs favour them too.
3. Higher demand for Anglophone media.
4. Language practices considered `native` are more productive. I consider this point redundant.

(Van Parijs, 2011) and (De Schutter *et al.*, 2015).

Post-doc position in Computational Systems Biology

toxicity of drugs. In this research project, titled '*Advanced bioengineering strategy for production of human miniature hearts*', a multidisciplinary team consisting of (developmental) biologists, bioinformaticians, and mathematicians will encapsulate human stem cells in hollow miniature spheres made from hydrogel and use single cell OMICs analysis to make digital twins of the miniature hearts. The digital twins generated in this project allow investigating heart development and predicting the response of the heart to medication.

Your profile

We look for a highly motivated, enthusiastic researcher who is driven by curiosity and:

- Has, or will shortly acquire, a PhD degree in (Applied) Mathematics, Systems Biology, Biomedical Engineering, or a related field;
- Has experience with mathematical modelling and analysis with large-scale simulation tools and/or bifurcation analysis;
- Has experience with (mathematical) programming languages, e.g. Python, R, Matlab, etc.
- Has a strong interest in systems biology;
- Experience with analysis of big data (transcriptomics, proteomics) and / or heart development will be considered a benefit;
- Is a team player with good communication skills;
- Has demonstrated scientific creativity that has preferably resulted in recent and relevant high- quality scientific publications in international journals
- **Is proficient in English, both spoken and written.**
- Has an interest in contributing to the education of Ba-Ma students
- Experience in managing projects and writing project proposals will be considered a benefit.

Distributive injustice.

Partially offset by opportunities that require multilingualism, including the cognitive benefits associated with it.

✕

Linguistic Revisor - ENGLISH into FRENCH

[RWS](#) ★★★★★ 75 reviews

Chalfont Saint Peter

Full-time

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[Apply on company site](#)

🔖

client-specific instructions have been followed.

Requirements:

We are looking for graduate linguists with:

- French mother tongue with a degree in English.
- A degree level qualification
- Excellent language skills
- Well-developed critical faculties
- Good powers of concentration
- Production to efficiently manage and schedule the department's workload

Life at RWS - We work hard together to deliver for our customers; our expertise, professionalism and determination to never let others down drives us to be passionate and serious about what we do, deliver customer value, yet always adding a human touch

As a company focused on connecting people through language, diversity and inclusion are fundamental to our company culture. RWS is an Equal Opportunities

⌵

Cooperative and distributive injustices are self-correcting.

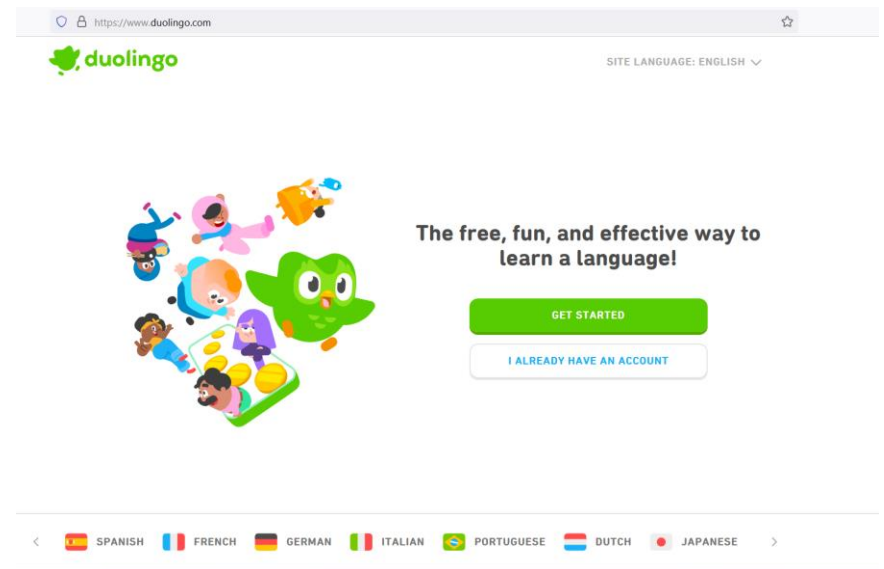
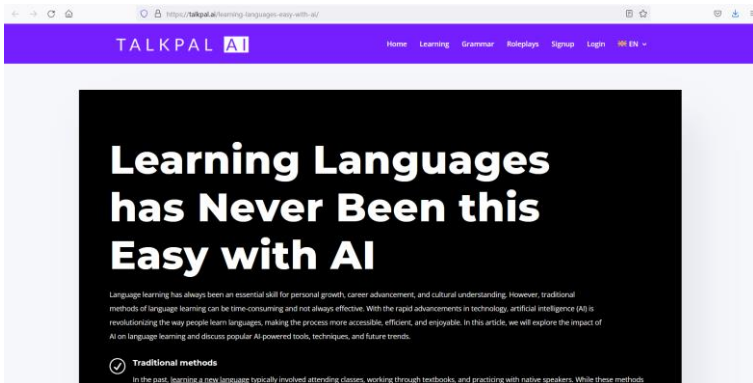
General strategy: As English becomes more widespread, it will become easier to learn and the advantages `native' users enjoy will diminish.

Cooperative and distributive injustices are self-correcting.

General strategy: As English becomes more widespread, it will become easier to learn and the advantages 'native' users enjoy will diminish.

Specific tactics:

1. Anglophones forfeit their intellectual property rights.
2. Ban dubbing.
3. In my opinion, use AI tools to democratise English.



(Van Parijs, 2011) and (De Schutter *et al.*, 2015).



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

They are opposing the self-correcting mechanisms.

They are breaking a rule, but is the rule fair?

Disparity of esteem.

For many people, languages are identity markers.

‘It may be the case that being regarded as belonging to an inferior category, whether caste, class (*sic*) or ethnic group, leads to discrimination or to a lack of self-confidence that reduces one’s welfare or life chances.’

(Van Parijs, 2015)



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Make every tongue a queen on a particular territory.

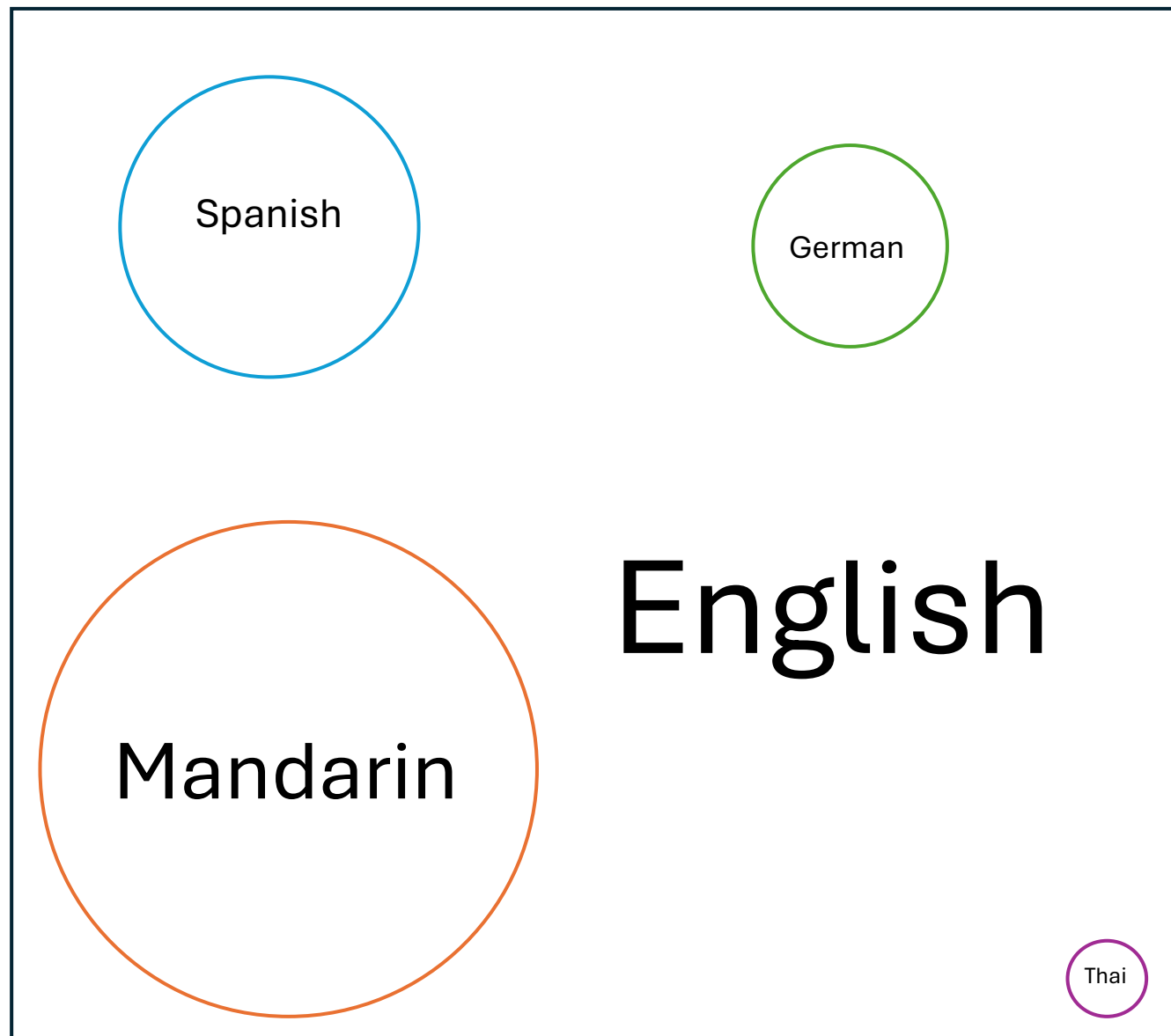
(Van Parijs, 2011) and (De Schutter *et al.*, 2015).



Parity of esteem?

‘A **democratic process** should determine what communities are to be organized (*sic*) under a territorial coercive regime, local populations being free to decide if the **benefits of parity of esteem** offset the **costs of linguistic integration** of allophones and the expectable **decreased prosperity** due to a net loss in human capital.’

(De Schutter *et al.*, 2015).





Context: Lecture at a university in the UK.

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‘If you don't like it, you can leave!’

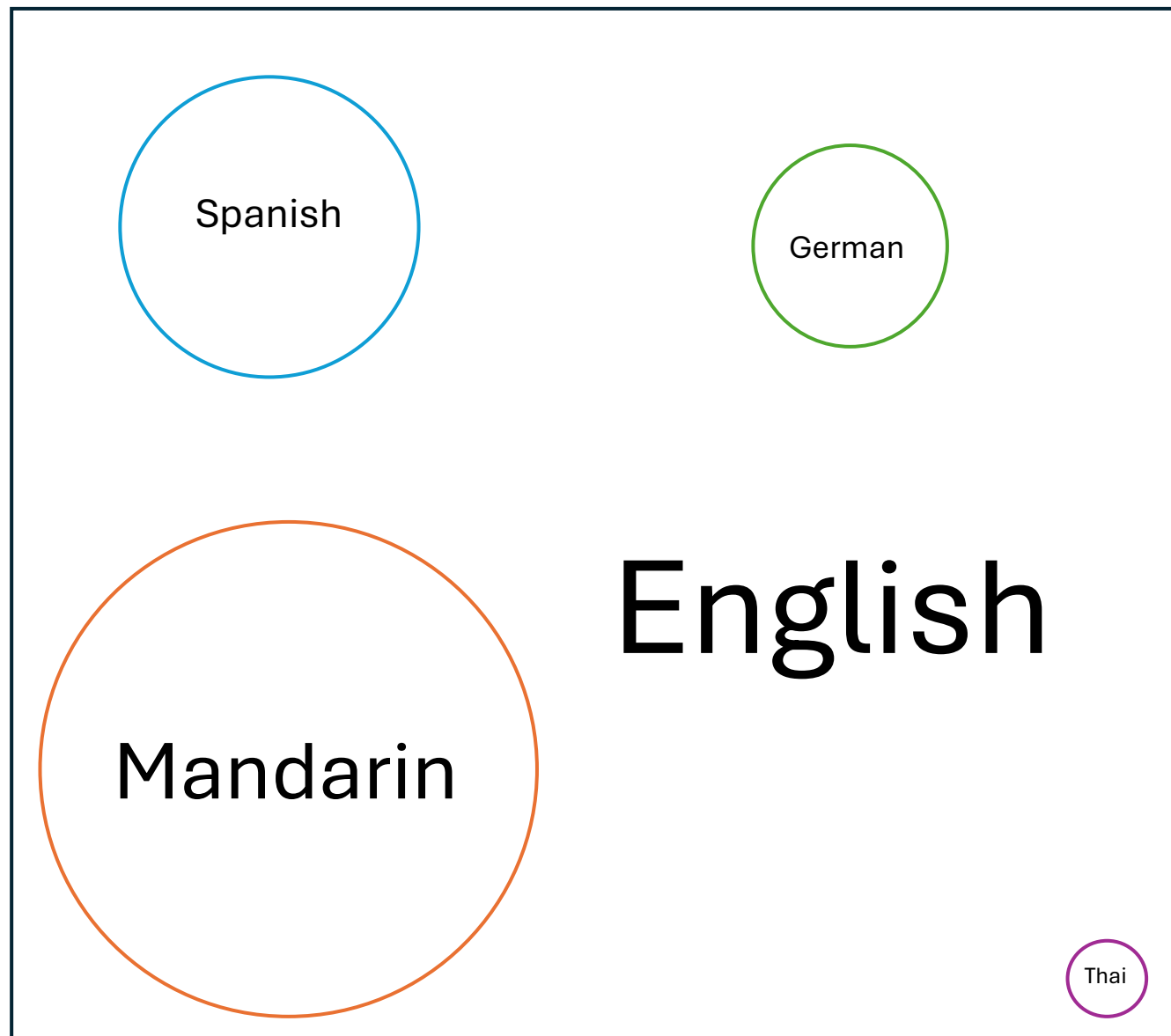
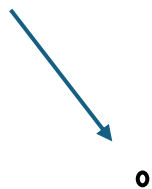
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Parity of esteem?

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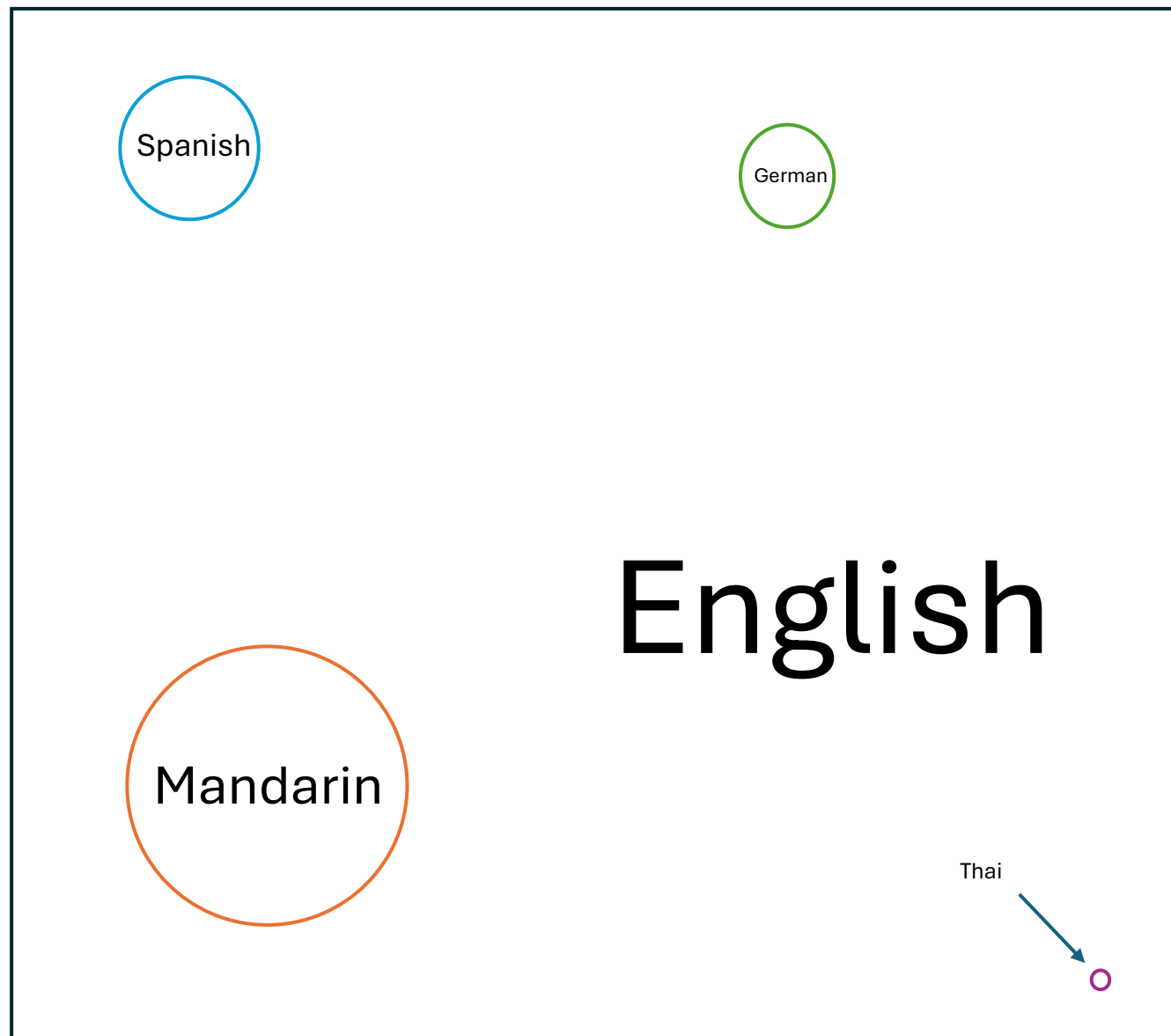
Toki Pona



Parity of esteem?

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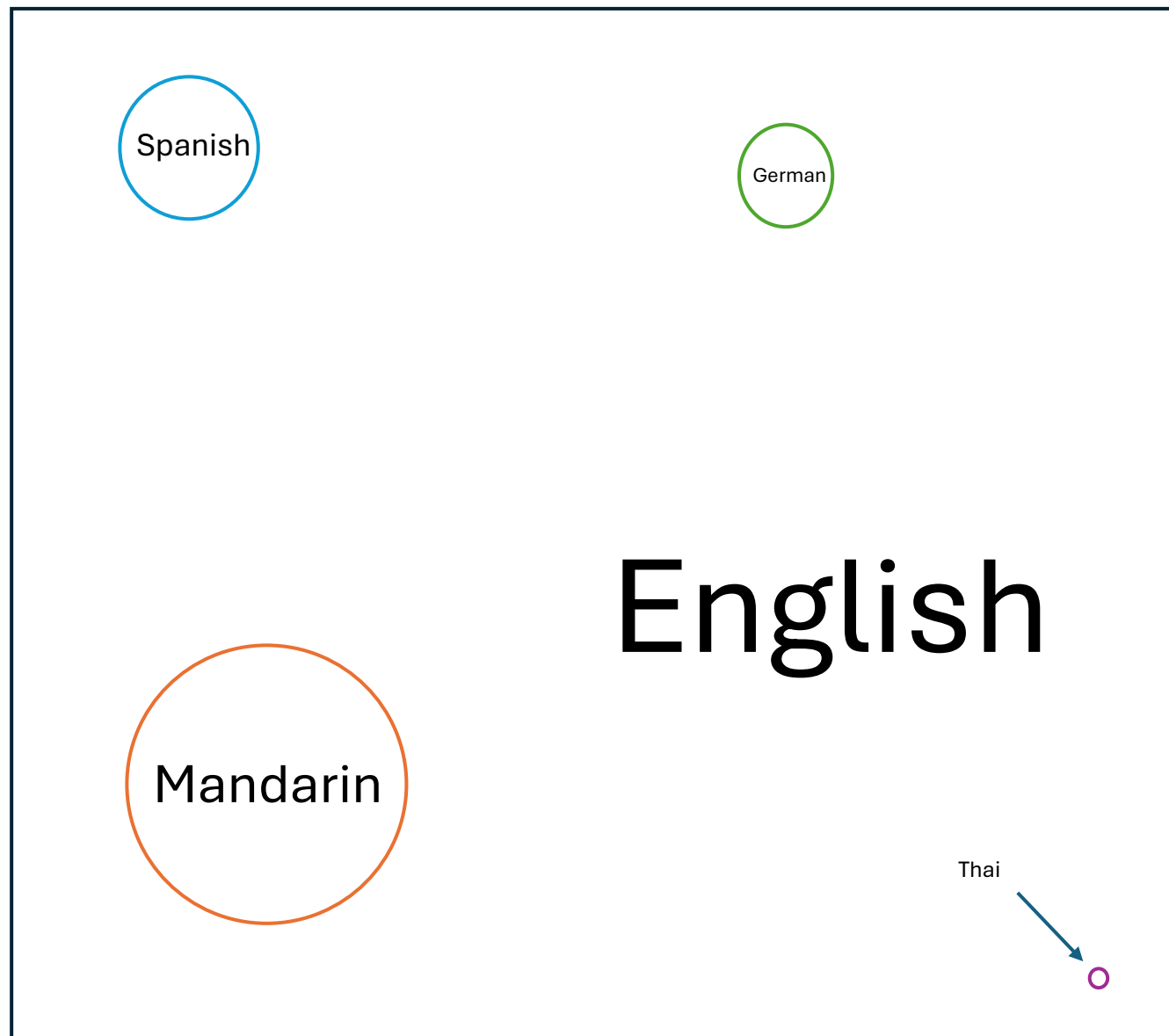
(De Schutter *et al.*, 2015).



Parity of esteem?

‘We might explain the threat to dignity by reference to the **background power inequalities** against which individual language learning-decisions take place. These background facts include the global military, economic, and political **hegemony of Anglophone countries**, and especially the United States.’

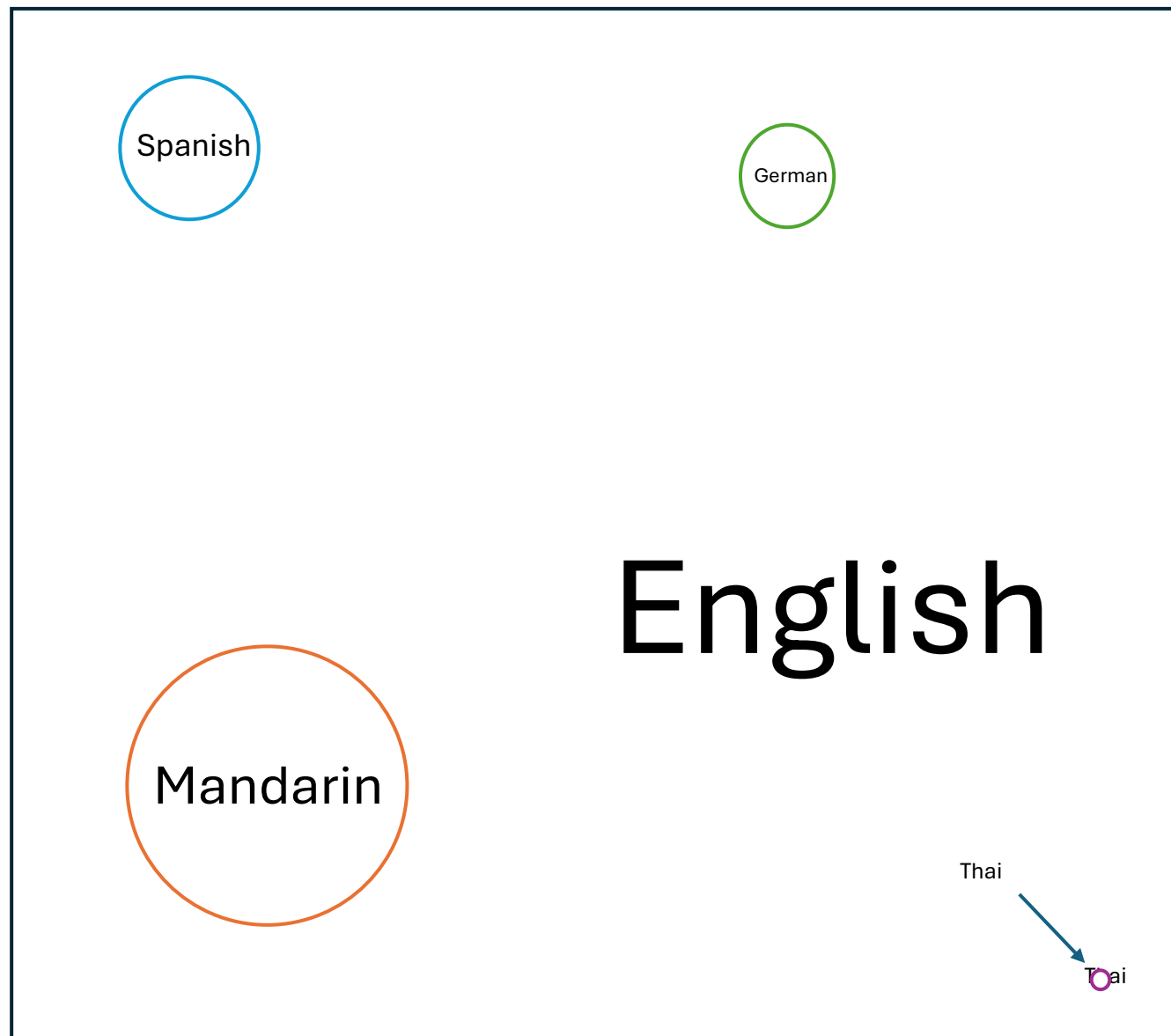
(Stilz, 2015).



Parity of esteem?

‘Anglophones do not just happen not to speak a second or third language; they largely exist in a **social and political culture** that has entitled them not to do so, and they often feel **no obligation to meet others even half way** (*sic*).’

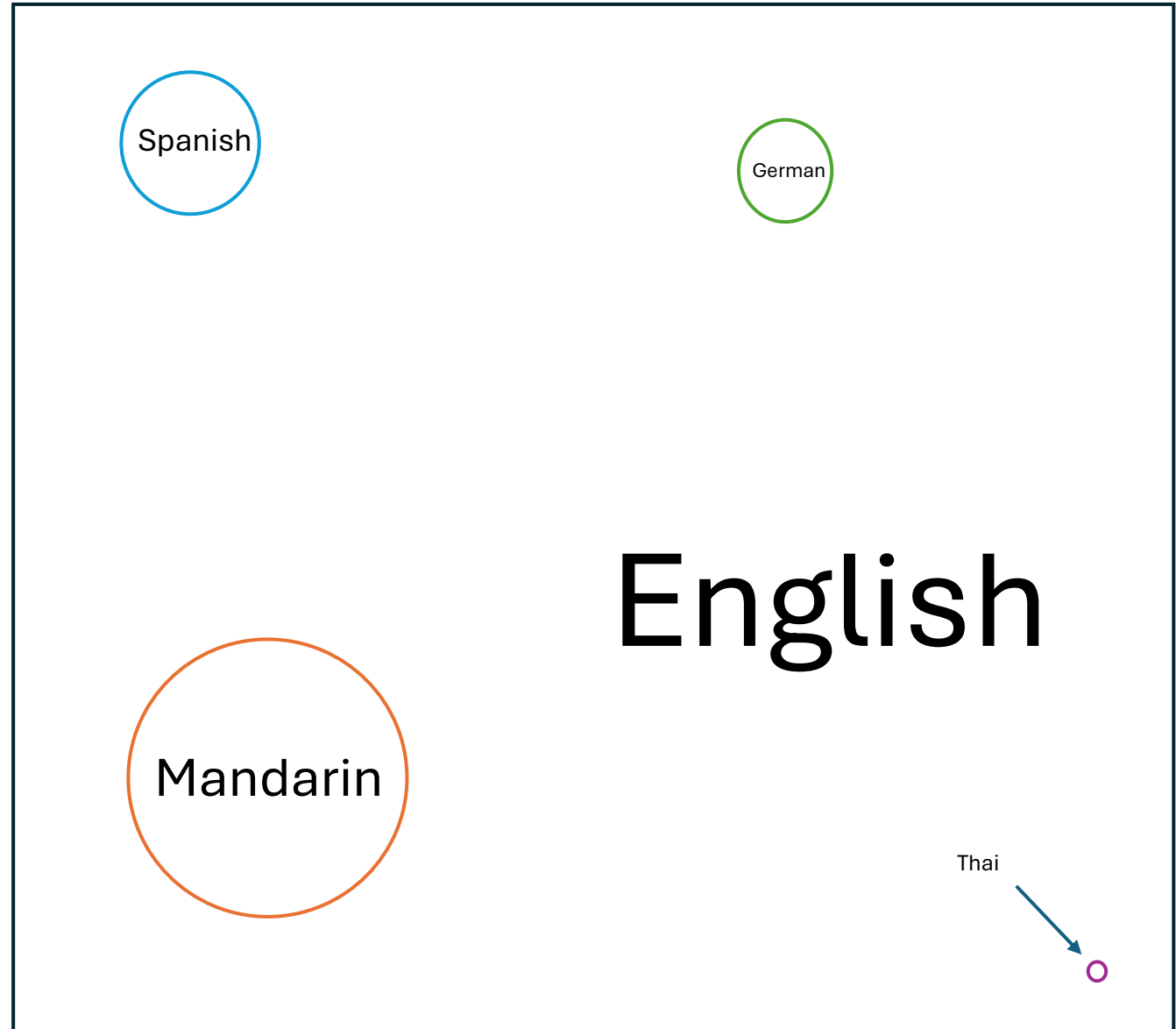
(Réaume, 2015).



Parity of esteem?

‘ But if that **situation might not exist if not for unjust power relations** that brought it into being, it is less clear that the only task of a theory of linguistic justice is to determine how best to **compensate** for the way things turned out.’

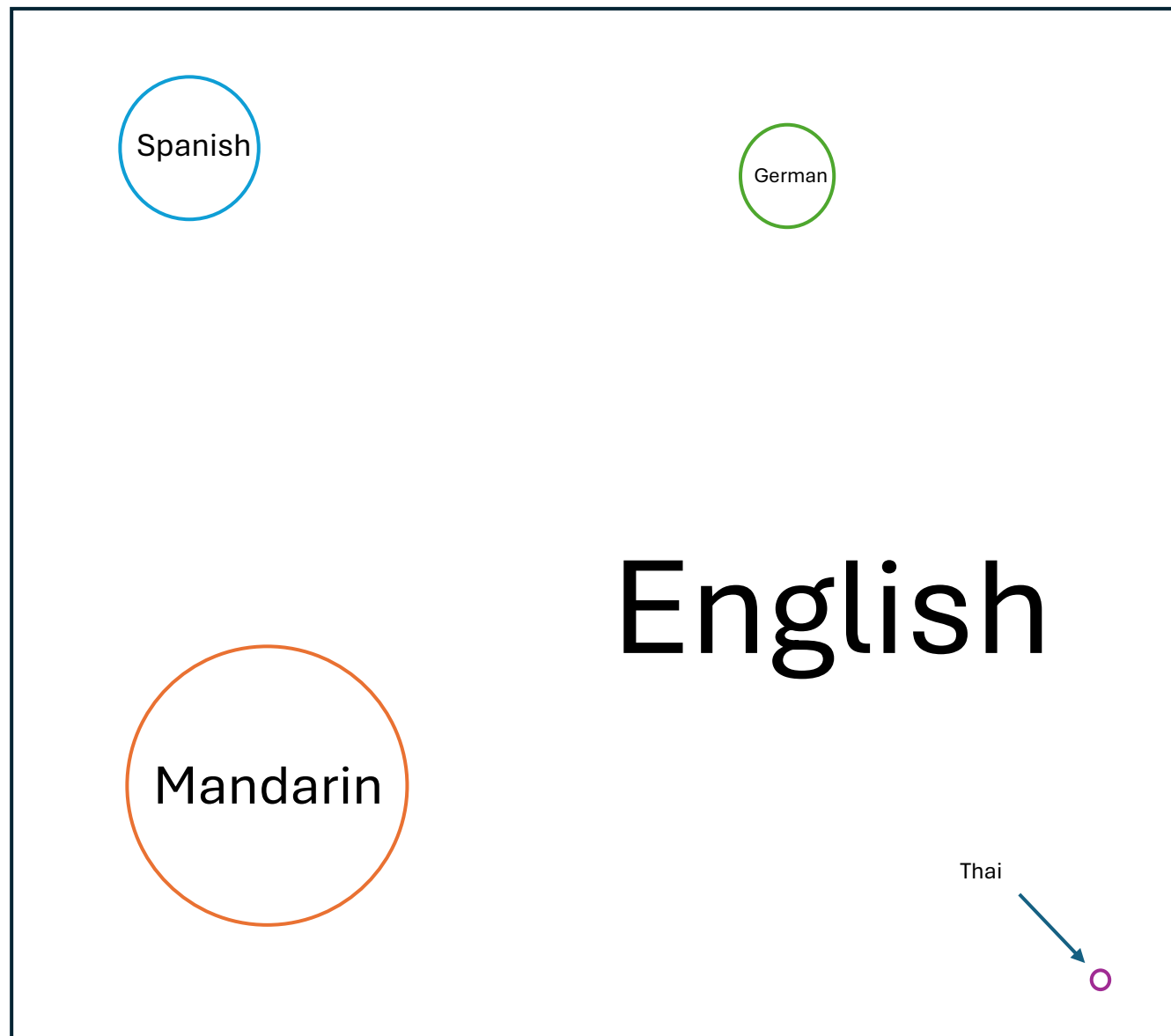
(Réaume, 2015).



Parity of esteem?

‘Inevitability often serves to lighten the burden of making sound normative arguments in favour of the end advocated: if a phenomenon is inevitable, we may as well accentuate the positive. But (*sic*) **there are reasons to doubt** the force of the arguments in favour of a **lingua franca** (*sic*) world and **arguments against are often underplayed.**’

(Réaume, 2015).



Languageing, not languages.



What is language? A response to Philippe van Parijs

Sue Wright

To cite this article: Sue Wright (2015) What is language? A response to Philippe van Parijs, *Critical Review of International Social and Political Philosophy*, 18:2, 113-130, DOI: [10.1080/13698230.2015.1023628](https://doi.org/10.1080/13698230.2015.1023628)

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(Wright, 2015).

Treaties of Westphalia in 1648.

It permits the state – (*sic*) which can be represented by a king or queen, a dictator, or a democratically elected government – (*sic*) to claim **control over the affairs within its territorial boundaries** without the interference by other states and, in the case of medieval Europe, the Roman Catholic Church.’

(Bauder *et al.*, 2021).

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(Bauder *et al.*, 2021).

‘As they codified and standardised the national language (often working in national language academies), applied linguists strove to provide the **linguistic underpinning to national claims to be unique and separate.**’

(Wright, 2015).



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Ferdinand de Saussure's theoretical linguistic framework.

Langue: Ideal language system, not witnessed in its entirety in the repertoire of any single user.



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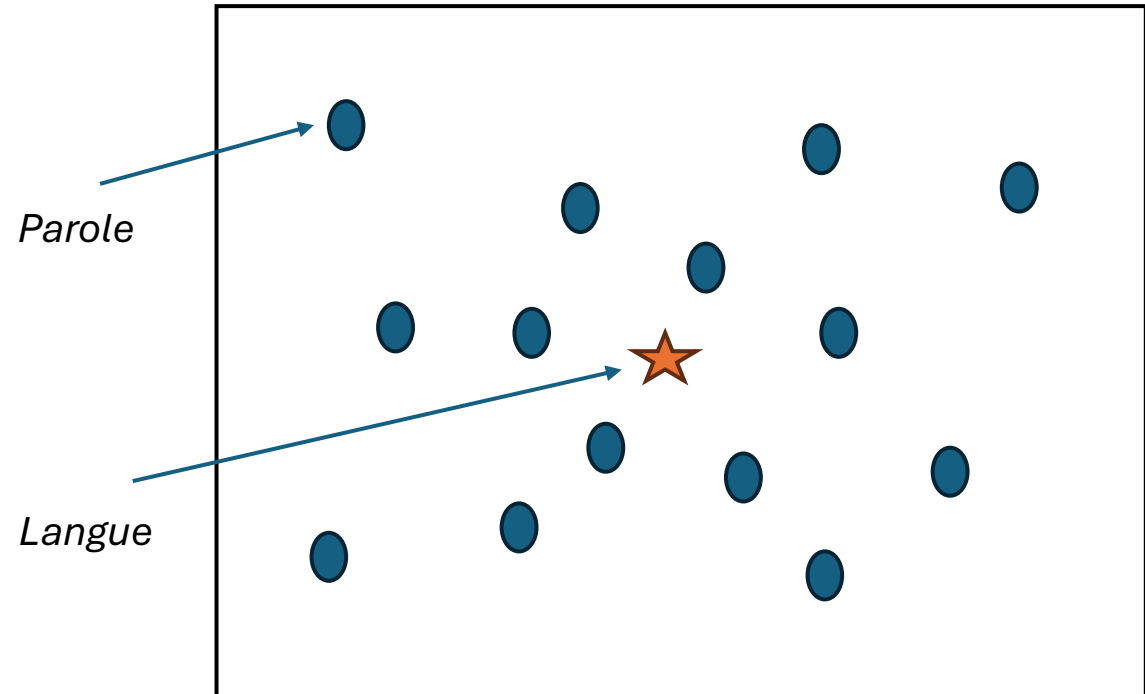
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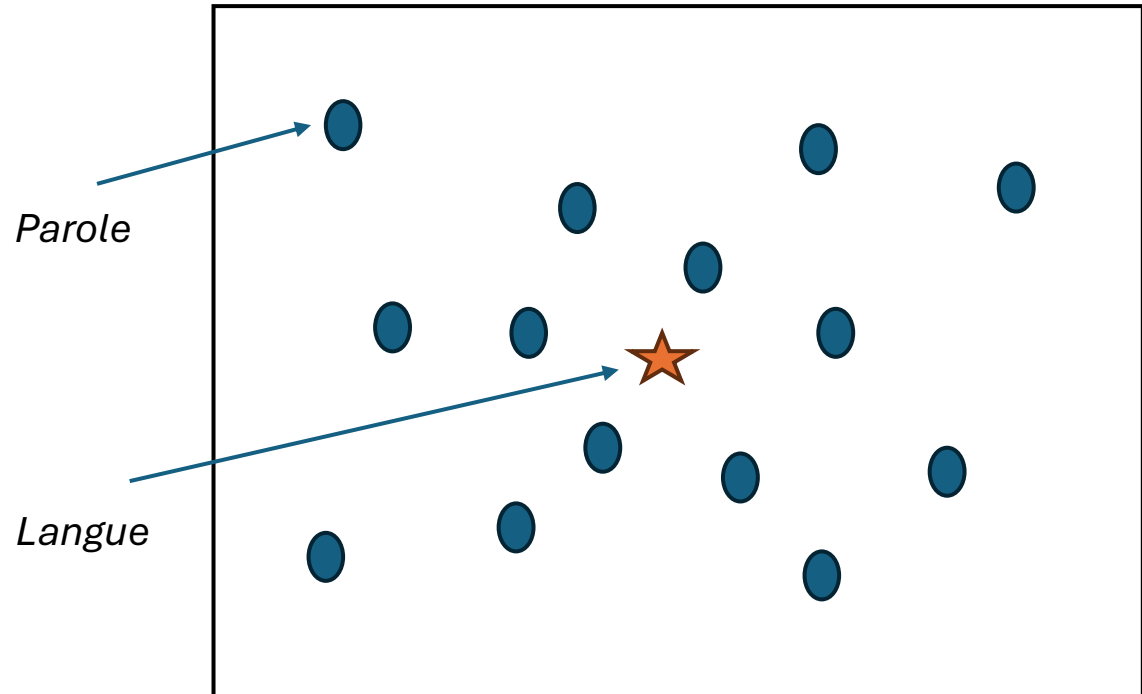
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(Wright, 2015).

Influence on linguistics in the 20th century.

‘The legacy of structuralism with its idea of language as an **abstract, self-contained conceptual system**, a system of **incontestable, normatively identical forms** is extremely powerful.’

(Wright, 2015).



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(Wright, 2015).

But this is the 21st century.

`... is rooted in the belief that speakers/writers are autonomous subjects who, through free will, **co-construct meaning with their interlocutors.**'

`... scholars in this tradition argue that individuals **create language** from their **own life experiences** and for their own **personal communicative needs.**'

(Wright, 2015).



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(Wright, 2015).

renaissance

/rə'neɪ.səns/ /'ren.ə.sɑ:ns/

UK

US

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(Wright, 2015).

Set in one of the least privileged neighborhoods of the US Southeast, this research project took a discourse analysis approach to construct a day-in-the-life case study. It illustrates how, during an after school storybook cooking class, a 7-year-old, multilingual, Mexican American girl navigated local linguistic microaggressions and extended microaffirmations to her peers. At the same time, she contested and critiqued societal power imbalances associated with whiteness. This study widens the corpus of scholarship that has primarily examined children's sociodramatic play and literacy development in preschool settings. It also broadens the body of research that has predominantly focused on students' linguistic dexterity and metalinguistic awareness in middle and high school contexts.

(Dávila, 2023).

“Halliday’s (1978) term **‘linguaging’** seems to encapsulate the creative process of **accommodation and negotiation** to be noted in some **language interaction.**”

` The resulting dialogic creativity is often **fit for purpose** but may **depart in varying degrees from norms** recognised as English by native speakers.'



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

Are their British classmates and other international students languaging with them?

They are breaking a rule, but is the rule fair?

Cooperative languaging justice.

Cooperative injustice.

Based on decades of teaching experience in teaching languages to U.S. diplomats.

Time required to reach “General Professional Proficiency” in a language on the Interagency Language Roundtable (ILR) scale.

U.S. Department of State. “Foreign Language Training - United States Department of State.” *U.S. Department of State*, 02 June 2023, <https://www.state.gov/foreign-language-training/>.

Category I Languages: 24-30 weeks (600-750 class hours)

Languages similar to English.

Danish (24 weeks)	Dutch (24 weeks)	French (30 weeks)
Italian (24 weeks)	Norwegian (24 weeks)	Portuguese (24 weeks)
Romanian (24 weeks)	Spanish (24 weeks)	Swedish (24 weeks)

Category IV Languages: 88 weeks (2200 class hours)

“Super-hard languages” – Languages which are exceptionally difficult for native English speakers.

Arabic	Chinese – Cantonese	Chinese – Mandarin
Japanese	Korean	

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U.S. Department of State. “Foreign Language Training - United States Department of State.” *U.S. Department of State*, 02 June 2023, <https://www.state.gov/foreign-language-training/>.

Japanese is approximately four times more difficult than French.

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U.S. Department of State. “Foreign Language Training - United States Department of State.” *U.S. Department of State*, 02 June 2023, <https://www.state.gov/foreign-language-training/>.

Are French speakers also free-riding on Japanese speakers?

Category I Languages: 24-30 weeks (600-750 class hours)

Languages similar to English.

Danish (24 weeks)	Dutch (24 weeks)	French (30 weeks)
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“Super-hard languages” – Languages which are exceptionally difficult for native English speakers.

Arabic	Chinese – Cantonese	Chinese – Mandarin
Japanese	Korean	

English allows an Indian theorist to work with a German experimentalist to validate their theory.

Why should an Australian editor contribute to this collaboration?

` If those benefits are **externalities** produced by a large number of individuals freely and rationally choosing to learn English as a maximizing (*sic*) strategy, **native Anglophones are doing nothing wrong by benefiting from it.**'

` . . . if the **benefits** produced were only possible through the **cooperation of all**, or if **compensation** from native Anglophones were necessary to make the learning **rationally advantageous** for learners of EGLF, then a **contribution** to the production of this good would be **morally required.**'

English allows an Indian theorist to work with a German experimentalist to validate their theory.

Manuscript must be comprehensible to the Australian editor.

Languaging as a context-dependent dynamic process requires the Indian theorist, German experimentalist, and Australian editor to cooperate.

Judged as a group.

Four dimensions of a linguistic policy

- Extension: Scope of the policy. All the time or just at work?
- Ambition: Number of languages allowed.
- Generality: Are there exceptions, such as *`et cetera'* and *`per se'*?
- Severity: How should contraveners be sanctioned?



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.



They are breaking a rule, but is the rule fair?

Enforce the policy in a civilised and consistent way.

` Could you please repeat that in English?'

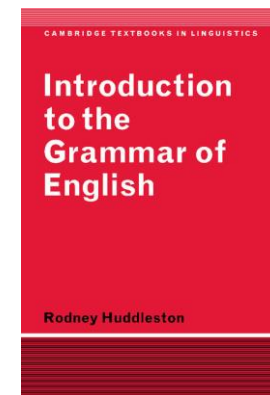
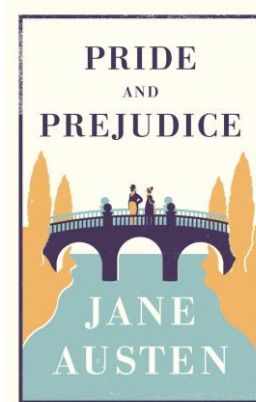
` English!!!'



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.



They are breaking a rule, but is the rule fair?

Treating diverse standards as equally valid will maximise the repertoire of linguistic and paralinguistic resources in a community.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.



They are breaking a rule, but is the rule fair?

In the event of a misunderstanding, every party is responsible. Be inclusive.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.



They are breaking a rule, but is the rule fair?

Instead of making someone repeat a word, ask a probing question to establish the context.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

THE NOBEL PRIZE
The Nobel Prize
212,007 followers
3d • 🌐

"When I draw a molecule in China or in Argentina, it is the same molecule. People understand immediately without knowing Spanish or Chinese. That is beautiful. Our common goal is not about power or borders of the country, it is about bringing forward human knowledge."

Ben Feringa

They are breaking a rule, but is the rule fair?

In intercultural dialogues, avoid making cultural references (such as Jane Austen) and using slang (such as 'what's up?').

Distributive languaging justice.

Distributive injustice.

Since English is not a singular entity, does learning English as a system actually result in upward social/economic/educational mobility?

Distributive injustice.

Since English is not a singular entity, does learning English as a system actually result in upward social/economic/educational mobility?

in fact only *high-status* forms of English, along with high-level literacy skills, that can (possibly) accomplish significant upward mobility for their speakers. Not surprisingly, such high-prestige forms of English are predominantly the preserve of *existing* social and educational elites.⁶ This elite/class-based access to high-prestige English language varieties complicates considerably the asserted links between English as a global lingua franca and upward social, economic, and educational mobility. Indeed, this basic assumption, demonstra-

(May, 2015).

Distributive injustice.

Since English is not a singular entity, does learning English as a system actually result in upward social/economic/educational mobility?

speakers elsewhere. After all, the English acquired by urban Africans may offer them considerable purchase and prestige for their middle-class identities in African towns, but the same English may well be treated quite differently if they moved to London, identifying them as stigmatized, migrants, and from a lower class. The sociolinguist Jan Blommaert (2006, 2010) describes the latter as context-specific, 'low-mobility' forms of English (2010, p. 195). Context (and use) in relation to language varieties is thus, everything. As Blommaert (2006, p. 561) concludes,

(May, 2015).

Distributive injustice.


Outside the Anglosphere, only wealthy parents send their kids to international schools to acquire native-level proficiency in English.

GLOBALISATION, SOCIETIES AND EDUCATION
<https://doi.org/10.1080/14767724.2019.1571405>

 Routledge
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 Check for updates

Stealth marketisation: how international school policy is quietly challenging education systems in Asia

Hyejin Kim^a and Erik Mobrand ^b

^aGlobal Studies Programme and Political Science Department, National University of Singapore, Singapore, Singapore; ^bGraduate School of International Studies, Seoul National University, Seoul, South Korea

ABSTRACT

Across Asia, the international school scene has experienced marketisation and corporatisation. A consequence is that many wealthier families – outside of expatriate communities – view international schools as a desirable choice, and they seek ways to enrol their children in international schools. States have responded to this situation through policies that manage the boundaries between public or national school systems and international schools. States have made compromises in their international school policies – compromises that allow markets to creep into the broader education systems. This mode of market creation is subtle: Neither families nor state agents advocate for ‘choice’ as a value, nor are there public discourses around international schools in the region celebrating ‘choice’ in education. The compromises made in international school policy relate to whole education systems and have implications for inequality, citizenship, and national identity.

ARTICLE HISTORY

Received 15 October 2018
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KEYWORDS

International schools;
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marketisation; global policy
networks; East and Southeast
Asia

Kim, Hyejin, and Erik Mobrand. "Stealth marketisation: How international school policy is quietly challenging education systems in Asia." *Globalisation, Societies and Education* 17.3 (2019): 310-323.

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A similar scenario is evident in Africa where, despite English being an official or co-official language in as many as 15 postcolonial African states, the actual percentage of English speakers in each of these states never exceeds 20% (Ngũgĩ 1993, Heugh 2008). Alexandre (1972) has gone as far as to suggest that, in postcolonial Africa social class can be distinguished more clearly on linguistic than economic lines. While this observation willfully understates

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Conversion of financial capital into
cultural/symbolic capital.

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(Rosa *et al.*, 2017).

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(Rosa *et al.*, 2017).

People of colour can enact and benefit from oppressive structures built by white people.

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Distributive injustice.

` If we cease viewing language as a discrete system learnt as such in the classroom and informed by grammars and dictionaries and see it rather as the negotiation of meaning in context, we realise that the **native speaker is not necessarily the best equipped** to achieve successful interaction in **transnational settings.**'

(Wright, 2015).

DOI: 10.1515/9783484605060.151 • Corpus ID: 151106389

English in the European Parliament: MEPs and their Language Repertoires

S. Wright • Published 13 December 2007 • Linguistics, Political Science, Education • Sociolinguistica

This article discusses the role of English in the European Parliament. The author describes how the more democratic role that Europe has embraced has advanced the role of languages at the national level, but has some trouble balancing all twenty-three official languages at the "supranational" level. The members of parliament must face this difficulty, and the author presents their experiences. The experiences that native English and French speakers have formed into two categories of those that are pedantically monolingual, and those who try to engage with members of other languages. Members from other European Union countries and their competencies in English and other foreign languages are presented. [Collapse](#)

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(Wright, 2007).

Distributive injustice.

` If all utterances are dependent on the context in which they are produced, and on what precedes and follows them, it seems valid to claim that **a multilingual who moves between systems** will be better at negotiating meaning in ELF communication than a **monolingual** whose education has **not alerted** them to the **arbitrary nature of the sign** nor to the fact that **language is essentially action in context.**'

(Wright, 2015).

English as a productive good:

Japanese speaker < French speaker < Anglophone.

Languaging as a productive good:

Japanese speaker > French speaker > Anglophone.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

China has more English users than the UK. We should learn to understand their variant of English to stay competitive.

Wei, Rining, and Jinzhi Su. "The statistics of English in China: An analysis of the best available data from government sources." *English Today* 28.3 (2012): 10-14.

They are breaking a rule, but is the rule fair?

Disparity of esteem due to linguistic issues is a kind of racism.



Equality Act 2010

2010 CHAPTER 15

An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities; to reform and harmonise equality law and restate the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics; to enable certain employers to be required to publish information about the differences in pay between male and female employees; to prohibit victimisation in certain circumstances; to require the exercise of certain functions to be with regard to the need to eliminate discrimination and other prohibited conduct; to enable duties to be imposed in relation to the exercise of public procurement functions; to increase equality of opportunity; to amend the law relating to rights and responsibilities in family relationships; and for connected purposes.

[8th April 2010]

(Equality Act 2010)

Race

(1) Race includes—

- (a) colour;
- (b) nationality;
- (c) ethnic or national origins.

Protected characteristics:

- Age.
- **Race.**
- Disability.
- Religion and belief.
- Sex (biological).
- Sexual orientation.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.

Linguistic racism is no better than biological racism.

More than cooperative injustice.

Based on decades of teaching experience in teaching languages to U.S. diplomats.

Time required to reach “General Professional Proficiency” in a language on the Interagency Language Roundtable (ILR) scale.

U.S. Department of State. “Foreign Language Training - United States Department of State.” *U.S. Department of State*, 02 June 2023, <https://www.state.gov/foreign-language-training/>.

Category I languages are associated with former colonial powers and countries where white people are in the majority.

Category I Languages: 24-30 weeks (600-750 class hours)

Languages similar to English.

Danish (24 weeks)	Dutch (24 weeks)	French (30 weeks)
Italian (24 weeks)	Norwegian (24 weeks)	Portuguese (24 weeks)
Romanian (24 weeks)	Spanish (24 weeks)	Swedish (24 weeks)

Category IV Languages: 88 weeks (2200 class hours)

“Super-hard languages” – Languages which are exceptionally difficult for native English speakers.

Arabic	Chinese – Cantonese	Chinese – Mandarin
Japanese	Korean	

Unsettling race and language: Toward a raciolinguistic perspective

JONATHAN ROSA^a AND NELSON FLORES^b

^a*Stanford University, USA*

^b*University of Pennsylvania, USA*

ABSTRACT

This article presents what we term a *raciolinguistic perspective*, which theorizes the historical and contemporary co-naturalization of language and race. Rather than taking for granted existing categories for parsing and classifying race and language, we seek to understand how and why these categories have been co-naturalized, and to imagine their denaturalization as part of a broader structural project of contesting white supremacy. We explore five key components of a raciolinguistic perspective: (i) historical and contemporary colonial co-naturalizations of race and language; (ii) perceptions of racial and linguistic difference; (iii) regimentations of racial and linguistic categories; (iv) racial and linguistic intersections and assemblages; and (v) contestations of racial and linguistic power formations. These foci reflect our investment in developing a careful theorization of various forms of racial and linguistic inequality on the one hand, and our commitment to the imagination and creation of more just societies on the other. (Race, language ideologies, colonialism, governmentality, enregisterment, structural inequality)*

(Rosa *et al.*, 2017).

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‘The construction of race was an integral element of the European national and colonial project that **discursively produced racial Others** in opposition to the superior European bourgeois subject (Stoler 1995).’

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(Rosa *et al.*, 2017).

‘This **positioning of Europeanness as superior** to non-Europeanness was part of a broader process of national-state/colonial governmentality (Flores 2013), a form of governmental racialization (*sic*) that imposed **European epistemological and institutional authority on colonized (*sic*) populations** worldwide as a **justification for European colonialism** (Hesse 2007).’

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(Rosa *et al.*, 2017).

“In the early period of the colonization (*sic*) of what Europeans would come to call the Americas, **raciolinguistic ideologies were used to position indigenous populations as subhuman**. Veronelli (2015) shows how European colonizers (*sic*) described indigenous language practices as **animal-like forms of ‘simple communication’** that were incapable of expressing the **complex worldviews represented by European languages**.”

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(Rosa *et al.*, 2017).

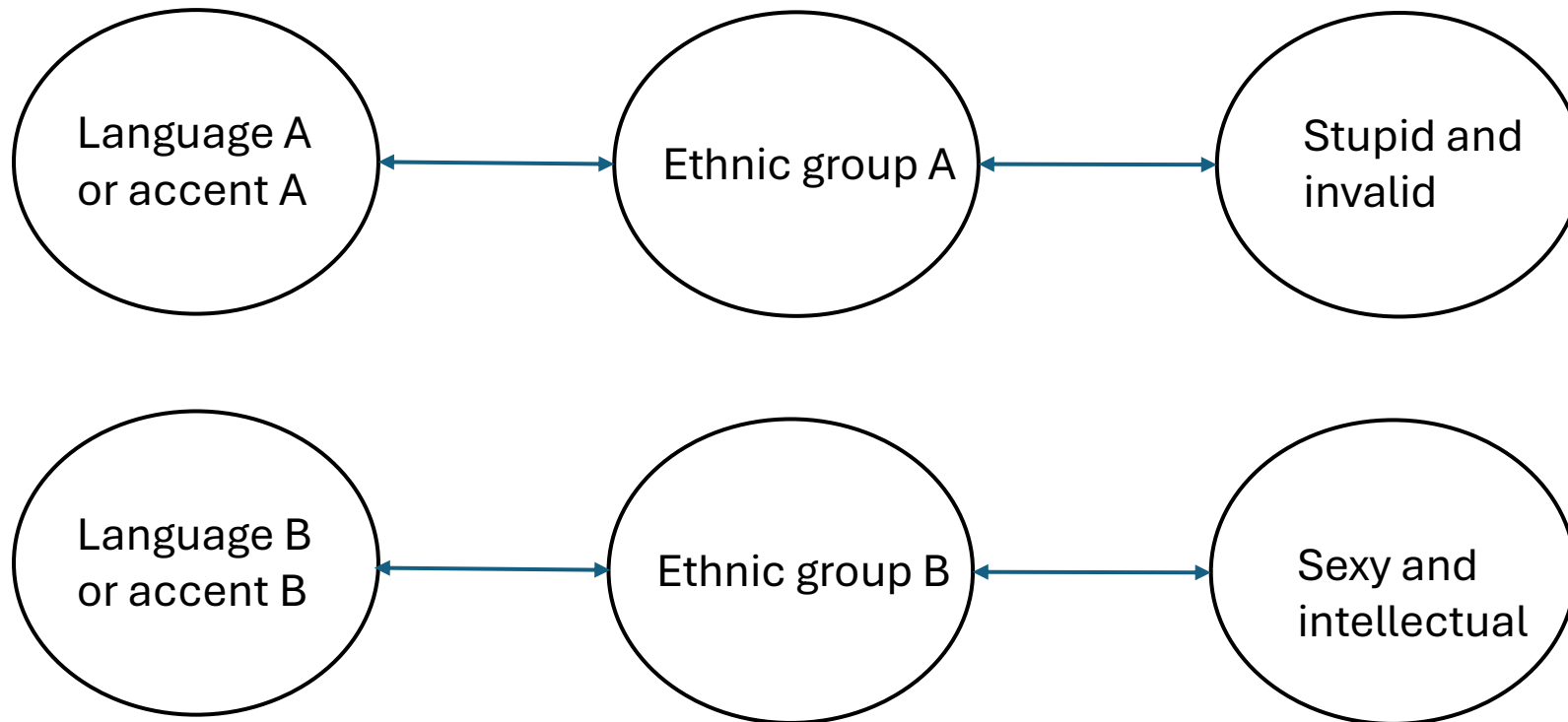
‘Proponents of this perspective **equated indigenous languages with primitive worldviews** that should not be preserved but rather eliminated through the imposition of European languages on these populations (Mignolo 1995). From this perspective, **colonized (*sic*) people could further evolve in their humanity only by mastering a European language.**’

` A raciolinguistic perspective seeks to synthesize (*sic*) these approaches by framing the co-naturalization (*sic*) of language and race as a process of *raciolinguistic enregisterment*, whereby **linguistic and racial forms are jointly constructed as sets** and rendered **mutually recognizable (*sic*) as named languages/varieties and racial categories.**’

(Rosa *et al.*, 2017).

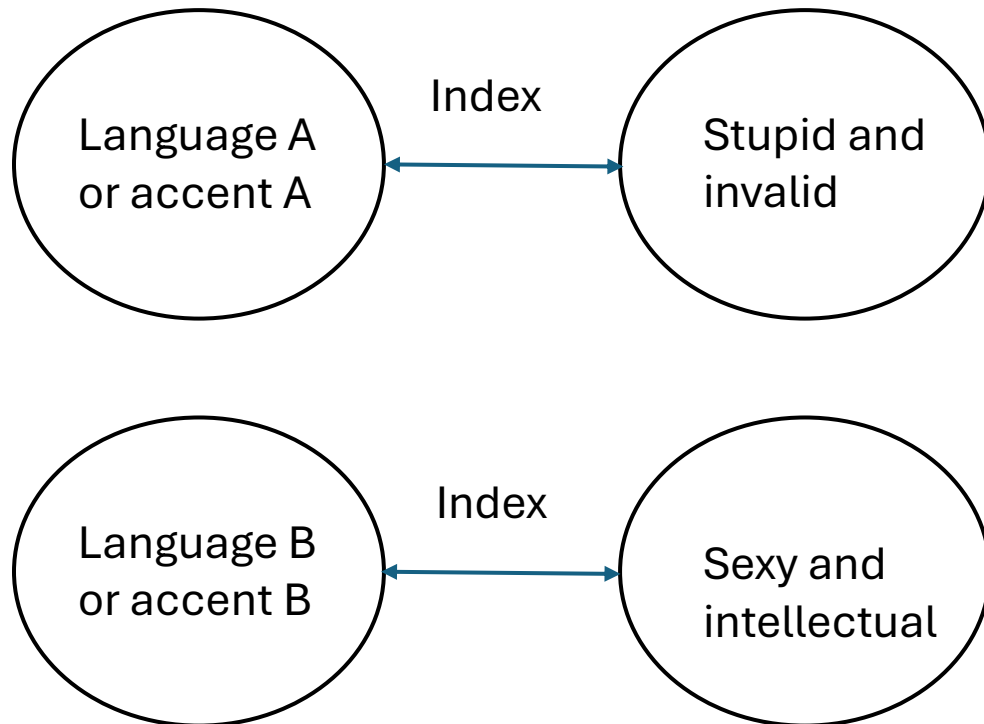
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(Rosa *et al.*, 2017).



` Using **indirect, associational meanings**, indexicality enables racializing (*sic*) images to be conveyed and propagated by Whites who are often unaware of the offensive implications of covert racist discourses and the way they contribute to the racializing (*sic*) project of white supremacy.'

(Kroskrity, 2021).

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use is a prerequisite for an individual’s success there. While the Monoglot American English Standard is a linguistic ideal that is not explicitly linked to racial categories, it is historically associated with the speech of middle-class Whites rather than other racial, ethnic, or class groups. Although comparative linguistics, a descriptive rather

(Kroskrity, 2021).



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

For a Chinese, an Indian, or a Nigerian, the English language has an extra layer of meaning because of indexicality.

They are breaking a rule, but is the rule fair?

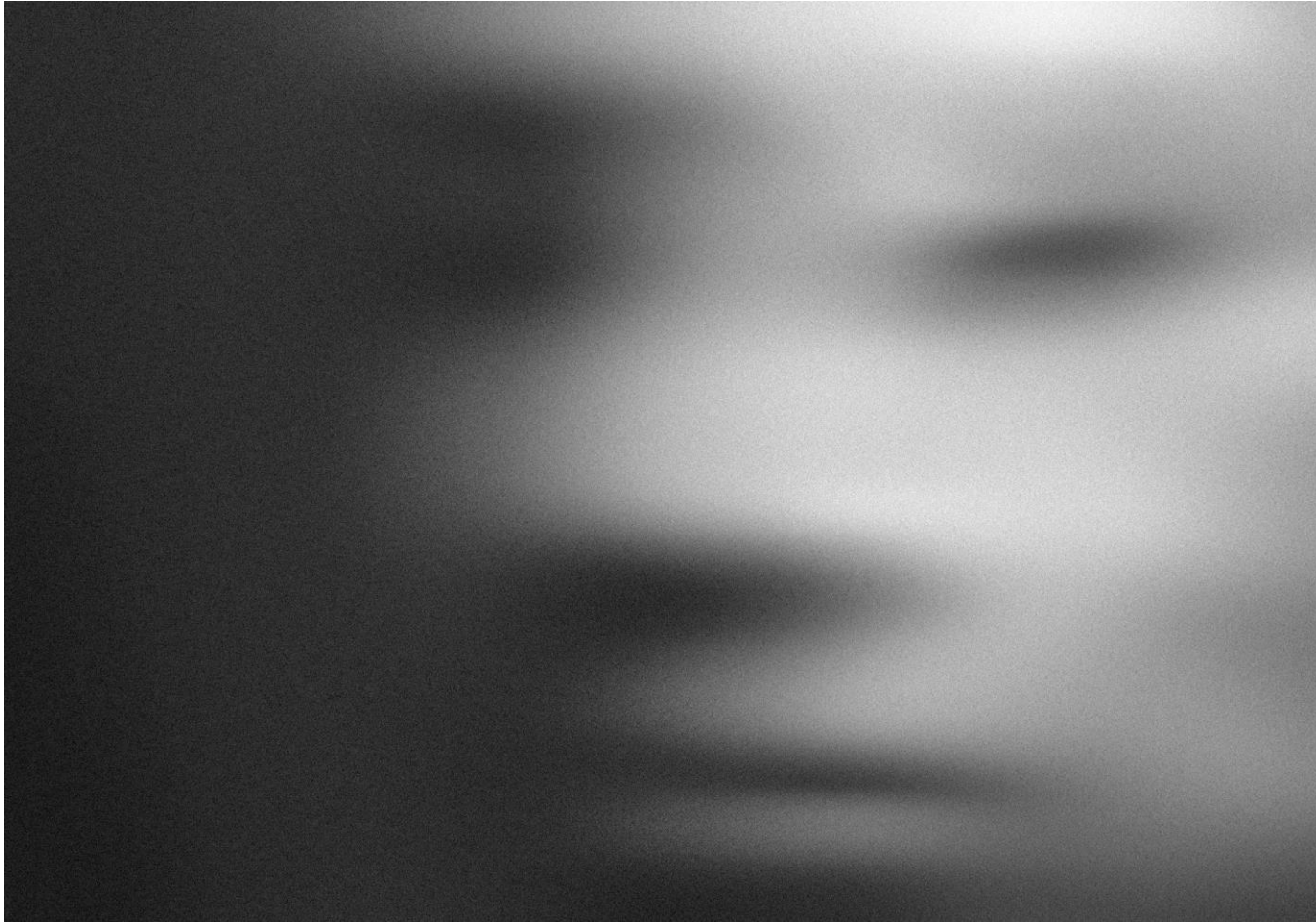


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They are breaking a rule, but is the rule fair?



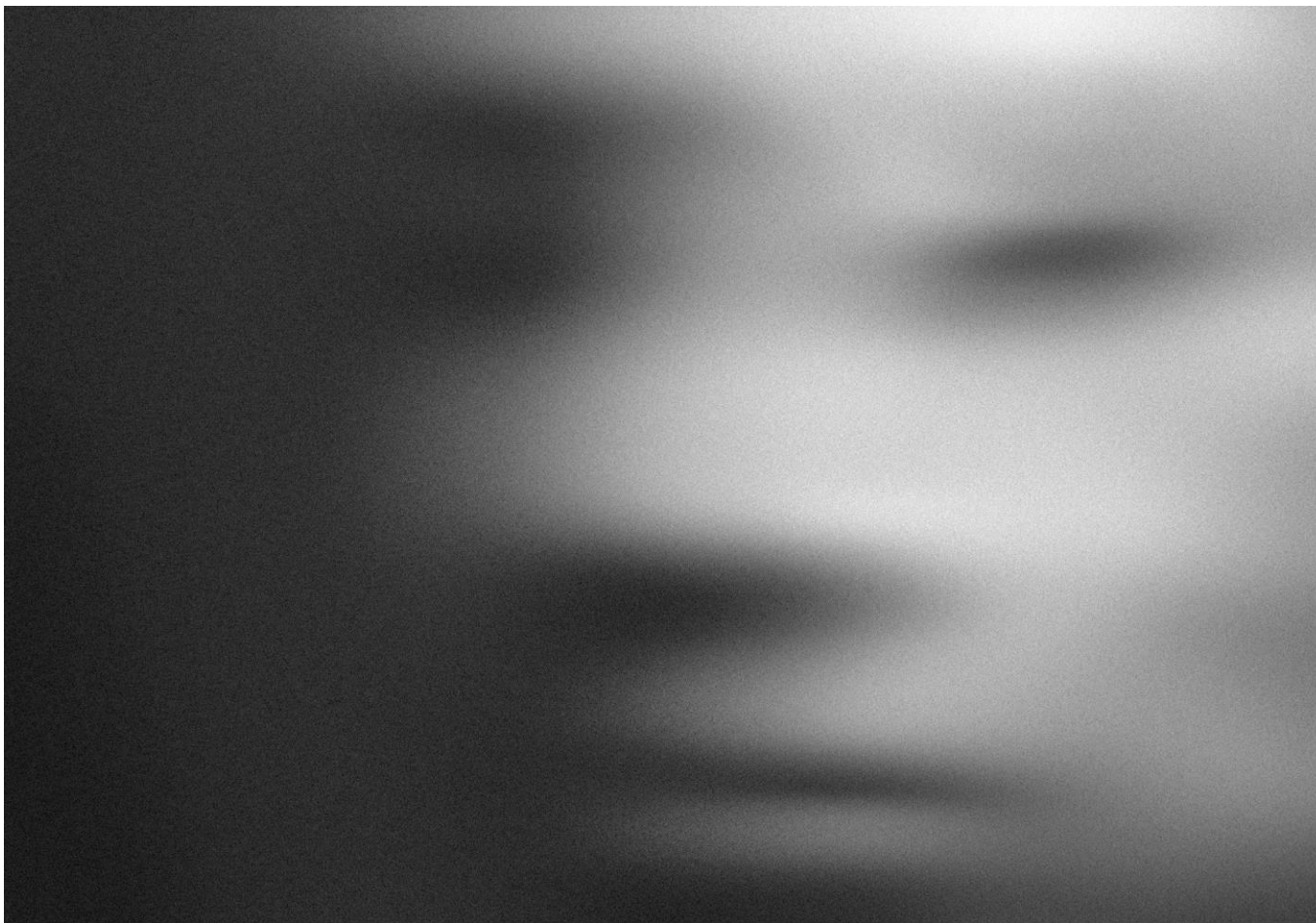
Context: Lecture at a university in the UK.

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Are you thinking of a group of white students speaking French or a group of Chinese students speaking Mandarin?

They are breaking a rule, but is the rule fair?



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

`You sound so sexy'

`I didn't order a takeaway!'

They are breaking a rule, but is the rule fair?

Welsh woman on bus shuts down racist who told Muslim passenger to 'speak English'

© 21 June 2016



(BBC, 2016).

The most perfect thing I have ever seen just happened on the replacement train bus service between Newport and Cwmbran:

White man sat in front of a mother and her son. Mother was wearing a niqab. After about 5 minutes of the mother talking to her son in another language the man, for whatever reason, feels the need to tell the woman "When you're in the UK you should really be speaking English."

At which point, an old woman in front of him turns around and says, "She's in Wales. And she's speaking Welsh."


Perfect.

The burden is on the
racialised English user.



ARTICLE COMMENTARY

Introduction to special issue: linguistic racism

Sender Dovchin 

School of Education, Curtin University, Perth, Australia

ABSTRACT

Papers in this Special Issue, “Linguistic Racism”, focus on the phenomenon of linguistic racism – the ideologies and practices that are utilised to conform, normalise and reformulate an unequal and uneven linguistic power between language users (Skutnabb-Kangas 2015) – directed at culturally and linguistically different (CaLD) or Indigenous backgrounds around the globe. The authors provide multiple ethnographic studies to understand what it means to speak as a racialised subject in the highly diverse societies of the twenty-first century, examining the manners in which one’s fundamental human rights are violated, and how one is deprived of both socio-economic and socio-cultural opportunities as a result of their use of language. All of the articles acknowledge the multiple, complex layers of cause and effect that further entrenches linguistic racism into particular social, cultural, ethnic, national and educational contexts that (re)shape the minoritised bilingual speakers’ linguistic practices. The Special Issue addresses the effects of critical approaches to current bilingualism theories that break new ground by disclosing the reality that it is not always applicable to commend bilingual diversity without fully acknowledging ongoing, often profoundly entrenched, local constraints.

ARTICLE HISTORY

Received 25 May 2020
Accepted 29 May 2020


KEYWORDS

linguistic racism; culturally and linguistically different (CaLD) speakers; international students; Indigenous speakers; bilingual education

‘Even these speakers **can engage** in normative or standardised linguistic practices, and **can still be perceived as** engaging in **non-standard linguistic practices** (Alim 2007).’

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“Flores and Rosa (2015, 167) contend that ‘the question of whether members of racialised communities are accepted as appropriately engaging in these linguistic practices continues to be **determined by the white listening subject, not by the speakers’ actual practices.**’”

(Dovchin, 2020).

Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education

NELSON FLORES

University of Pennsylvania

JONATHAN ROSA

University of Massachusetts Amherst

In this article, Nelson Flores and Jonathan Rosa critique appropriateness-based approaches to language diversity in education. Those who subscribe to these approaches conceptualize standardized linguistic practices as an objective set of linguistic forms that are appropriate for an academic setting. In contrast, Flores and Rosa highlight the raciolinguistic ideologies through which racialized bodies come to be constructed as engaging in appropriately academic linguistic practices. Drawing on theories of language ideologies and racialization, they offer a perspective from which students classified as long-term English learners, heritage language learners, and Standard English learners can be understood to inhabit a shared racial positioning that frames their linguistic practices as deficient regardless of how closely they follow supposed rules of appropriateness. The authors illustrate how appropriateness-based approaches to language education are implicated in the reproduction of racial normativity by expecting language-minoritized students to model their linguistic practices after the white speaking subject despite the fact that the white listening subject continues to perceive their language use in racialized ways. They conclude with a call for reframing language diversity in education away from a discourse of appropriateness toward one that seeks to denaturalize standardized linguistic categories.

Example: African American students at a predominantly African American high school in San Francisco.

(Flores et al., 2015).

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was” alongside “they was” as examples of “vernacular English” that should be combated. Phrases such as “he was” and “she was” correspond to prescriptive Standard English norms, yet this teacher hears them as vernacular linguistic practices that are in need of correction. While phrases such as “he was” and “she was” might sound like Standard English when uttered by a privileged white student, in this example they are construed as nonstandard practices that should be fixed when uttered by African American students. This example demonstrates the powerful ways that raciolinguistic ideologies of the white listening subject can stigmatize language use regardless of one’s empirical linguistic practices. Thus, even when Standard English learners use forms that seem to correspond to Standard English, they can still be construed as using nonstandard forms from the perspectives of the white listening subject.

Does seeing an Asian face make speech sound more accented?

Yi Zheng¹ · Arthur G. Samuel^{1,2,3}

Published online: 17 May 2017
© The Psychonomic Society, Inc. 2017

Abstract Prior studies have reported that seeing an Asian face makes American English sound more accented. The current study investigates whether this effect is perceptual, or if it instead occurs at a later decision stage. We first replicated the finding that showing static Asian and Caucasian faces can shift people's reports about the accentedness of speech accompanying the pictures. When we changed the static pictures to dubbed videos, reducing the demand characteristics, the shift in reported accentedness largely disappeared. By including unambiguous items along with the original ambiguous items, we introduced a contrast bias and actually reversed the shift, with the Asian-face videos yielding lower judgments of accentedness than the Caucasian-face videos. By changing to a mixed rather than blocked design, so that the ethnicity of the videos varied from trial to trial, we eliminated the difference in accentedness rating. Finally, we tested participants' perception of accented speech using the selective adaptation paradigm. After establishing that an auditory-only accented adaptor shifted the perception of how accented test words are, we found that no such adaptation effect occurred when the adapting sounds relied on visual information (Asian vs. Caucasian videos) to influence the accentedness of an ambiguous auditory adaptor. Collectively, the results demonstrate

that visual information can affect the interpretation, but not the perception, of accented speech.

Keywords Asian face · Accent · Interpretation · Perception · Ethnicity

With increasing globalization, people's exposure to accented speech is growing, especially in a culturally diverse country like the USA. In fact, all speech has an accent, either a foreign accent (e.g., a Chinese accent) or a regional accent (e.g., a Boston accent). Many factors affect a listener's judgments of how accented speech sounds, including properties of sounds (e.g., Magen, 1998; Munro, Derwing, & Morton, 2006), lexical frequency (e.g., Levi, Winters, & Pisoni, 2007), visual cues (e.g., Irwin, 2008; Kawase, Hannah, & Wang, 2014; Swerts & Kraemer, 2004), and even cultural backgrounds (e.g., Wang, Martin, & Martin, 2002). The focus of the current study is a finding that simply seeing an Asian face can make speech sound more accented (Rubin, 1992; Rubin, Ainsworth, Cho, Turk, & Winn, 1999; Rubin & Smith, 1990; Yi, Phelps, Smiljanic, & Chandrasekaran, 2013; Yi, Smiljanic, & Chandrasekaran, 2014).

In Rubin's (1992) study, American undergraduates saw a picture of a face (either an Asian or a dark-haired Caucasian, matched in physical attractiveness) while hearing a passage that had been recorded by a native speaker of American English. After the passage, the participants were given a listening comprehension test, and were asked to give judgments of how accented the speech was, the potential teaching competence of the speaker, etc. Rubin found that when the photograph had been of an Asian face, students reported hearing an accent that did not exist. Moreover, participants' listening comprehension performance was poorer in the Asian face condition than in the Caucasian face condition. In a similar study, Rubin and Smith (1990) found that the ethnicity of a

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Electronic supplementary material The online version of this article (doi:10.3758/s13414-017-1329-2) contains supplementary material, which is available to authorized users.

✉ Yi Zheng
yizheng_psychology@gmail.com

¹ Department of Psychology, Stony Brook University, Stony Brook, NY 11794-2500, USA

² Basque Center on Cognition, Brain, and Language, Donostia, Spain

³ Ikerbasque, Basque Foundation for Science, Bilbao, Spain

If you are a person of colour with a
`low-mobility' accent, it does not
matter how you say `sheet'.

A racist will giggle even before you
open your mouth.



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

Maybe it's a defensive mechanism.

They are breaking a rule, but is the rule fair?

Languageing gives parity
of esteem.

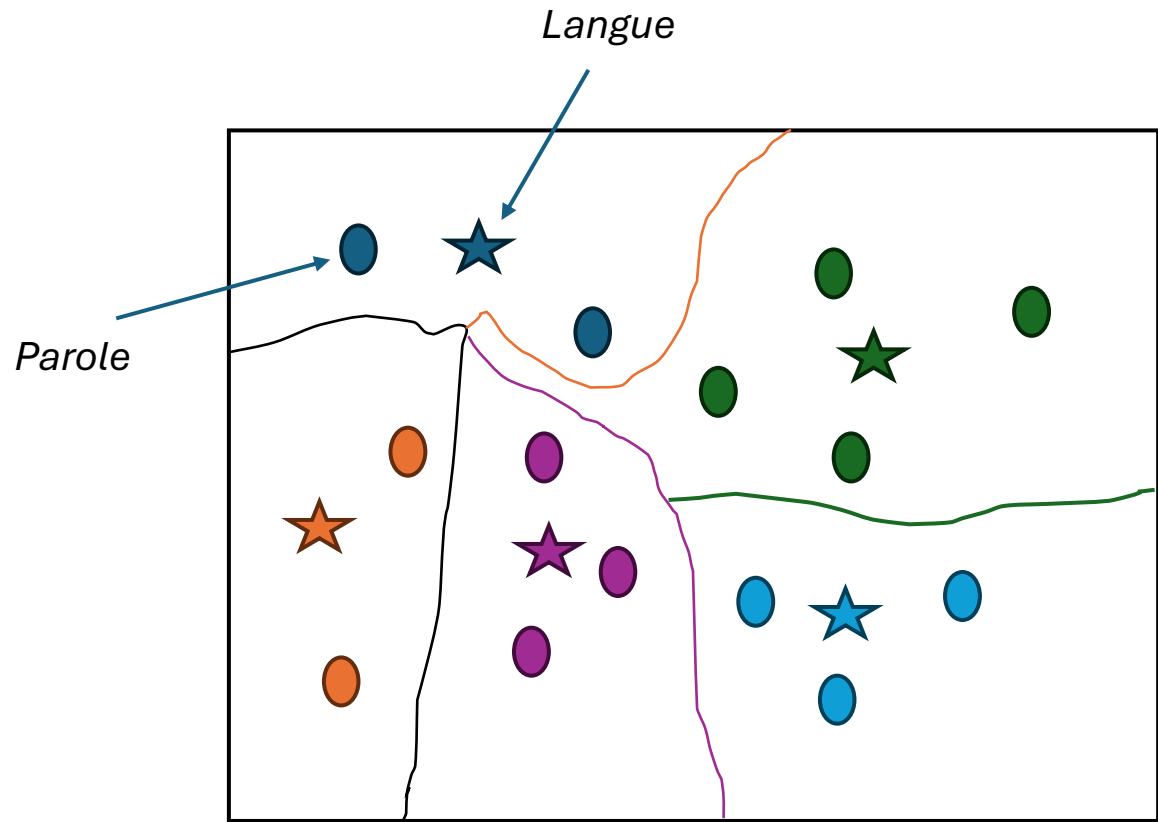


Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

Let's rewrite the rule.



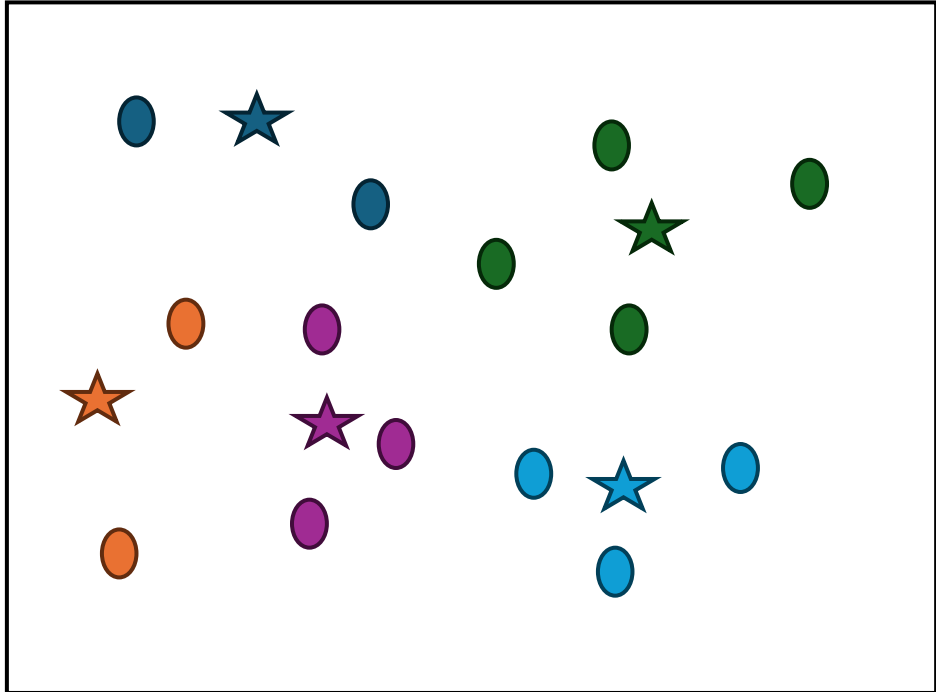
Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

Boundaries between languages or language varieties are mere constructs.

Let's rewrite the rule.



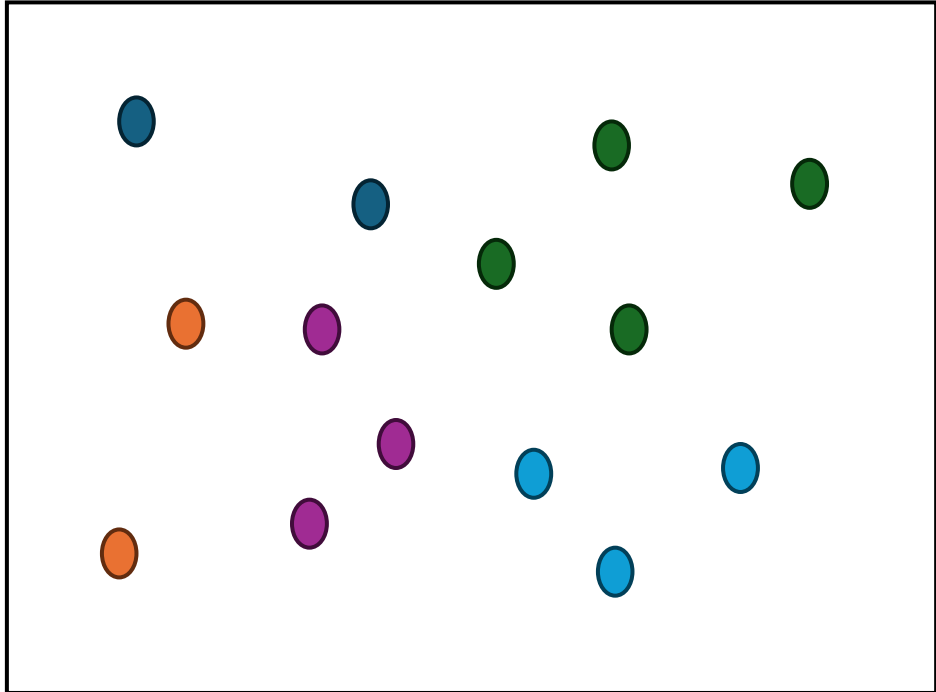
Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

Languaging unites us against oppressive systems.

Let's rewrite the rule.



Context: Lecture at a university in the UK.

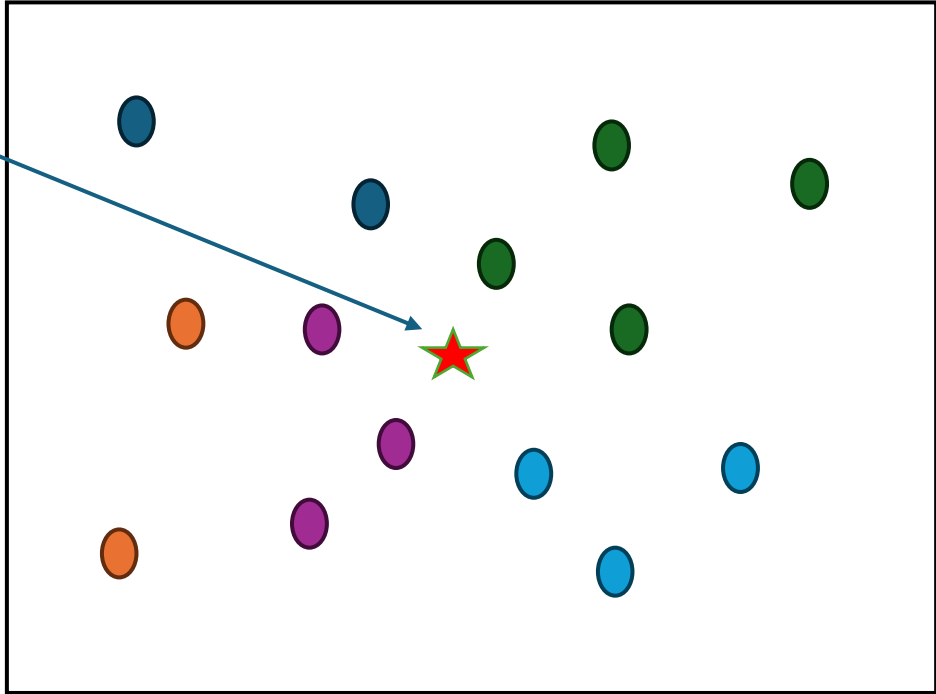
People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

No need to divide a group into speakers and listeners. It is degrading.

Let's rewrite the rule.

Languaging
outcome



Context: Lecture at a university in the UK.

People: International students from country A.

Incident: Segregate and speak their native language, which is not English.

Just work together and be judged together.
Parity of esteem.

Let's rewrite the rule.

` “I wonder”, he said, “whether the stars are set alight in heaven so that one day each one of us may find his (*sic*) own again...” ’

Antoine de Saint-Exupéry, *The Little Prince*.

In closing, I generalise.

Languaging is a metaphor

Specific	General
Linguistic justice	Social justice
Languages as systems	Oppressive structures
Languaging	Interactions in an egalitarian society

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