

Languaging in Migration



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Map of this Journey



1. Introduction: Our points of departure



2. Our personal narratives & our languaging experiences



3. Our respective research & our positionality



4. Conclusion: Thoughts at the destination

Our points of departure: Migrated alone for ❤️

Nora Duggan



Deaf family at home in **Ireland**

European country to European country

English-speaking country to a non-English-speaking country

Partner's hearing family in **Sweden** with Croatian roots

Anna Lim



Deaf family in Manila, **Philippines**

Recovering Asian

North American country

English-speaking multilingual country to an English-speaking "monolingual" country

Wife's hearing family in the **United States**

with



Nora's narrative & languaging

- Languaging in the family
 - Deaf family
 - **Irish Sign Language** - gendered signs
 - **Homesign** +/-or **English** with external family
 - Languaging with partner's hearing family
- Languaging in school
 - All girls deaf school
 - Mixed language use
 - Complicated relationship with English



Nora's narrative & languaging

- **International Sign:**
 - First experience in International Deaf Scout camp
 - IUK camp, EUDY, European and World Swimming Championships, academic conferences, travelling.
- **Sweden:**
 - First time receiving education through a sign language
 - First time truly understanding how my bilingualism work during my PhD years



Dublin, 2006
1st International Scouts Camp

Anna's narrative & languaging

I “became” deaf at around one year old.

My deaf origin story told for years may be **false** (as per my conversation with Dr. Lina Hou).

- Societal view of deafness
- Language brokering with deaf family
 - FSL, Taglish, Hokkien, some ASL signs
 - Taglish with relatives



Anna's narrative & languaging

- Exposed to FSL, Tagalog, Hiligaynon, Bisaya, Hokkien, Mandarin, English but can only use FSL, Tagalog, English and, later, ASL and 日本語
- Speaking & lipreading Taglish while mainstreamed into an all-girls Catholic K-12 until college (undergrad)
- Raciolinguistic ideologies in the Philippines



Binondo, Manila
World's Oldest Chinatown

Anna's narrative & languaging

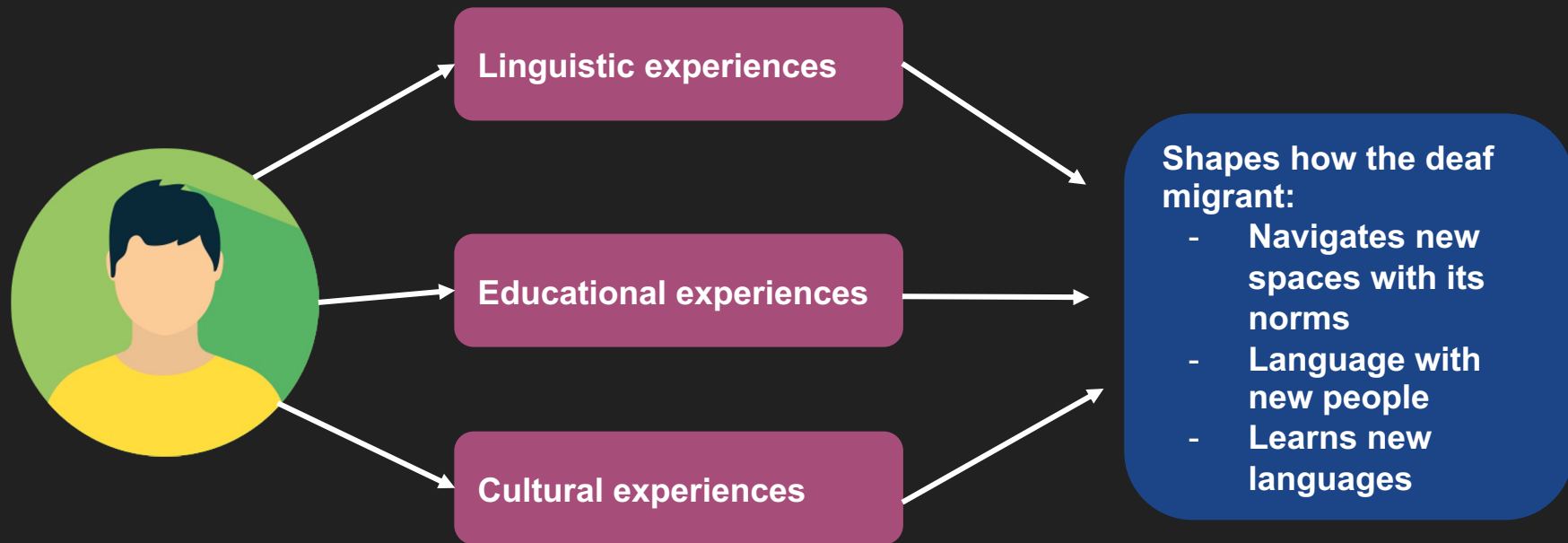
- Unfamiliar with **International Sign** (until 2012 Asean deaf sport event & 2019 TISLR in Germany)
- **Speaking & lipreading English** with my partner's family
- My first time using **sign language** as a student was at Gallaudet University
- **Language ideologies and attitudes** affecting my translanguaging practices and accent in the Phils. & the US



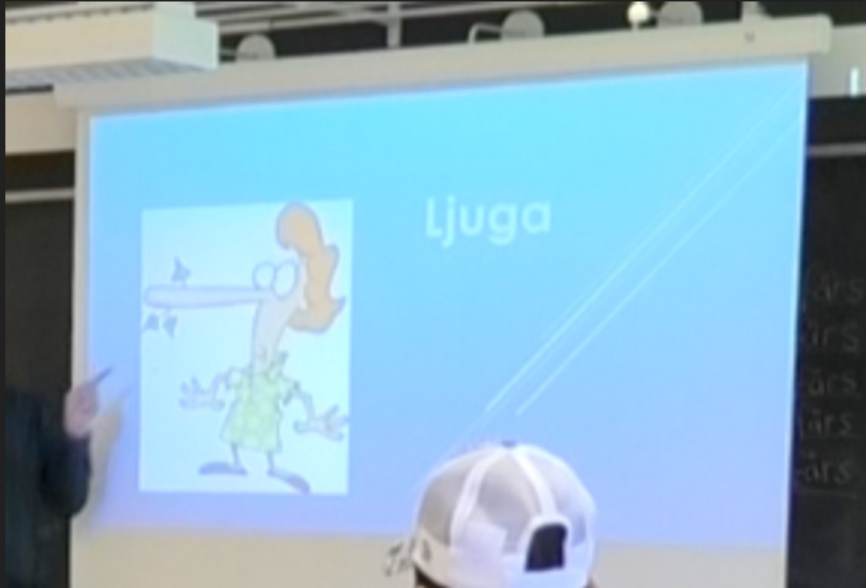
Nora's positionality



Nora's research: Languaging and language learning in Sweden



Nora's case study



'Ljuga' = lying in Swedish

Focusing on the 'wrong' things

Story of Pinocchio as 'required knowledge'

Need to have the 'right' linguistic resource

Importance of understanding external factors in language learning

Anna's positionality



Anna's research & case study

Manifestations and ramifications of raciolinguistic ideologies in the experiences of immigrant deaf students of color in the U.S. Deaf Education system



Case study of a 15-year-old IDSOC from Guatemala

- Home language: Spanish
- Doesn't know Lengua de Señas de Guatemala
- School languages: ASL and English
- Differing attitudes towards ASL, English, Spanish bec. of friends, family (esp. mother), teachers, technology

On “languagelessness” and the politics of ASL/English bilingual education

“They have no language!”



“They have different
ways of languaging.”

**How can we honor IDSOC’s
translanguaging practices
and, in essence, their home
languages within the
context of bilingual
education in deaf
classrooms in the U.S.?**



We have arrived at our destination. Thank you for riding with us! We hope you enjoyed the trip.

Importance of recognising home language

Intersectionality & diversity

Linguistic carework in research