

## Glossary

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- \*SAE** A reference to the idea of a homogenous, standard spoken language in which the  
\* emphasizes the fact that this is in fact an abstraction that is never realized. 10  
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- AAVE** See *African American Vernacular English*. 12
- Accent** A set of phonological features, loosely bundled, that provide clues about the  
speaker's geographic origin, social and ethnic allegiances, standing, education, and  
other characteristics that are socially distinctive in a given language community. 13  
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- Accent hallucination** An individual may decide that a speaker has a particular foreign  
accent on the basis of physical features, when in fact the person in question is a native  
speaker of English. This phenomenon has been documented in numerous studies  
(Fought 2006; Kang and Rubin 2009). See also *reverse linguistic stereotyping*. 17  
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- Accommodation theory** In face-to-face conversation between speakers of different  
language varieties, subconscious or conscious choices are made about whose com-  
munication system to use and how much to accommodate each other. 21  
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- Affirm** To approve, agree or uphold, used primarily when a superior court reviews the  
rulings of a lesser court and finds no wrongdoing. 24  
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- African American Great Migration** Between 1910 and 1940, roughly 1.5 million  
African Americans left the South to escape poverty and racism (the first great  
migration). After the interruption of WWII, another 1.5 million African Americans  
moved north, a trend that continued until about 1970. In Motion: [http://www.in  
motionaame.org/home.cfm](http://www.inmotionaame.org/home.cfm). 27  
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- African American Vernacular English** Also African-American English, Afro-American  
English, Afro-American, (American) Black English, black English, Black English  
Vernacular (BEV). A fully structured and functional variety of American English with  
distinctive phonological, syntactical, morphological, lexical and rhetorical features,  
spoken by a large proportion of African Americans. See also *African American Verbal  
Tradition*. 32  
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- Americans with Disabilities Act** A federal statute that forbids discrimination against  
a person with a disability. "A physical or mental impairment that substantially limits  
one or more of the major life activities." 42 USCA §§ 12101-12213. 38  
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- Anglo** American English speakers of European but not Latino descent; Caucasian. 41  
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- Anthropological linguistics** Study of the relationship and interdependency of language,  
culture, human biology and cognition. 43  
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- Appropriacy arguments** Authorities often label stigmatized language varieties as  
*inappropriate* for communication outside the home. Appropriacy arguments rationalize  
the process whereby languages of peripheralized or stigmatized groups are simul-  
taneously acknowledged and rejected. 45  
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## 2 GLOSSARY

1 **Asian American** Americans of Chinese, Filipino, Japanese, Asian Indian, Korean,  
2 Vietnamese, Cambodian, Hmong, Laotian, Thai, Bangladeshi, Burmese, Indonesian,  
3 Pakistani, Sri Lankan, Amerasian, or Eurasian ancestry, as defined by the U.S. Census  
4 Bureau.

5 **Assimilation** The incorporation of one culture into another, more dominant culture  
6 and substitutes the dominant culture's social, economic, and political institutions for  
7 its own.  
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9 **Bill of Rights** First ten amendments to the U.S. Constitution designed to protect the  
10 liberties and rights of individuals from the government's abuse of its power. See also  
11 *tyranny of the majority*.

12 **Bloc** An alliance of governments, groups, or parties with a common purpose and  
13 ideology; the dominant bloc is a reference to those institutions where political and  
14 economic power is concentrated.  
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16 **Brown v. Board of Education** The Supreme Court declared the separation of races in  
17 the classroom to be unconstitutional and ordered the desegregation of schools. It  
18 established the principle of equal educational opportunity for all students. This decision  
19 also re-affirmed equal protection under the law mandated by the 14th Amendment to  
20 the U.S. Constitution and overruled the decision in *Plessey v. Ferguson* (1896) that  
21 permitted the "separate but equal" doctrine.

22 **Census, U.S.** A count of all citizens, non-citizen legal residents, non-citizen long-term  
23 visitors, and illegal immigrants in the United States. Mandated by the Constitution.

24 **Chicano/a** U.S. citizens or residents of Mexican ancestry. "A Chicano lives in the space  
25 between the hyphen in Mexican-American" (Bruce-Novoa 1990).  
26

27 **Civil action** A lawsuit based on a private wrong. All legal proceedings that are not  
28 criminal actions are civil actions.

29 **Civil rights** Rights afforded to individuals as citizens of the United States. Most of these  
30 rights are guaranteed in the 13th and 14th Amendments to the U.S. Constitution.

31 **Civil Rights Acts** There have been ten major US Civil Rights Acts, nine of which were  
32 passed between 1957 and 1991. See *Civil Rights Act of 1964*.  
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34 **Civil Rights Act of 1964** The purpose of the 1964 Civil Rights Act was to eliminate  
35 pervasive discrimination against racial minorities. Title VII provides protection against  
36 discrimination in employment. Since 1964 the laws have been widely interpreted to  
37 cover discrimination based on national origin, sex, age, religion and other protected  
38 categories.

39 **Civil Rights movement** African Americans led the movement against racism and  
40 segregation and for the laws that would ensure full civil and human rights. The most  
41 recent civil rights movement began in the mid-1950s and was in the public eye for  
42 much of the 1960s.  
43

44 **Code switching** Bi- or multilingual speakers who alternate use of languages ("codes")  
45 available to them within one conversation (and even within the same sentence) are  
46 practicing code switching.

47 **Cognitive linguistics** The study of thought, learning, and mental organization of  
48 language.

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- Communicative act** As advanced by Clark (1986), the cognitive model is based on a principle of mutual responsibility, in which participants in a conversation collaborate in the establishment of new information. This involves complicated processes of repair, expansion, and replacement in iterative fashion until both parties are satisfied. 1  
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- Communicative burden** See *Communicative act*. 5  
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- Competence, communicative** Communicative competence has to do with performance, and a speaker's mastery of all linguistic subsystems as well as all sociocultural nuance. 7  
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- Competence, linguistic** In linguistic theory as developed by Chomsky, linguistic competence is a reference to an ideal speaker/listener in a homogeneous speech community whose command of the grammar of that language is not affected by factors such as memory limitations or distractions. In this approach, competence is an idealized capacity distinct from the production of actual utterances. 9  
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- Consonant cluster reduction (simplification)** When two or more consonants occur at the end of a word, the cluster may be reduced by dropping one or more of the sounds. The words *student* and *desk*, for example, will become *studen* and *des*. In Chicago, when a stop is preceded by a nasal, the stop is usually deleted: *hunter* > *hunner*. There is some reason to believe that this is a vernacular universal. 14  
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- Convergence** Historical process in which languages in contact become more similar in structure. 19  
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- Copula** 'Copula' is a term for the verb "to be" when it joins subject to predicate, as in *Maria is a physicist* (Maria = physicist) or *The movie was terrible* (movie = terrible). 22  
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- Copula deletion** Copula deletion is common in many world languages. In AAVE, deletion of the copula is primarily a matter of context and sentence stress. However, AAVE forbids copula deletion where other U.S. Englishes would forbid contraction. For the sentence *She's not home, but George is* would produce \**She's not home but George's*. The second contraction doesn't work in other varieties of English, thus in AAVE, cannot be deleted. 24  
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- Creole** When a pidgin becomes so well established that children acquire it as a first language, the grammatical structure fills out and the result is a creole, a full-fledged human language. Examples are Hawai'ian Creole and Gullah. See also *Pidgin*. 30  
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- Critical period** A hypothesis which supposes that the human mind's intrinsic ability to acquire language without conscious effort is something that atrophies around the age of puberty. Thus the critical period for language acquisition is from birth to about age 14. 34  
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- Deficit theory** Basil Bernstein's (now debunked) theory that working-class children are linguistically deprived or handicapped by a language deficit in that they learn only a restricted code; in contrast, middle-class children were theorized to have a more elaborated code, and were free of such deficits when entering the school system. 37  
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- Dialect** A variety of a language that is associated with a specific geographic area (an Appalachian accent) or with a social group (Chicano/a English). The difference between the concept of "dialect" and that of "language" is political rather than linguistic in nature. 41  
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- Discourse/discourse analysis** The study of communicative acts rather than grammatical units; meaning in a text, paragraph, conversation, etc., rather than in a single sentence. 46  
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## 4 GLOSSARY

1 **Discourse markers** A word or phrase that is independent of syntax and seems, on the  
2 surface, to have no meaning. *That's like the last thing she wanted to hear from you.*

3 **Disparate impact**

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5 Practices in employment and hiring that have an adverse impact on minorities, women,  
6 or other protected groups, regardless of whether such practices were motivated by  
7 discriminatory intent. Illegal disparate impact is established when an employer's  
8 allegedly neutral policy, not justified by business necessity, harms a protected group.

9 **Disparate treatment** Intentional discrimination on the basis of a protected charac-  
10 teristic. Federal law prohibits disparate treatment because of race, color, religion,  
11 sex, national origin, and age, as well as disability in qualified individuals who are  
12 disabled.

13 **Dominant bloc** See *bloc*.

14 **Ebonics** The linguistic and paralinguistic features which represent the communicative  
15 competence of the West African, Caribbean, and United States slave descendant of  
16 African origin . . . the study of the language of black people in all its cultural uniqueness  
17 (Baugh 2000; Rickford 1999).

18 **Equal Employment Opportunity Commission (EEOC)** Created by Title VII of the  
19 Civil Rights Act of 1964, the EEOC is the federal agency with the responsibility for  
20 enforcing the anti-bias employment provisions of the 1964 act but also the Equal Pay  
21 Act, the Age Discrimination Act and the Americans with Disabilities Act.

22 **ESL** English as a Second Language.

23 **Ethnicity** A group of people who share heritage, culture, languages, and other distin-  
24 guishing socio-cultural characteristics (Kurds in the Middle East; Romani in Europe  
25 and the U.S.).

26 **Ethnocentrism** An individual's belief that his or her own sociocultural practice is  
27 universal, natural, normal, and superior to other cultures.

28 **Ethnologue** A catalogue of more than 6,700 languages spoken in 228 countries, online  
29 and available in hard copy.

30 **Glottal stop** A stop or plosive that is voiceless. In American English glottal stops are  
31 prominent: as a replacement for /t/ sounds between vowels in fast speech (as in the  
32 word *little*), and in the phrase "uh-oh."

33 **Grammar** "The sounds and sound patterns, the basic units of meaning, such as words,  
34 and the rules to combine them to form new sentences constitute the grammar of a  
35 language. The grammar, then, is what we know; it represents our linguistic competence.  
36 To understand the nature of language we must understand the nature of this  
37 internalized, unconscious set of rules, which is part of every grammar of every language"  
38 (Fromkin *et al.* 2009).

39 **Great Migration** See *African American Great Migration*.

40 **Head Start** Pre-school programs designed to give poor children early educational  
41 opportunities; despite success in many areas, early policies advanced Bernstein's theory  
42 of elaborated and restricted codes which supposed that children living in poverty in the  
43 inner city had insufficient human language for communication  
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<b>Hegemony</b>	The socio-political, economic, cultural power by which a dominant group asserts itself and maintains power, with or without awareness and consent of the less powerful. Hegemony can be directed toward liberation or oppression of society.	1 2 3
<b>Hispanic</b>	See <i>Latino/a</i> .	4 5
<b>Homogeneity and heterogeneity</b>	A homogenous community is one with a high level of social, cultural, political and institutional conformity; a heterogeneous community includes a wide range of persons of different cultures, belief systems, or other socio-cultural markers. California is a racially heterogeneous state, with large numbers of people of African, Asian, Latino or Anglo ancestry. Idaho is highly homogeneous.	6 7 8 9
<b>Homophily</b>	The tendency of human beings to associate with those who are like them.	10 11
<b>Hypercorrection</b>	The use of a technically incorrect term for fear of using a stigmatized one. Example: "Maria gave it to John and I."	12 13 14
<b>Ideology</b>	The promotion of the needs and interests of a dominant group or class at the expense of marginalized groups, by means of disinformation and misrepresentation of those non-dominant groups.	15 16 17
<b>Intonation</b>	A distinctive pattern of tones over a stretch of speech longer than a word.	18
<b>IPA</b>	International Phonetic Alphabet.	19 20
<b>Isogloss</b>	The hypothetical physical boundary of a given linguistic feature, such as a vowel shift, lexical pairs (pail v. bucket) or syntactic feature.	21 22
<b>L2</b>	Second language; English acquired as a second language. L2 accent would refer, for example, to a native speaker of Urdu or Italian whose English is distinguished by breakthrough of phonological or other features from the native language.	23 24 25 26
<b>Language acquisition</b>	We speak of children <i>acquiring</i> rather than learning language, because the human mind is hard-wired for language. At some point around puberty this ability to acquire language without conscious effort atrophies. The critical age is that period from birth to (approximately) puberty when the mind's language faculty or instinct is functioning. This is a universal of human language.	27 28 29 30 31
<b>Language ideology</b>		32
	"The ideas with which participants and observers frame their understanding of linguistic varieties and the differences among them, and map those understandings onto people, events, and activities that are significant to them" (Irvine and Gal 2000: 35). See also <i>standard language ideology</i> .	33 34 35 36 37
<b>Language maven/language shaman</b>	A self-appointed and usually prescriptivist authority on English usage. "In language there are no licensed practitioners, but the woods are full of midwives, herbalists, colonic irrigationists, bonesetters, and general-purpose witch doctors, some abysmally ignorant, others with a rich fund of practical knowledge – whom we shall lump together and call shamans....sometimes their advice is sound. Sometimes it is worthless, but still it is sought because no one knows where else to turn" (Bolinger 1980: 1).	38 39 40 41 42 43 44
<b>Language subordination</b>	Institutionalized measures that aim to discredit or demean one language variety over another, and by extension, the speakers of that language.	45 46
<b>Language universals</b>	The languages of the world have a great deal in common (though it might not seem so at first glance). For example, all languages distinguish between	47 48

## 6 GLOSSARY

1 verbs and nouns (though adjectives are not universal); all languages distinguish between  
2 vowels and consonants. These are very basic examples, but they are significant for a  
3 theory of innateness of language to the human brain.

4 **Latino/a** Americans with origins in Latin America or in Spain; those who self-identify  
5 as Hispanic or Latino. Latino/as can be of any race.

6 **Lau v. Nichols** Supreme Court case where the Court ruled that, “There is no equality  
7 of treatment merely by providing students the same facilities, textbooks, teachers and  
8 curriculum, for students who do not understand English are effectively foreclosed from  
9 any meaningful education.”

10 **Lexicon** The complete set of words and word segments in a language, or the subset of  
11 those words available to any given individual.

12 **Limited English Proficient (LEP)** Refers to students who are not fluent in English.  
13 As the Supreme Court and Congress have made clear, federal antidiscrimination law  
14 requires that schools must provide LEP students with the skills necessary to compete  
15 academically with their peers who are fluent in English.

16 **Linguicism** “Ideologies, structures and practices which are used to legitimate, effectuate  
17 and reproduce an unequal division of power and resources (both material and non-  
18 material) between groups which are defined on the basis of language (on the basis of  
19 their mother tongues)” (Skutnabb-Kangas 1988: 13).

20 **Linguistics** The scientific study of the function, structure, and history of language and  
21 communication.

22 **Majoritarian stories** “Cultural narratives that naturalize the perspectives of people in  
23 privileged social locations: whites, men, the middle and upper classes, and hetero-  
24 sexuals” (Solórzano and Yosso 2002).

25 **Marking or marked** A sociolinguistic variant which has symbolic meaning, for example,  
26 consonant cluster reduction as a marker of Native American English.

27 **Marxism** “The political and economic philosophy of Karl Marx and Friedrich Engels  
28 in which the concept of class struggle plays a central role in understanding society’s  
29 allegedly inevitable development from bourgeois oppression under capitalism to a  
30 socialist and ultimately classless society” (*American Heritage Dictionary*).

31 **Merger** In language change over time when two distinct sounds move together and the  
32 distinction is lost. In American English, the vowel sounds in *merry*, *Mary* and *marry*  
33 have merged for most parts of the country, as have the vowels for *Don* and *Dawn*.

34 **Mestizo** A person living on the North American continent who is a descendent of both  
35 European and indigenous American peoples. The concept has been the cornerstone  
36 for the development of a Mexican national identity.

37 **Modal (auxiliary) verbs** Verbs that express the mood (in the linguistic sense that  
38 distinguishes statements, commands, suppositions, questions, and so on) of other verbs.  
39 Joe smiles v. Joe can smile, Joe might smile, Joe will smile. (*Pocket Fowler’s Modern*  
40 *English Usage*).

41 **Monophthongization** In a number of varieties of Southern States English and African-  
42 American English, the diphthong becomes monophthongized. For example, words  
43 such as *right* (SAE ), *time* (SAE ), and *like* (SAE ) are pronounced with a low vowel  
44 monophthong, as in *rabt nabs tabm* (right nice time).

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<b>Morpheme</b>	Smallest unit of speech that bears meaning (in <i>apples</i> , the final /s/ is a bound morpheme indicating plurality).	1
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<b>Morphology</b>	The study of the smallest meaningful elements of a language, and how they are put together to form words. <i>Cows</i> has two morphemes: (cow) and (s). As a plural marker, (s) is meaningful.	3
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<b>Nation-state</b>	“A form of political organization under which a relatively homogeneous people inhabits a sovereign state; especially: a state containing one as opposed to several nationalities” ( <i>Merriam-Webster online dictionary</i> ).	7
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<b>NCTE</b>	National Council of Teachers of English.	10
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<b>Non-Standard Language</b>	An ideologically laden term that refers to any language variety that is overtly stigmatized. Its use indicates that the user is speaking from the perspective of the standard language ideology. Despite the judgmental and negative implications of the term, it is still widely used, even by linguists. But not by this linguist.	12
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<b>Northern Cities Sound Shift</b>	A series of vowel chain shifts taking place over a long period of time in the area generally referred to as the Inland North.	16
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<b>Performance theory</b>	The study of performance as an inherently human activity, with origins in pre-historic behavior; relevant to the evolution of human cognitive functions. Takes into account the roles of language and other semiotic behavior in human life. Performance in present in virtually all institutions of public expressive behavior.	19
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<b>Phoneme</b>	A minimal unit of meaningful sound within a given language’s system of recognized sound distinctions. Each phoneme in a language acquires its identity by contrast with other phonemes; phonemic distinctions are therefore language specific. In English, the phonemes /z/ and /s/ distinguish “zinc” from “sink” while /b/ and /p/ distinguish “cab” from “cap.”	23
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<b>Phonetics</b>	The study of the characteristics of human sounds, especially those used in speech.	28
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<b>Phonology</b>	The study of sound patterns of a language.	31
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<b>Pidgin</b>	A simplified communication strategy that develops in situations where three or more language communities interact on a consistent, regular but not permanent basis. Pidgins often developed in trade situations, in busy harbor towns. A pidgin does not have any native speakers. See also <i>creole</i> .	33
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<b>Pitch</b>	The frequency with which the vocal cords (or folds) vibrate to produce voice: the more rapidly, the higher the pitch.	37
		38
<b>Postvocalic</b>	A sound occurring after a vowel. In the word <i>riot</i> , there is a postvocalic /t/.	39
		40
<b>Pragmatics</b>	The general study of how context affects the user’s interpretation of language.	41
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<b>Prescriptive</b>	Seeking to impose a set of socially constructed, ever evolving rules that are founded primarily in aesthetics and fashion. Often with a strong interest in punctuation.	43
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<b>Prescriptivist grammar</b>	A theoretically stable, homogenous set of rules for language that must be enforced for the good of the individual and society in general. Applies to both written and spoken language.	46
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## 8 GLOSSARY

1 **Pretext** In a court case, the defendant may try to propose legal excuse for a policy or  
 2 action which otherwise would be illegal. In discrimination cases, for instance, it may be  
 3 shown that the apparently innocent motive behind an action may be a deception  
 4 constructed to conceal a discriminatory intention. “The pretext analysis established by  
 5 the Supreme Court in *McDonnell Douglas Corp. v. Green* was specifically designed to  
 6 uncover and weed out covert forms of intentional discrimination” (Yuracko 2006: 371).

7 **Prima facie case** The minimum threshold amount of evidence or proof sufficient for  
 8 the accuser or plaintiff to win the case if there were no defenses or additional evidence  
 9 presented by the accused/respondent.

10 **Profiling, linguistic** When an individual draws conclusions about race, ethnicity,  
 11 gender, or any other number of social characteristics based on language features alone,  
 12 the process is called linguistic profiling. Example: Listening to someone being inter-  
 13 viewed on the radio, you may come to the conclusion that the individual is African  
 14 American, female, elderly or Anglo, male, from Boston. The most extreme type of such  
 15 profiling happens in situations where an individual is refused basic rights on the basis  
 16 of perceived accent alone, as in the case of someone who is refused an interview because  
 17 of a Chicano accent.

18 **Profiling, racial** Targeting of an individual by law enforcement based on racial or ethnic  
 19 rather than observed actions or evidence.

20 **Prosody/prosodic features** Patterns of stress and intonation in a given language.

21 **Protected Class** Anti-discrimination laws only regard unequal or unfair treatment as  
 22 unlawful discrimination when the victim is a member of a defined group known as a  
 23 protected class. The first civil rights laws protected only race and color. As the principle  
 24 of discrimination evolved over the years more laws were passed and more groups were  
 25 added. Federal protected classes now include race, color, national origin, religion, sex  
 26 (or gender), age (over 40), and disability. State law (HEPA) further protects ancestry,  
 27 marital status, sexual orientation, as well as arrest and court record (in most cases) U.S.  
 28 Legal Definitions: <http://definitions.uslegal.com/p/protected-class/>.

29 **Racialization/racism** When individuals and groups are viewed first and primarily  
 30 through a racial lens, through a culturally invented racial framework that assigns  
 31 characteristics and motivations without foundation.

32 **Racism** “The use of race to establish and justify a social hierarchy and system of power  
 33 that privileges, preferences or advances certain individuals or groups of people usually  
 34 at the expense of others. Racism is perpetuated through both interpersonal and  
 35 institutional practices.” Source: [www.understandingrace.org](http://www.understandingrace.org).

36 **Reasonable accommodation** Reasonable accommodations are those measures taken  
 37 by employers or schools that make it possible for those with disabilities to participate.  
 38 May include modifications or adjustments such as building wheelchair ramps,  
 39 modifying work schedules, or supplying readers or interpreters for the deaf.

40 **Relative clause** A clause introduced by a relative pronoun (which, that, who, whom,  
 41 whose) or a relative adverb (where, when, why).

42 **Reverse linguistic stereotyping** Assumptions or preconceptions about a social group  
 43 (race, ethnicity, etc.) trigger distorted evaluation of the speech of anyone belonging to  
 44 that group (Kang and Rubin 2009). See also *accent hallucination*.

45 **Rhetoric** The study and practice of effective communication.  
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<b>Rhotic</b>	A reference to a language or variety of English that retains (r) after vowels.	1
<b>Semantics</b>	The study of meanings of individual words and or larger units such as phrases and sentences.	2 3 4
<b>Semiotics</b>	Study of sign, symbol, signification and communication in pursuit of better understanding of how meaning is constructed and understood through language.	5 6
<b>Slang</b>	“Words, phrases, and uses that are regarded as very informal and are often restricted to special contexts or are peculiar to a specified profession, class, etc.” ( <i>The Oxford Dictionary of English Grammar</i> ).	7 8 9
<b>Sociolinguistic variable</b>	“The sociolinguistic variable is a set of alternative ways of saying the same thing, although the alternatives, or variants, have social significance. More specifically, a sociolinguistic variable is a linguistic element that co-varies not only with other linguistic elements, but also with a number of extralinguistic independent variables like social class, age, sex, ethnic group or contextual style. Labovian methodology seeks to isolate variables at the levels of core features and to derive rules for their distribution, making correlations with social variables.” (Steve Hoenisch, criticism.com; citations excluded).	10 11 12 13 14 15 16 17
<b>Sociolinguistics</b>	The study of the interaction between structured variation intrinsic to spoken language and social and cultural context and norms.	18 19 20
<b>Speech act</b>	In linguistics, an utterance defined in terms of a speaker’s intentions and the effects it has on a listener.	21 22
<b>Speech community</b>	Any group of people whose language or language variety can be taken as an object of study. A language community can be as large as a country (Liechtenstein), a neighborhood, as in Southie (working-class Boston), Bay Ridge (working-class ethnic Italian Brooklyn), an isolated community (Smith Island, Maryland), or an ad-hoc group such as a book group, AA meeting, third grade classroom, family reunion.	23 24 25 26 27
<b>Standard</b>	A basis for comparison; a reference point against which other things can be evaluated; a default choice, as in the idea that “male” is the default reference in all legal materials. Unless otherwise stated, the person being discussed is assumed to be male.	28 29 30 31
<b>Standard American English, *SAE</b>	A hypothetical construct, an idea in the mind of a perfectly homogenous and unchanging language. In this book, the * emphasizes the fact that this is in fact an abstraction.	32 33 34
<b>Standard Language ideology</b>	A bias toward an abstracted, idealized, homogenous spoken language which is imposed and maintained by dominant bloc institutions and which names as its model the written language, but which is drawn primarily from the spoken language of the upper middle class.	35 36 37 38
<b>Standardization</b>	The attempt to remove all naturally occurring variation from spoken language, or to impose a set of guidelines on the written form of a given language.	39 40 41
<b>Summary judgment</b>	A party moving (applying) for summary judgment is attempting to eliminate its risk of losing at trial by demonstrating to the judge that there is insufficient evidence to take the case to trial in the first place. In effect, summary judgment is one way to dismiss a civil court case before it gets started.	42 43 44 45
<b>Syntax</b>	(1) The study of the rules that govern the way words combine to form phrases, clauses, and sentences (and one of the major components of grammar). (2) The arrangement of words in a sentence.	46 47 48

## 10 GLOSSARY

1 **TANAE** *The Atlas of North American English.*

2 **Taxicab maxim** A taxicab can ignore the laws of the state of New York, but it cannot  
3 ignore the laws of physics.

4 **Tense** Inflections added to a verb in order to indicate the time of an event in relation  
5 to the moment of speaking.

6 **Title VII** Title VII of the Civil Rights Act of 1964 is the primary federal statute  
7 prohibiting employment discrimination. Title VII has played a fundamental role in  
8 eliminating much discrimination in the workplace.

9 **Tyranny of the majority** If the majority rules, what is to stop it from tyrannizing  
10 minority interests by enforcing the majority's religion, language, or culture on the  
11 minority? The Bill of Rights protects individual rights in the face of numerical  
12 superiority.

13 **Universal** See *language universal*.

14 **Variation and change** All language changes, and all change is preceded by a period of  
15 variation between older and newer forms. Not all variation is followed by change,  
16 however.

17 **Verbs, strong and weak** Most English verbs fall into one of two groups: strong or weak.  
18 Weak (also called regular verbs) form the past tense and the past participle by the simple  
19 addition of a suffix (for example, talked, smacked, climbed, cleaned). Strong or irregular  
20 verbs are much harder to predict because the past forms are generated by a change to  
21 the vowel in the root syllable, and sometimes consonants as well, for example in shrink,  
22 shrank, shrunk.

23 **Vernacular** A loose reference to the native spoken language as it is used in daily life, in  
24 a socially neutral sense.

25 **Vernacular universal** Features that occur regularly across stigmatized or peripheralized  
26 language varieties (such a consonant cluster reduction) are proposed to be features of  
27 the human language faculty.

28 **White privilege** A consequence of racism in the United States that has systematically,  
29 and persistently promoted rights and needs of the Anglo populations at the expense of  
30 other populations.

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27 American Dialect Survey at Harvard	<a href="http://goo.gl/cdVr7">http://goo.gl/cdVr7</a>
28 American Dialectology maps	<a href="http://www.aschmann.net/AmEng/">http://www.aschmann.net/AmEng/</a>
29 American English Vowels	<a href="http://goo.gl/UXIOA">http://goo.gl/UXIOA</a>
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31 English Plus+	<a href="http://englishplus.com/">http://englishplus.com/</a>
32 Glossary of Linguistic Terms (E. Loos)	<a href="http://goo.gl/mcCji">http://goo.gl/mcCji</a>
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37 Language Samples Project	<a href="http://www.ic.arizona.edu/~lsp/">http://www.ic.arizona.edu/~lsp/</a>
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Speech Accent Archive	<a href="http://accent.gmu.edu">http://accent.gmu.edu</a>	4
Symbols for American English Vowel Sounds	<a href="http://goo.gl/J25gh">http://goo.gl/J25gh</a>	5 6
Utrecht University's Lexicon of Linguistics	<a href="http://goo.gl/VxDi9">http://goo.gl/VxDi9</a>	7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

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