



LANGUAGING & MOBILITIES: TRANSLINGUAL DISCRIMINATION

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Acknowledgement of Country



I pay my respect to the traditional owners of the unceded lands and waters on which Curtin University is located, the Whadjuk people of the Nyungar Nation. This is the land where I work and live & spent the majority of my adult life. This is the land where I prepared this presentation.

Ngaala kaaditj Nyungar moort keyen kaadak nidja boodja. Ngaala kaaditj Nyungar kabarli bworan koora yey.

BY NOONGAR ARTIST KIYA WATT

Researcher's Positionality

I also pay my respects to Elders past, present and future in my birth land of Mongolia. This is the traditional land where I was born and spent my most childhood



Эх орон Монгол



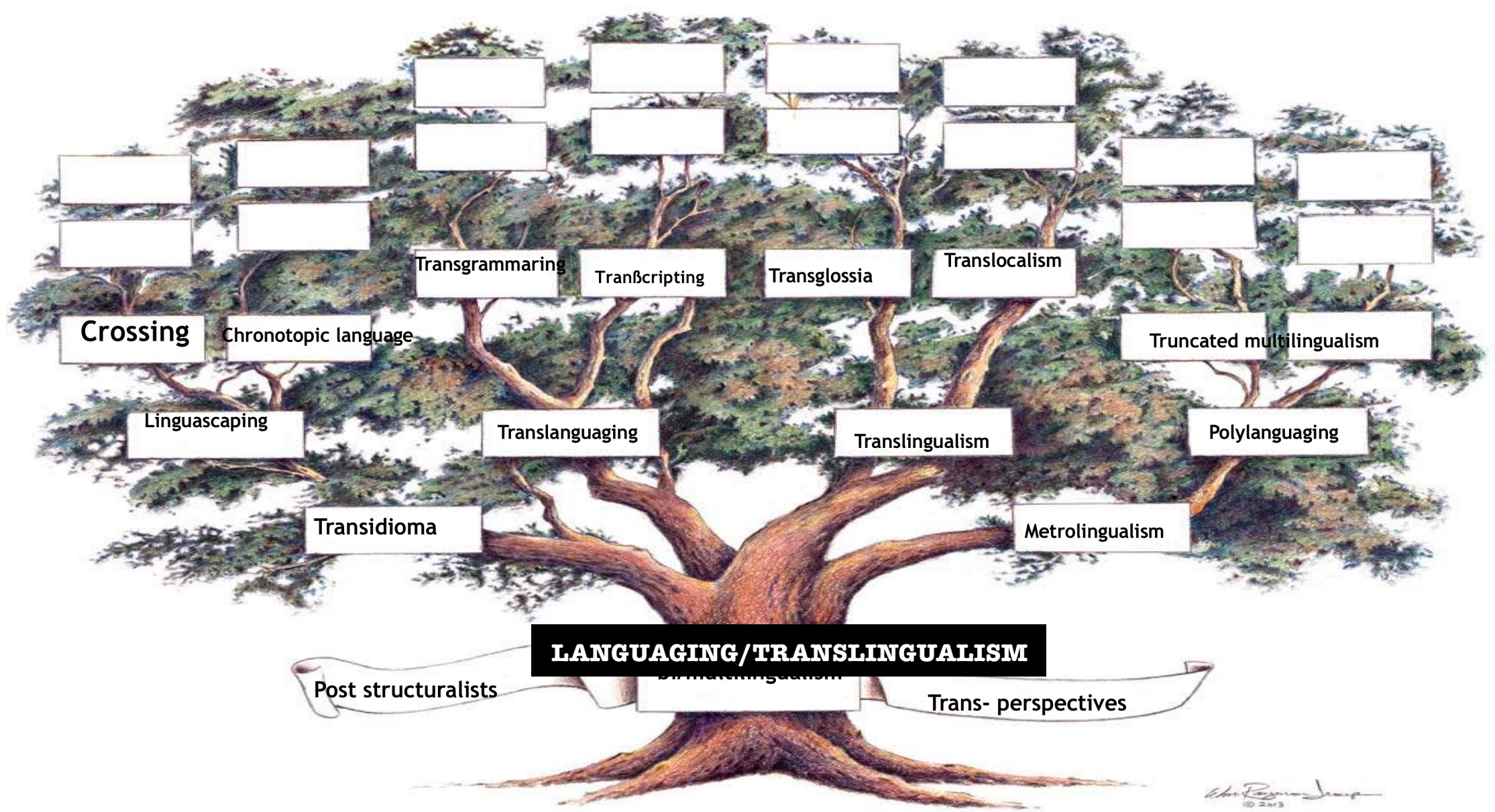
As a researcher with Mongolian background, I draw my strength and guidance from one of the oldest & last surviving Mongolian nomadic knowledge systems in the world.



WARNING

**SOME IMAGES AND CONTENT
MAYBE DISTURBING TO SOME
VIEWERS**





LANGUAGING/TRANSLINGUALISM

Post structuralists

Trans- perspectives

POST BI/MULTILINGUALISM

- counting the languages/codes
- expected to speak “purely”
- as if monolinguals speaking through two or more languages

What if?

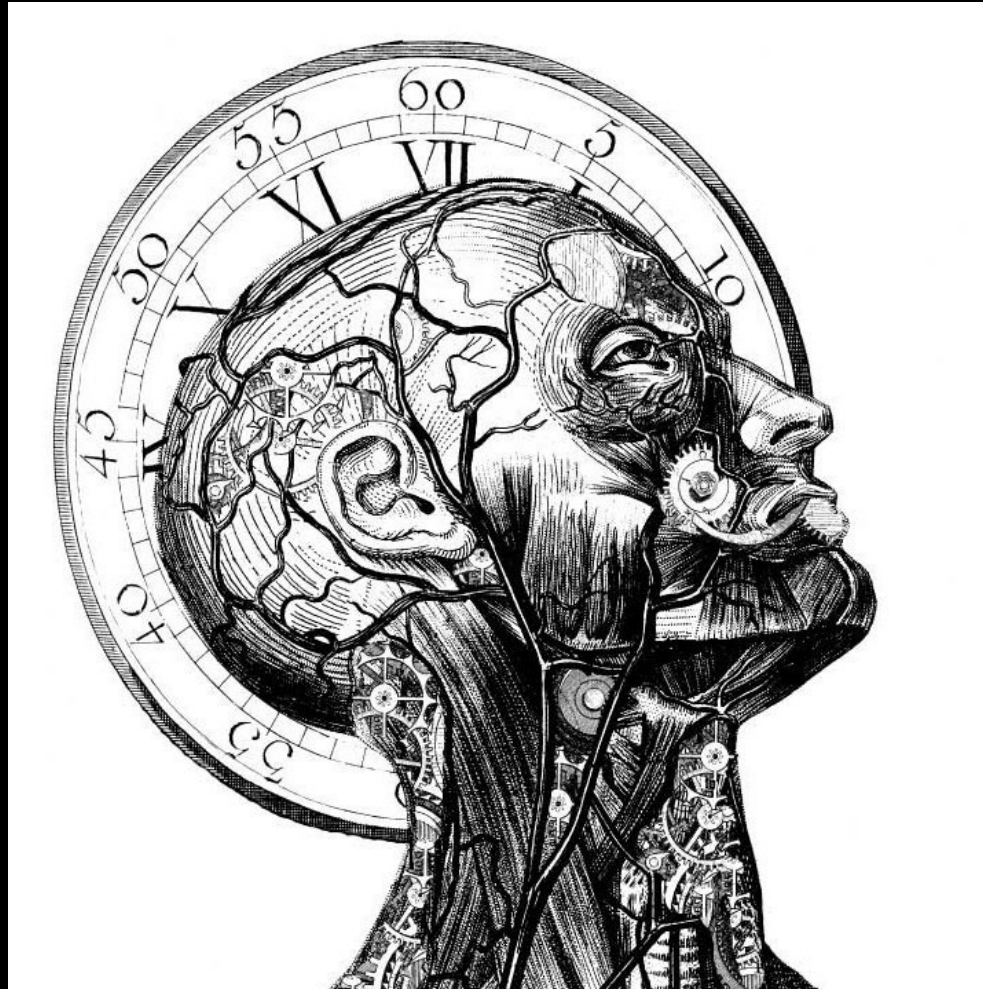
- the speakers do not orient to the separation of languages in terms of codeswitching?
- the speakers use available resources?

English purely

Mongolian purely

Japanese purely

Russian purely



IS

BSL

ASL



LANGUAGING & MOBILITIES

TRANSLINGUALISM

**Neuroscience tells us
bi/multilinguals are
NOT**

- **two/three
monolinguals in one
brain.**

**Bi/multilingual brain
pools**

- **elements of different
repertoires together**

OUR JOURNEY WITH TRANSLINGUALISM

- INCLUSION
- AVAILABLE RESOURCES
- CREATIVITY
- INNOVATION
- PLAYFULNESS



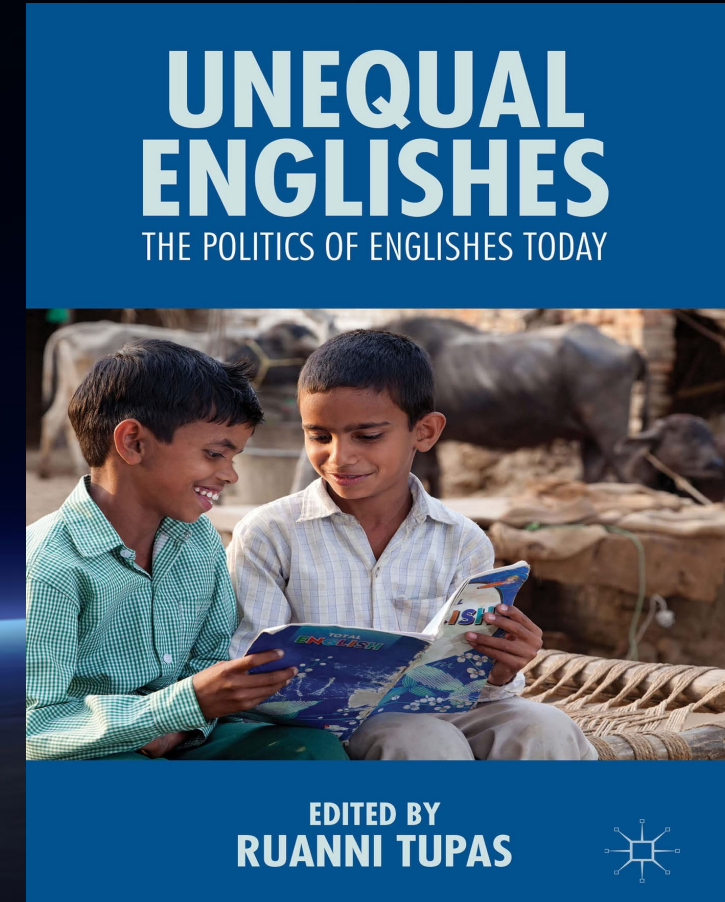
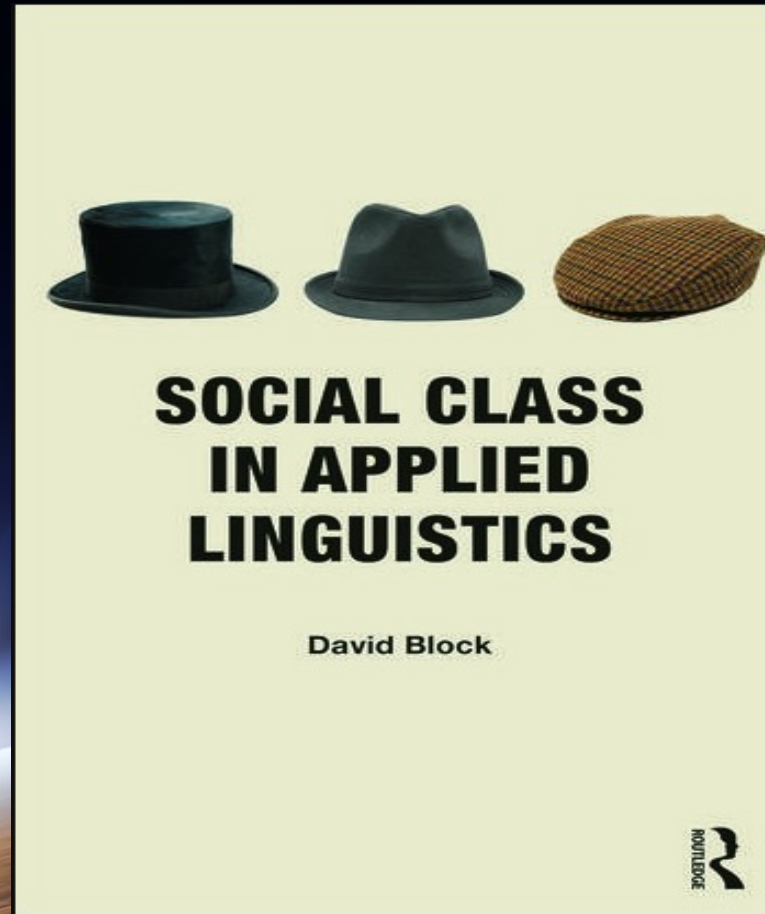
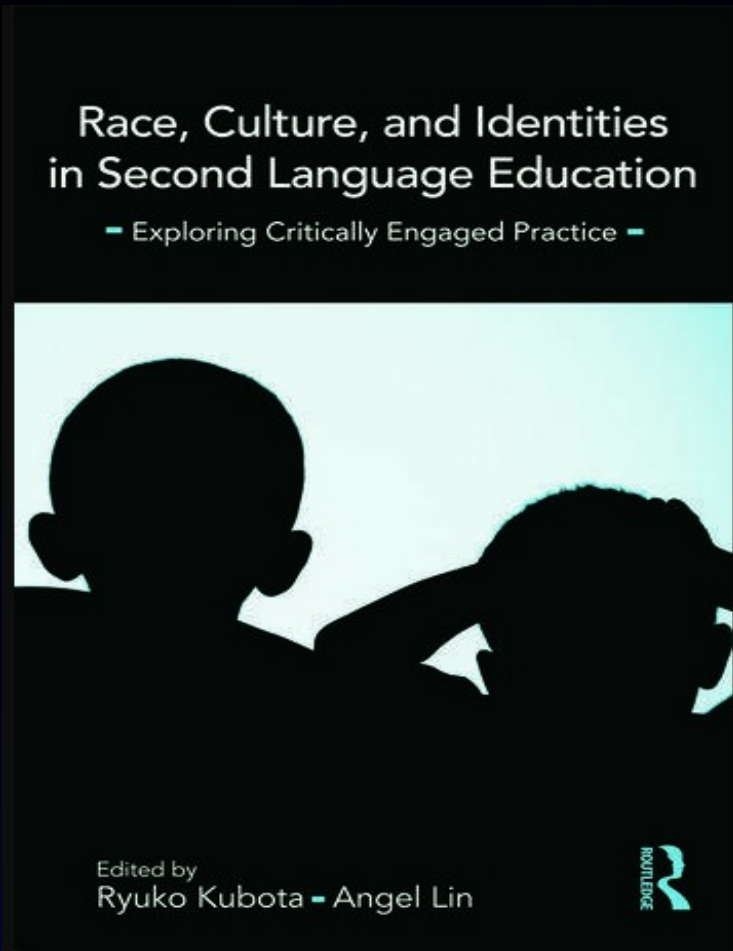
CELEBRATE DIVERSITY

Our Questions

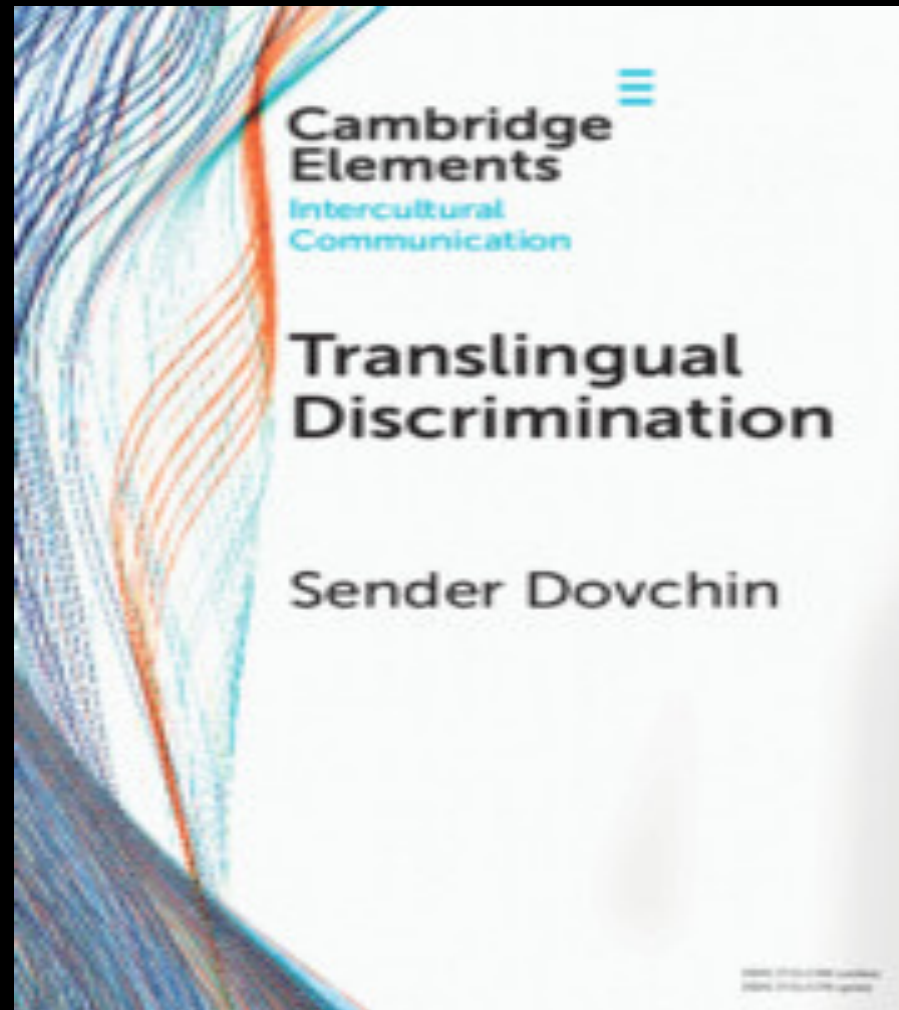
Kubota (2015): Can all English users regardless of their racial, gender, socioeconomic, and other background equally transgress linguistic boundaries and engage in hybrid and fluid linguistic practices?

Block (2013): It is almost impossible to develop a thorough analysis of people's apparent linguistic choices without acknowledging the material and socio-economic realities of those making these choices.

Tupas (2015): Seduced into celebrating diversity of linguistic features but forgetting the massive inequities sustained by the unbridled dominance of diversity



LANGUAGING & MOBILITIES: DISCRIMINATION



LINGUISTIC HUMAN RIGHTS

Minority and
hegemonic
language groups

At the level of
inter-nations

English vs
Spanish

Russian vs
Kazakh,
Mongolian



the complexity of
intra-groups

control over their
language

deciding what
languages are

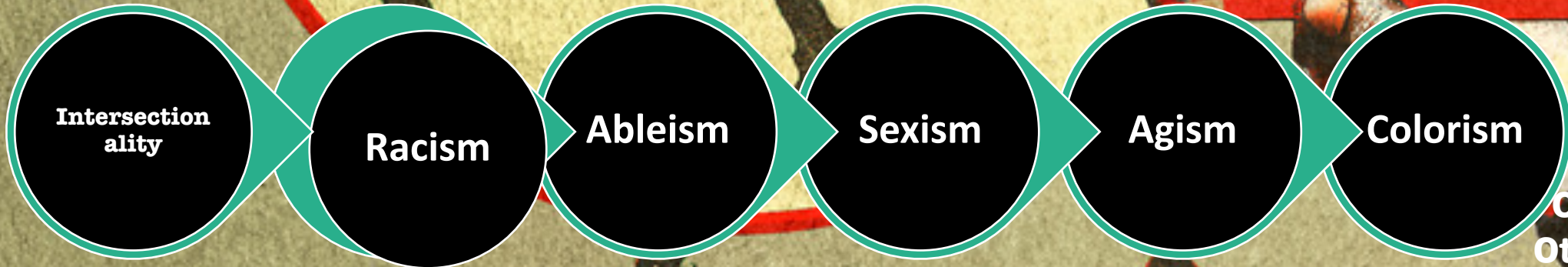
what they may
mean

Singaporean
English (Singlish)
vs Standard
English in
Singapore

Standard Tokyo
accent vs Osaka
accent

**superdiverse
linguistic
differentiation**

**beyond intra-groups
& its complex
transnational and
transcultural
interconnection**



**Out-groups &
Other languages**



TRANSLINGUAL DISCRIMINATION

- **The ideologies and practices**
 - **unequal linguistic power relationships**
 - **Other languages**
 - **Kaleidoscopic languages**
-
- **Transnational migrants operate in**
 - **different spaces**
 - **orders of translingual intersectionality**

DATA

Discursive shadowing



TRANSLINGUAL NAME DISCRIMINATION



What's in a name? That which we
call a rose by any other name
would smell as sweet.

– William Shakespeare

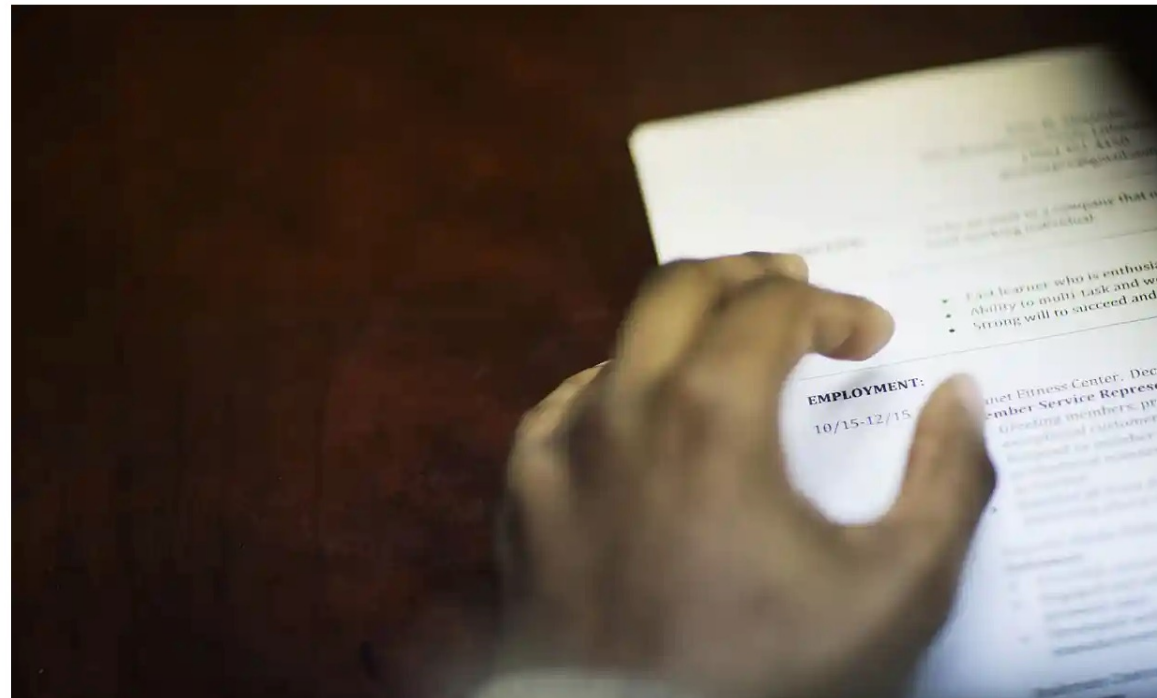
Mongolian name:
Tserenkhand Perliijantsan

English Name:
Hana



'Resume whitening' doubles callbacks for minority job candidates, study finds

'Discrimination is still a reality' says co-author after two-year study reveals a much higher rate of interest in 'whitened' names for black and Asian Americans



📷 Thirty-six percent of Asian and African American candidates interviewed by the researchers said they 'whiten' their resumes, and two-third report knowing someone who does. Photograph: David Goldman/AP

NUMBER

CONVERSATION TRANSCRIPTS

1. **Researcher: *Can you tell me more about the challenges you have faced [in Australia]?***
2. **Oksana: *Yeah. First, I have to change my last name when I was applying for [job]***
3. **Researcher: *Job?***
4. **Oksana: *For job, so instead of writing my last name, like last name ends with a suffix -ova***
5. **Oksana: *I was writing my husband's last name because his last name was (without a suffix). So, it's like, and my name is Oksana, but just so don't look so much Russian or Ukrainian I was * * ****
6. **Oksana: *I was * * * I changed my name for Oksana and just and we also in Ukraine have a second name by our father. It's like my father name is a typical Eastern European male name. So, I'm in passport ...***
7. **Oksana: ** * * * *. But here, if I would put this in my CV, everywhere, they would say, where I'm from? Post-Soviet Union country so I didn't put it, so I changed my names and ... Because before that no one was responding to me, I probably sent around like hundreds of CV and I didn't get a response. Until I did some changes***

NAME MOCKERY

“In my classroom, I was the only Mongolian, as most international students would be from China or Malaysia and the rest were from Australia. When my tutor did a roll call, it was an embarrassing experience. All Chinese students had English names, and they got away easily. I didn’t know I had to change my name to English because it was my first experience in the Australian classroom.

When my tutor got to my name, he paused and mispronounced my name. But when I corrected him, he laughed at his mistake, and the whole class started laughing with him. It was an innocent mistake, of course. Everyone was laughing. However, it was so humiliating to me. I was so ashamed that my name caused such an embarrassing situation in the classroom.

(Interview, 19 September 2018, WA)”

ACCENTISM

- ACCENT HALLUCINATION
- STEREOTYPING
- LOW INTELLIGENCE
- MOCKING





ACCENT HALLUCINATION

**Hearing a foreign accent
that is non-existent**



Standard

Easy to follow

Interview transcript (in English)

1 Chopra: When people see me as an Indian. My brown skin colour. They believe that my English has an Indian accent.

2. Researcher: How often do you feel that?

3. Chopra: Too many times. It is countless. I was born in Australia. I lived in Australia all my life, but as soon as people see my brown skin, they believe my English is Indian.

4. Researcher: OK.



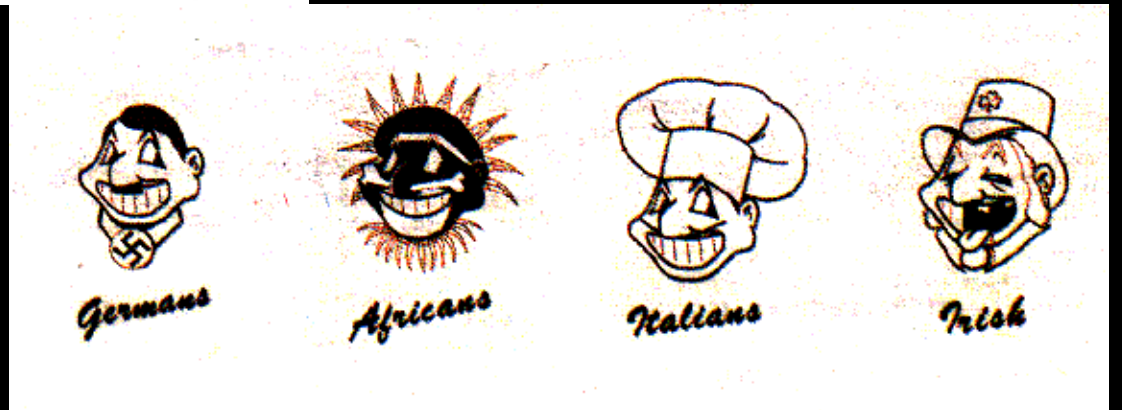
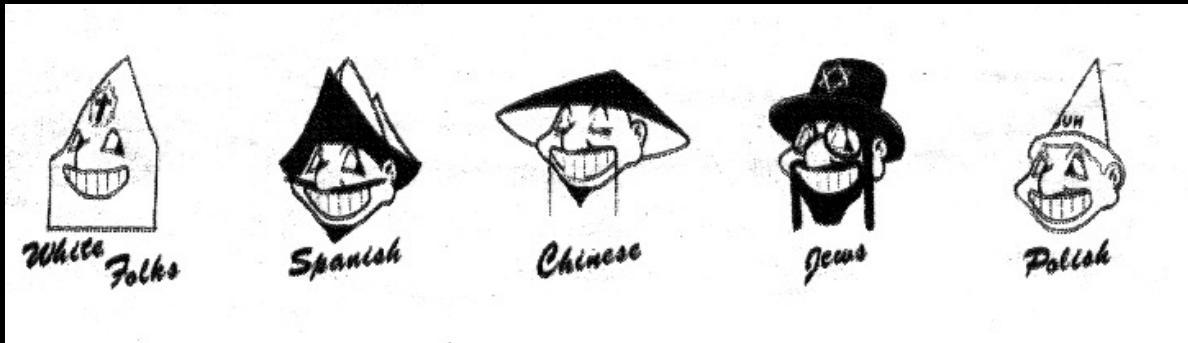
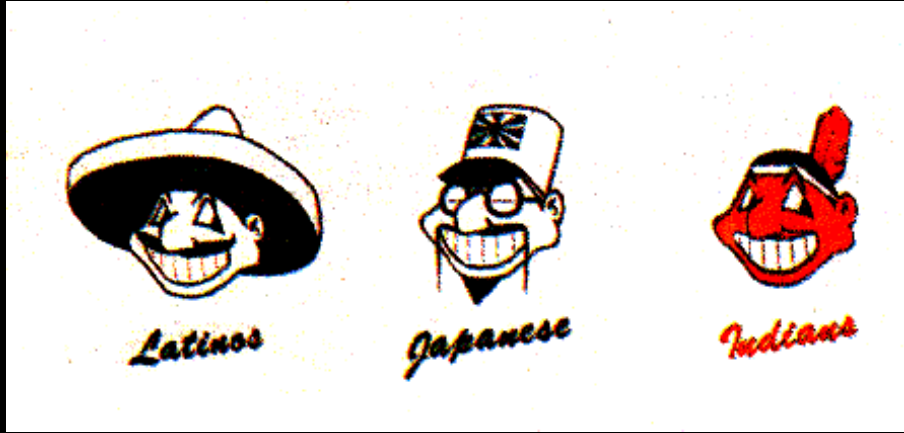
Accent mockery

**Laughter, Mocking
& Making Jokes**

**Asian accents in
danger zone**

#	Discussants	Interview transcript
1	Researcher:	It sounds to me very Australian English, actually [referring to Van's current English]
2	Van:	Yeah, because I practiced a lot when I got the bully.
3	Researcher:	You practiced a lot. Yeah?
4	Van:	So, at school, people laughed at me. So, the moment I told you that, they were laughing because I was pronouncing wrongly. So, at that time, I started watching the news, listening to music. Heard the conversations on the radio and then trying to pronounce exactly like that.

TRANSLINGUAL STEREOTYPING



Discussants Interview transcript

- 1 Ilhan:** So, when people first hear me, they have this shock on their faces, I think there are two types. Yes. There are two types of people that when they hear me speak English, 'Oh! English!' or ...
- 2 Researcher:** Really, really like Aussie, Kiwi English, or whatever.
- 3 Ilhan:** Yes. Exactly. Oh, my gosh! Your English is so good! Where did you learn it?

TRANSLINGUAL MIGRANTS WITH DISABILITIES

- **Australian visas denied**
- **Strict health**
- **English language requirements**

Migrants with disability are discriminated against with 'impossible' health requirements, advocacy groups say

Advocacy groups in Australia have criticised the federal government for imposing health requirement tests they say are impossible for many migrants with disability to pass, which means they can't find access to proper funding, care or employment.



TRANSLINGUAL MIGRANTS WITH DISABILITIES

- **do not seek help for their mental health problem**
- **missing out on suicide prevention services**

information is not available

- **in community languages**

- **how services operate**
- **simply be unaware of the range of services**

How we can make the world a better place for immigrants with disabilities



TRANSLINGUAL INFERIORITY COMPLEX



#	Discussants	Interview transcript
1	Van:	I felt like I really lost in that environment. It was a time that I thought of depression.
2	Researcher:	Depression?
3	Van:	Yeah. I wanted to kill myself back then, but not now.
4	Researcher:	Aww!
5	Van:	It was like I was in the class sitting in the group, and then I accidentally talked like ... hmmm ... pronounced wrongly. One or two. And then they burst into a laugh, and then I feel like maybe I should shut my mouth and say nothing at all.
6	Researcher:	Yeah. Right. So, they were like bullies.
7	Van:	Yeah. So, that's why I've become more and more quiet. Then my mom said it doesn't matter. You may have to stay at your level. So, I started to make relationships with other friends from people who speak English as a second language. I'm not talking with you. It does not mean that I'm not playing with them. But I have the offence only for myself.



IMPLICATIONS

LANGUAGING & MOBILITIES

**TRANLINGUALISM IS
DIVERSE**

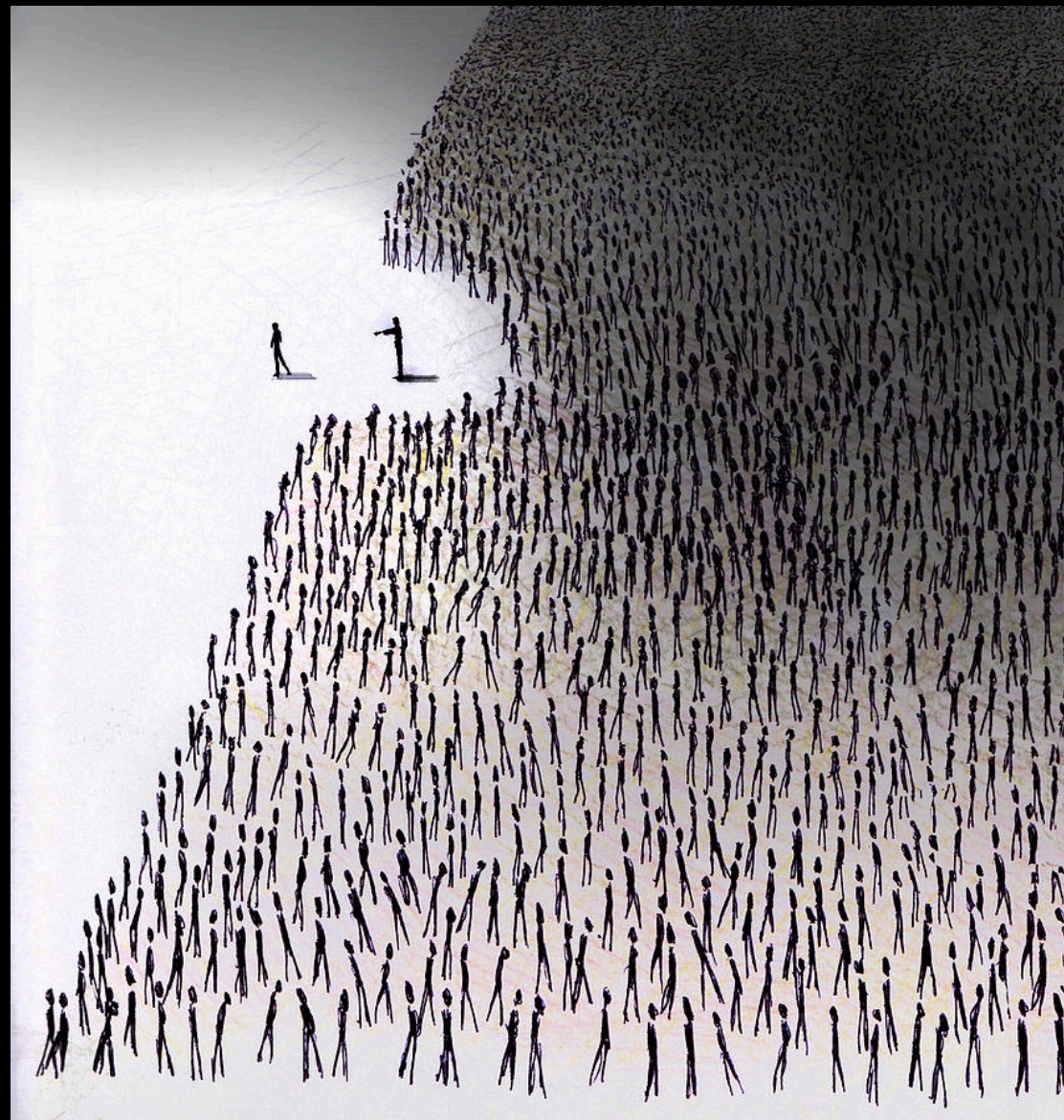
**RESOURCES IN ALL ITS
FANTASTIC DIMENSIONS**



LANGUAGING & MOBILITIES

TRANSLINGUAL
DISCRIMINATION

DIVERSITY *VS*
DISCRIMINATION



What if?



Thank you

Make tomorrow better.

SOCIOLINGUISTICS SYMPOSIUM 25

24 – 27 June 2024
Curtin University, Perth



Plenary Speakers

The Sociolinguistics Symposium 25 conference is pleased to showcase our keynote speakers and



Ana Deumert

University of Cape Town

[Ana Deumert](#) is Professor of Linguistics at the University of Cape Town. Her research focuses on sociolinguistics and has a strong transdisciplinary focus.

She has published in a wide range of fields: historical linguistics, sociolinguistics, and language contact.



Annelies Kusters

Heriot-Watt University

[Annelies Kusters](#) is Associate Professor in Sign Language and Deaf Studies at Heriot-Watt University since 2017. She leads a deaf research group undertaking the research project "Intersectionality and translanguaging" (MobileDeaf.org.uk) (2017-2022).

Annelies has a BA in Philosophy (University of Leuven, 2003), a MSc in Deaf Studies (University of Bristol, 2006), a PhD in Deaf Studies (University of Bristol, 2012), and a MEd in Teaching in Indigenous and both-ways higher education and vocational education training (University of Queensland, 2014).



Sari Pietikäinen

University of Jyväskylä

[Sari Pietikäinen](#) is a sociolinguist and discourse scholar whose research focuses on the power of discourse in revaluing natural resources, in knowledge production, and in the politics of language and identity. Using multiple approaches, including assemblage ontology, nexus analysis, critical discourse analysis, and ethnography, she has tracked shifts in language ideologies and identity categories in peripheries of nation-states in Western Europe, and examined the interaction between material, discursive and affective dimensions related to Cold Rush, an intensified transformation of the Arctic commons into commodities.



Zhu Hua

University College London

[Zhu Hua](#) is Professor of Language Learning and Intercultural Communication and Director of International Centre for Intercultural Studies at the Institute of Education, University College London (UCL). She is an elected Fellow of Academy of Social Sciences, UK and Fellow and Elected Board member of the International Academy for Intercultural Research. She is Chair of British Association for Applied Linguistics (BAAL) since 2021. Her main research interests span across multilingual and



Robyn Ober

Batchelor Institute

[Dr. Robyn Ober](#) is a Mamu/Djirribal woman from Far North Queensland and a Lead Researcher at Batchelor Institute, Northern Territory. Her association with Batchelor Institute spans three decades.

Robyn has been at the front line of the development of both-ways pedagogy, working to combine Indigenous and non-Indigenous ways of knowing, being and learning in teaching practice and in research. She has gathered awards for her

work in teaching in Indigenous and both-ways higher education and vocational education training.