

**SYMPOSIUM PRESENTATION ABSTRACT**  
**Language and Migration: Experience and Memory**

**Presenter:** Timothy Reagan

**Affiliation:** The University of Maine (Orono, Maine)  
The University of the Free State (Bloemfontein, South Africa)

**Title of Presentation:** *Identifying and Responding to Linguicism: Toward a Conceptual Model*

**Abstract**

At the heart of many of the issues to be discussed at this symposium are concerns with the linguistic human rights of both individuals and groups – as well as the violations of such rights. Violations of linguistic human rights are often manifestations of what Robert Phillipson and Tove Skutnabb-Kangas have labelled “linguicism.” Linguicism is, in essence, the linguistic parallel and equivalent to such phenomena as racism, sexism, ageism, audism, classism, and so on. It is, as Skutnabb-Kangas has defined it,

Beliefs, attitudes, and actions whereby differences of language serve to structure inequality between linguistic groups; ideologies, structures, and practices used to legitimate, effectuate, regulate, and reproduce an unequal division of power and resources between groups defined on the basis of language.

Thus, linguicism has significant implications for virtually every aspect of human society and every domain of human life. There has emerged in recent years a growing body of excellent literature devoted to the study of linguicism. However, like other kinds of oppression, linguicism is by no means a single, unified entity. Rather, it takes many different forms, and responding to it effectively requires different kinds of actions. In this presentation, I will offer a conceptual typology, based on the most useful typologies of the different kinds of racism, to identify and discuss some of the various sorts of linguicism. Specifically, recognizing the distinction between individual and institutional linguicism, I will argue that there are four sorts of linguicism with which we should be concerned: internalized linguicism, interpersonal linguicism, institutional linguicism, and structural linguicism.

**References**

Canagarajah, S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford: Oxford University Press.

Hyesun Cho. (2017). Racism and linguicism: Engaging language minority pre-service teachers in counter-storytelling. *Race, Ethnicity and Education*, 20(5), 666-680.

Kubota, R., & Lin, A. (2006). Race and TESOL: Introduction to concepts and theories. *TESOL Quarterly*, 20(3), 471-493.

- Lippi-Green, R. (1994). Accent, standard language ideology, and discriminatory pretext in the courts. *Language in Society*, 23(2), 163-198.
- Lippi-Green, R. (2006). Language ideology and language prejudice. In E. Finegan & J. Rickford (Eds.), *Language in the USA* (pp. 289-304). Cambridge: Cambridge University Press.
- Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States* (2<sup>nd</sup> ed.). New York: Routledge.
- Mahboob, A., & Szenes, E. (2010). Linguicism and racism in assessment practices in higher education. *Linguistics and the Human Sciences*, 3(3), 325-354.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Phillipson, R., & Skutnabb-Kangas, T. (1995). Linguistic rights and wrongs. *Applied Linguistics*, 16(4), 483-504.
- Reagan, T. (2016). The conceptualization of 'language legitimacy'. *Critical Inquiry in Language Studies*, 13(1), 1-19.
- Reagan, T. (2019). *Linguistic legitimacy and social justice*. London: Palgrave Macmillan.
- Reagan, T., & Osborn, T. A. (2021). *World language education as critical pedagogy: The promise of social justice*. New York: Routledge.
- Skutnabb-Kangas, T. (1990). Legitimizing or delegitimizing new forms of racism: The role of researchers. *Journal of Multilingual and Multicultural Development*, 11(1-2), 77-100.
- Skutnabb-Kangas, T. (1998). Human rights and language wrongs - a future for diversity. *Language Sciences*, 20(1), 5-27.
- Van Dijk, T. (1993). *Elite discourse and racism*. Newbury Park, CA:
- Viesca, K. (2013). Linguicism and racism in Massachusetts education policy. *Education Policy Analysis Archives*, 21(52). Downloaded from <http://epaa.asu.edu/ojs/article/view/977>.