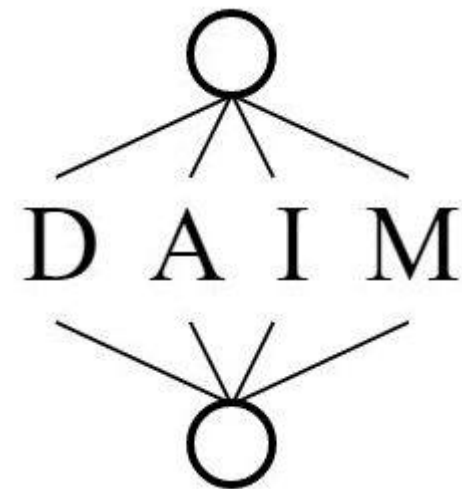




UNIVERSITY  
OF HULL



# Languaging as Equals in an Unequal Classroom

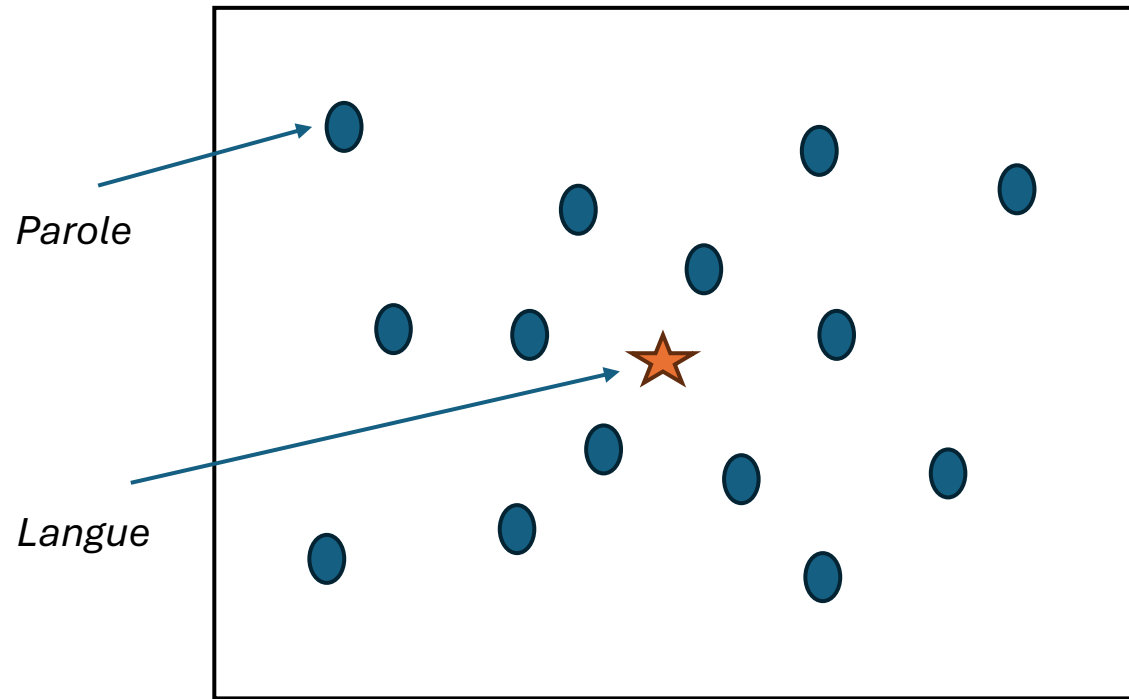
Dr Kenneth Y. Wertheim (they/them)

Also known as 11250205

17/06/2024

Part 1: Recap of the lecture.

In the 21<sup>st</sup> century,  
communication requires  
linguaging, not languages.



Ferdinand de Saussure's theoretical linguistic framework.

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

*Parole*: Actual practice of an individual user, an imperfect and incomplete reflection of the system.

(Wright, 2015).

# renaissance

/rəˈneɪ.səns/ /ˈren.ə.sɑːns/

UK

US

`... 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.**'

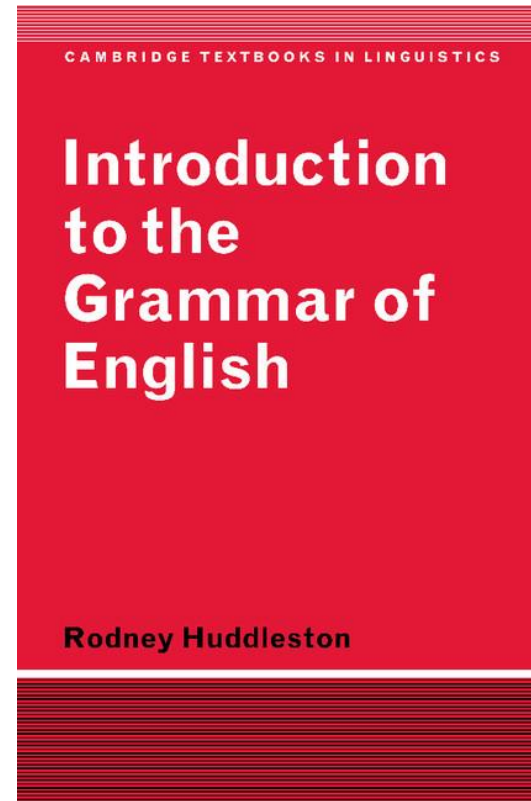
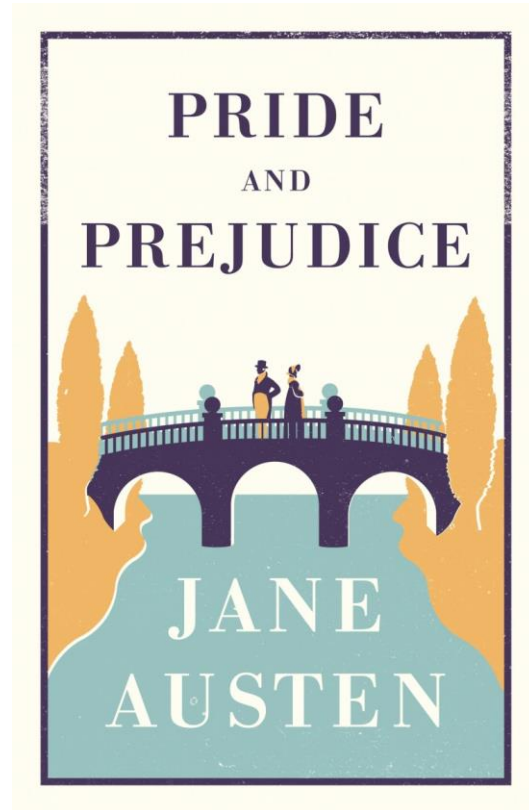
(Wright, 2015).

Each of you brings a unique  
set of linguistic resources.



Diversity: Everyone wears different shoes.

Inclusion: Everyone is valued regardless of what they wear.



Diversity: Everyone wears different shoes.

Inclusion: Everyone is valued regardless of what they wear.



Some are expected to  
contribute more to this  
unequal world.

**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)

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/>.

` 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).

## 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](#)

[View via Publisher](#)

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[Cite](#)

(Wright, 2007).

` 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).

Some are valued less for  
contributing.

Example 12



**Our unique and powerful American Accent  
Video Training Program**

will dramatically improve the way you speak English.

*Proper English Pronunciation Is Your Key To A Bright Future*

If you could learn to pronounce American English with an American accent, **many social and job opportunities would open up for you.**

(Blommaert, 2009).

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).

# British men find French the sexiest accent, while women prefer Italian

British men and women differ when it comes to which accents they find the most attractive

Sabrina Barr • Monday 29 July 2019 00:14 BST • [Comments](#)



(Barr, 2019).

Table 3

Ratings of perceived intelligibility and five qualities for each accent including the comparisons of mean ranks and medians.

	Intelligibility $H(3) = 45.683^{**}$	Professionalism $H(3) = 96.489^{**}$	Intelligence $H(3) = 18.268^{**}$	Resourcefulness $H(3) = 35.719^{**}$	Empathy $H(3) = 22.427^{**}$	Patience $H(3) = 21.376^{**}$
MOST	<i>Indian</i> 123.18 ( <i>Mdn</i> = 5)	<i>Indian</i> 226.53 ( <i>Mdn</i> = 5)	<i>Indian</i> 206.15 ( <i>Mdn</i> = 5)	<i>Russian</i> 214.45 ( <i>Mdn</i> = 5)	<i>Russian</i> 210.04 ( <i>Mdn</i> = 4)	<i>Chinese</i> 220.08 ( <i>Mdn</i> = 5)
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LEAST						

Note: the values in the table represent *mean ranks* obtained from a Kruskal-Wallis analysis and a *median raw score (Mdn)* for each analysis. **\*\***All comparisons across accents for all perceived qualities were statistically significant  $p < 0.001$ ,  $N = 91$ .

(Fuse *et al.*, 2018).

Some are penalised more  
harshly for not contributing.

# 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.



*All the Asian people that live in all the apartments around me...and everybody that they know that they brought along from Asia with them comes here on the weekends to do their laundry, buy their groceries, and cook their food for the week.*

*It's seriously without fail, you will always see old Asian people running around this apartment complex every weekend. That's what they do. They don't teach their kids to fend for themselves...*

*Hi. In America we do not talk on our cell phones in the library...I'll be typing away furiously, blah blah blah, and then all of the sudden, when I'm about to, like, reach an epiphany, over here from somewhere, 'OHH Ching chong ling long ting tong? OHH'*

(Alexandra Wallace, 2011).

Would a blonde woman with blue eyes elicit the same reaction by speaking French? Is there even a French equivalent to `OHH Ching chong ling long ting tong'?

What's up?

Don't Beat around  
the bush!

Naff.

*Per se.*

*Ad hoc.*

It's their Achilles' heel.

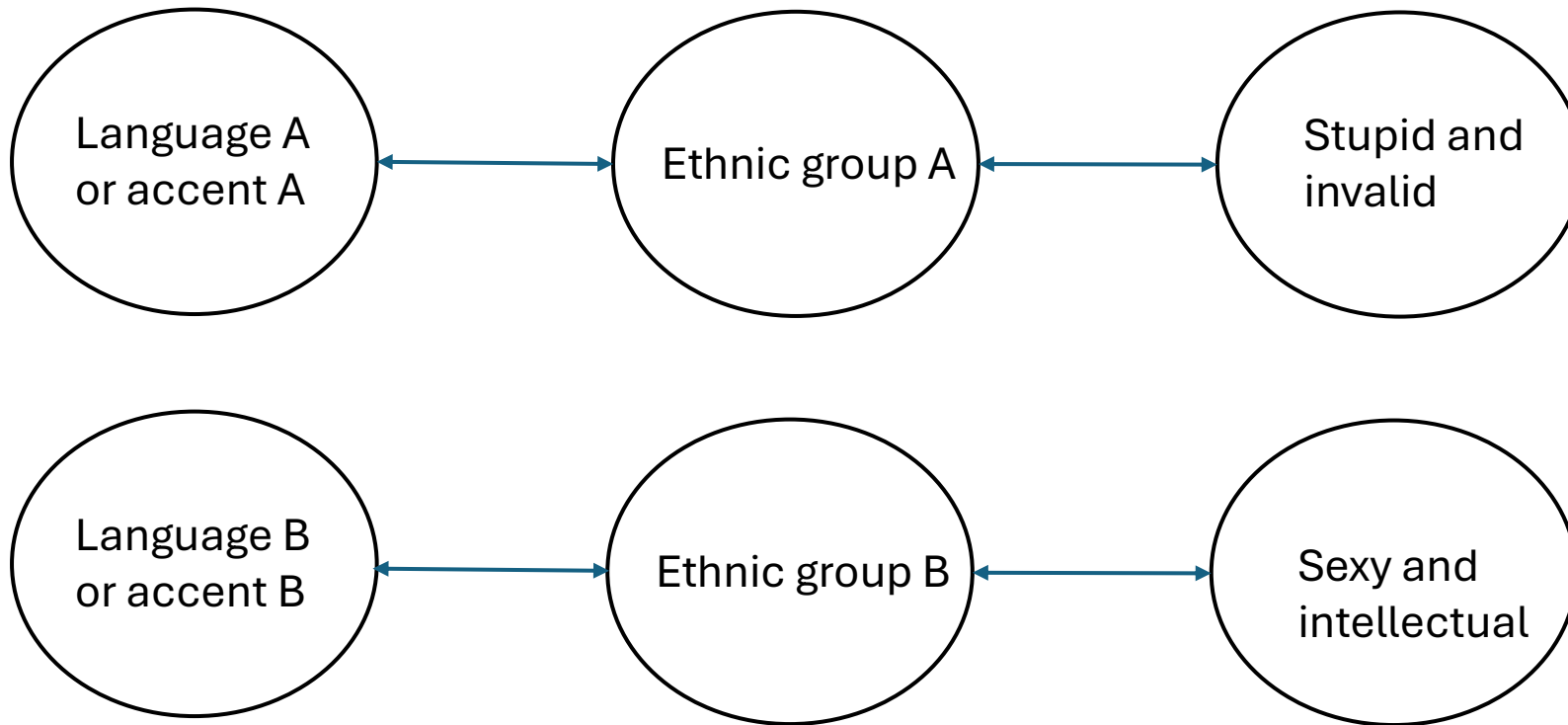
Hammered.

Shirty.

Bob's your uncle!

Bonkers.

Linguistic resources are valued  
unequally and distributed  
unevenly to produce/reproduce  
intersecting oppressive systems.



` 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).

## “What Colour Is Your English?”\*

GILLIAN CREESE and EDITH NGENE KAMBERE  
*University of British Columbia*


Cet article soulève des questions concernant les voies par lesquelles le discours de la « collectivité imaginée » est contrôlé par les accents. Misant sur une recherche préliminaire auprès de femmes immigrantes d'origine africaine, nous soutenons que l'« anglais canadien » constitue une frontière ne permettant un passage que partiel et provisoire aux personnes avec un accent africain. Cette frontière est physique et métaphorique, limitant l'accès à des avantages matériels comme des emplois ou le logement, et façonnant les perceptions de qui appartient au Canada. C'est ainsi que les accents bâtissent un lieu à travers lequel des relations de pouvoir racialisées sont négociées et où les « autres » sont reproduits physiquement et métaphoriquement au Canada.

This paper raises questions about ways in which the “imagined community” is discursively patrolled through accents. Drawing on preliminary research with African immigrant women, we argue that “Canadian English” constitutes a border allowing only partial and provisional crossing for those with an “African English” accent. The accent border is material and figurative, affecting access to material benefits such as jobs or housing, as well as shaping perceptions of who belongs in Canada. Thus, accents form a site through which racialized power relations are negotiated and “Others” are reproduced materially and figuratively in Canada.

(Creese *et al.*, 2003).



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

Hyejin Kim<sup>a</sup> and Erik Mobernd <sup>b</sup>

<sup>a</sup>Global Studies Programme and Political Science Department, National University of Singapore, Singapore, Singapore; <sup>b</sup>Graduate 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  
Accepted 12 January 2019

### KEYWORDS

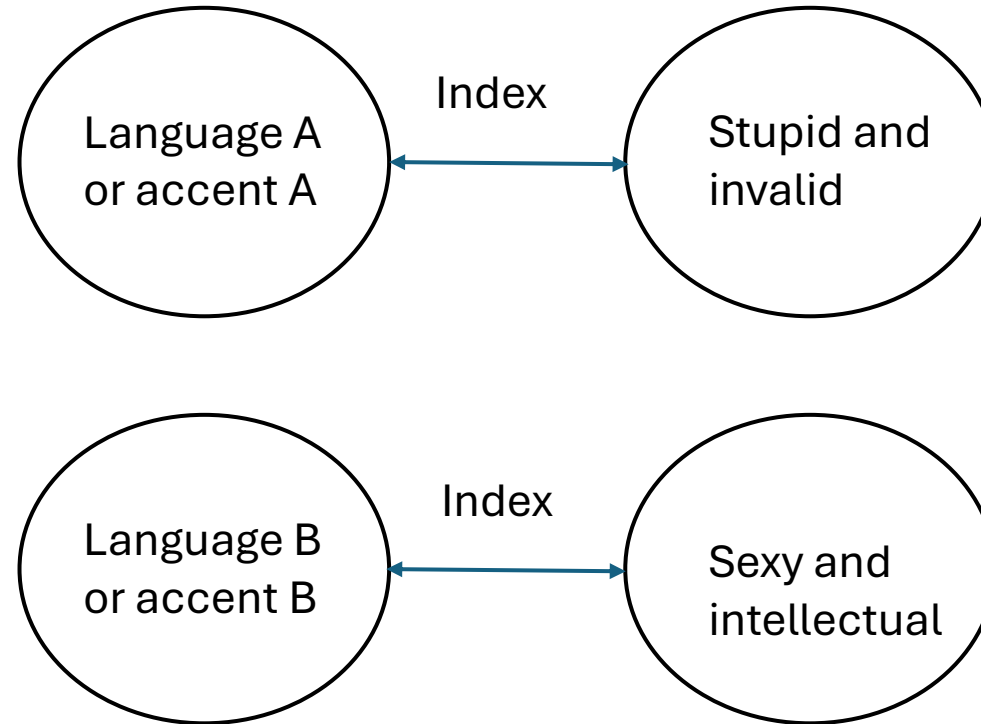
International schools;  
education policy; global  
education industry;  
marketisation; global policy  
networks; East and Southeast  
Asia

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

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

(May, 2015).

That's why linguistic racism  
does not go both ways.




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).



## 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

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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.**’”

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Indian students speak Hindi.

It’s a defensive mechanism.


That’s how they recover from  
raciolinguistic traumas.

‘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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Indian students speak Hindi.

It’s a defensive mechanism.

That’s how they recover from  
raciolinguistic traumas.

French students speak French.

It’s a display of power from a  
privileged position.

That’s how they reproduce an  
unequal raciolinguistic power  
relation.

‘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).’

“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).

Linguistic racism is enacted from a structural position of whiteness, but anyone can occupy that position depending on the context.

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(Fuse *et al.*, 2018).

Indian accent > Russian accent >  
Spanish accent > Chinese accent?

Disclaimer: I do not blame them.

## The resistance to translanguaging, spontaneous translanguagers and native speaker saviorism

Sender Dovchin<sup>a</sup> and Min Wang<sup>b</sup>

<sup>a</sup>School of Education, Curtin University, Western Australia, Australia; <sup>b</sup>Applied Linguistics, Houghton University, Houghton, USA

### ABSTRACT

Translanguaging has been theoretically argued and empirically proven to have transformative and constructive potential because it provides language users with potential access to and opportunities for rich and equal educational and linguistic resources. However, we remind in this article that many 'spontaneous translanguagers' – language users who are understood to have a translanguaging instinct and predisposition for natural translanguaging use – tend to resist translanguaging in certain institutional contexts in order to fit into the dominant Anglophone society. This resistance to translanguaging is deeply provoked by the impact of pervasive language ideology – native speaker saviorism – the long-standing assumption that people of color around the world need to speak like a native speaker of English in order to fully enjoy the social, cultural, linguistic, and financial status of Whiteness. While we stand in solidarity with applied linguists who advocate for the transformative potential of translanguaging, we also caution that many actual translanguagers in certain social scenarios still carry enduring skepticism about the benefits of translanguaging. If we continue to advocate for translanguaging, it is essential to deal with core issues that hinder its application in various social settings from the perspectives of various spontaneous translanguagers.

Here, as an ELT, where she is required to use English as her main professional repertoire, Hulan insists on using native-like English. Hulan describes that being a native-like ELT would protect her English teaching skills because she would not be challenged by her students. She would be evaluated by the mastery of her 'native-like English teacher.' Hulan has internalized the ideology of native speaker saviorism just like the majority of our other participants, who are preoccupied with 'purifying their English' to sound like White Australians (Dovchin, 2022). This obsession with the ideology of 'native speaker saviorism' has caused Hulan to develop the trait of linguistic inferiority complex – low self-esteem.

(Dovchin *et al.*, 2024).

Example 12



**Our unique and powerful American Accent  
Video Training Program**

will dramatically improve the way you speak English.

*Proper English Pronunciation Is Your Key To A Bright Future*

If you could learn to pronounce American English with an American accent, **many social and job opportunities would open up for you.**

(Blommaert, 2009).

If a linguistically disadvantaged person does not align with the ideology, they won't be heard.

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If you could learn to pronounce American English with an American accent, **many social and job opportunities would open up for you.**

(Blommaert, 2009).

If they do, they will be maintaining the same ideology and accused of hypocrisy.



I want you to dismantle this structure here and now.

# Part 2: Practical languaging tips.

Tip 1: Don't even try to  
categorise a classmate's  
accent.

Tip 1a: Don't contradict a classmate's self-identified accent.

Tip 1b: Don't attribute a classmate's languaging attempts and self-identity to shame.

Tip 2: Everyone is fluent in English.  
No one has the authority to judge.

Tip 2a: Don't `correct' someone's pronunciation.

L<sup>A</sup>T<sub>E</sub>X

Tip 2b: ‘I pronounce that word differently, but your version is also valid.’

L<sup>A</sup>T<sub>E</sub>X



– Fewer examples

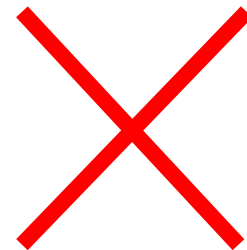
- *A fair justice system is a fundamental part of a civilized society.*
- *In most countries, the family unit is still the cornerstone of society.*
- *We are witnessing the corrosion of moral standards within our society.*
- *The judge described him as a danger to society.*
- *We live in a multicultural society.*

Tip 2c: Don't dismiss a classmate's linguistic choice. Be willing to listen and respect their point of view. Consult the literature if necessary.

Tip 2d: Don't generalise from certain aspects of a classmate's linguistic practice to the rest.

Japanese student does not understand British slang and speaks English differently.

They get a distinction in English Literature. An American classmate expresses surprise.

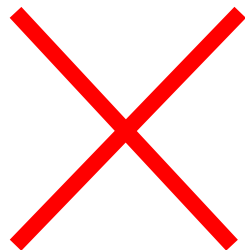


Tip 3: Speak English in class, but when a classmate contravenes the rule, the class are collectively guilty.

Tip 3a: Ask yourself if there is a safe environment for the contravener to speak English.

Tip 3b: Don't judge a classmate from a non-anglophone ethnic group for speaking English with someone from their ethnic group.

Why are you speaking English with Hideki, not Japanese?

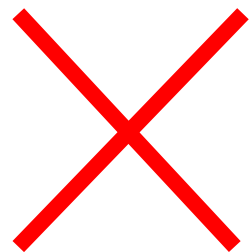


Tip 3c: During comfort breaks,  
your classmates are allowed to  
speak any languages they want.

Tip 4: When a misunderstanding occurs, every party is responsible.

Tip 4a: Don't respond to a misunderstanding by asking a classmate to repeat or by mimicking their pronunciation.

Neural network? What is that?





Tip 4b: Ask a general probing question to establish the context or ask them to rephrase.

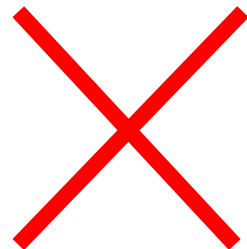
‘Is that supervised or unsupervised learning?’



Tip 4c: Appreciate a linguistically disadvantaged classmate's attempts to clarify things.

` How do you spell it?'

` Can't spell? Embarrassing!'



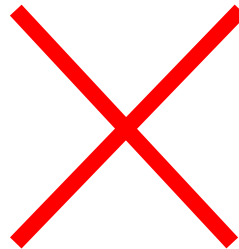
Tip 4d: After a classmate resolves a misunderstanding, do not repeat what they say. It's condescending.

` I am going to the city centre.'

` The city what?'

` The city centre, as in the area close to the train station.'

` Oh! The city centre!'



Tip 4e: `Thank you for clarifying.  
My comprehension skills are far  
from perfect.'

Tip 5: Pre-empt acts of linguistic racism by drawing attention to and shaming an imaginary racist.

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.

# Part 3: Working in diverse groups.



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