

# **Language and Social Issues**

**An Investigator's Toolkit**

**Mary-Caitlyn Valentinsson**

**Shiloh Drake**

**Amy Fountain**

# Contents

List of Figures	<i>page</i> xii
Reader Tips	xiv
<b>1 A Linguist in the Community</b>	<b>1</b>
1.1 What Do You Mean “A Linguist”?	1
1.2 Here Is an Anecdote to Get Us Started	2
1.3 Wait. Isn’t It Just “English”?	3
1.4 This Is Important: Language Is Not Everything	4
1.5 But Linguists Really Like Languages	4
1.6 Languages Are Culturally Delineated Collections of Varieties	5
1.7 Why Do I Think “English” Is a Thing, Then?	6
1.8 So How Do We Go about Investigating All This?	7
1.9 Microscope to Magnifying Glass . . . to Telescope?	8
1.10 Great, Let’s Have a Little Summary Then	9
1.11 What Can I Do Next?	10
1.12 An Overview of This Book	10
Linguist in the Community	11
Linguist in the Classroom	12
Glossary	12
Recommended Readings	15
<b>2 What Is Linguistics?</b>	<b>16</b>
2.1 What Is “Language”?	18
2.2 Units of Contrast in Language: Phonetics and Phonology	21
2.2.1 Phonetics	22
2.2.2 Phonology	25
2.2.2.1 Fundamental Units of Contrast	25
2.2.2.2 Phonemic Inventories, Phonological Rules, and Phonotactics	27
2.2.2.3 Phonological Systems Can Change	28
2.3 Words and Sentences: Morphology and Syntax	30
2.3.1 Morphology	30

2.3.1.1	Finding Words	31
2.3.1.2	Words vs. Phrases vs. Sentences	33
2.3.2	Syntax	34
2.3.2.1	Putting Words in Order	34
2.3.2.2	Syntactic Variation	35
2.4	Meaning and Context: Semantics and Pragmatics	37
2.4.1	Semantics	37
2.4.1.1	Lexical Semantics	37
2.4.1.2	Compositional Semantics	39
2.4.2	Pragmatics	41
2.4.2.1	Speech Acts	41
2.4.2.2	The Cooperative Principle and Conversational Maxims	43
2.5	Conversation and Interaction: Conversation and Discourse Analysis	48
2.5.1	Conversation Analysis	48
2.5.2	Discourse Analysis	51
2.6	So What Is Linguistics?	53
	Linguist in the Community	54
	Linguist in the Classroom	55
	Glossary	56
	Recommended Readings	61
<b>3</b>	<b>We Have a Starter Kit for You</b>	<b>63</b>
3.1	Tools for Making Observations	63
3.2	Elicitation and Grammaticality Judgments	64
3.3	Interviews, Reading Passages, and Word Lists	66
3.4	Corpora and Collections	68
3.5	Participant Observation	70
3.6	Tools for Analyzing Your Observations	71
3.6.1	Phonetic Transcription Systems	71
3.6.1.1	For Spoken Languages	72
	How to Learn the International Phonetic Alphabet	74
3.6.1.2	For Signed Languages	76
3.7	Multi-line Glossing Systems	78
3.8	Transcribing Conversations and Interviews	81
3.9	Corpus Analysis	85
	Linguist in the Community	91
	Linguist in the Classroom	92
	Glossary	93
	Recommended Readings	95

<b>4 But We Want You to Make Us Some Promises</b>	96
4.1 Human “Subjects” Protections and Ethical Research Practices	96
4.2 Key Principles of Human Subjects Protections or Ethics Programs	96
4.2.1 Key Practices for Protecting the People Whose Languages We Study	99
4.2.2 What about Collecting Data Online?	100
4.2.3 Some Basics of Community-Based Inquiry	102
4.3 Some Basics of Research Integrity	103
4.3.1 It’s Not Just Plagiarism, but Avoiding Plagiarism Is Important	104
4.3.2 Key Practices for Research Integrity	104
4.3.3 Referencing, Citation, and Intellectual Property	105
4.3.3.1 Using Appropriate Sources	105
4.3.3.2 Finding Your Sources	106
4.3.3.3 Referencing and Citation	107
4.3.3.4 Citing Dictionaries, Databases, and Corpora	109
4.3.3.5 Citing Writing Tools, Including AI Tools	110
4.3.4 Intellectual Property and Copyright	110
4.4 Considerations for Responsibly Disseminating Your Research	111
4.4.1 The Contents of a Paper	113
4.4.2 Disciplinary Conventions	115
4.4.3 The Content of Your Writing	116
4.5 Conclusion	117
Linguist in the Community	117
Linguist in the Classroom	118
Glossary	119
Recommended Readings	120
<b>5 Languages Fall in Love, Experience Fear</b>	121
5.1 Excuse Me?	121
5.2 So Many Languages, So Little Time	123
5.2.1 Diglossia, Codeswitching, and Translanguaging	123
5.2.2 The Emergence of New Languages	126
5.3 We Can All Coexist in Harmony	129
5.3.1 Multilingualism in the Maghreb	130
5.3.2 Multilingualism in the Vaupés	132
5.4 Sometimes We Get Panicky	133

5.4.1 English-Only Movements	134
5.4.2 Multiple Accents and Dialects	135
5.5 And Sometimes One Language Tries to Wipe Out Another Completely	136
Linguist in the Community	138
Linguist in the Classroom	139
Glossary	142
Recommended Readings	144
<b>6 Linguists Meet Babies</b>	<b>145</b>
6.1 But Why Babies?	145
6.2 A Rough Timeline	147
6.2.1 The Very Beginning	149
6.2.2 First Words	152
6.2.3 Combining Meaningful Elements	154
6.2.4 Talking, Talking, Talking!	155
6.3 Language Socialization	156
6.3.1 ... In US American Families	157
6.3.2 ... Among the Kaluli of Papua New Guinea	160
6.3.3 ... In Samoa	161
6.3.4 ... Among Tzotzil Speakers in Southern Mexico	163
6.3.5 ... In the Republic of the Marshall Islands	164
6.3.6 Some Takeaway Points	167
6.4 The Misconception of the “Word Gap”	167
6.5 Literacy Socialization	172
6.6 Conclusion	176
Linguist in the Community	177
Linguist in the Classroom	178
Glossary	178
Recommended Readings	180
<b>7 Linguists Meet Computers</b>	<b>181</b>
7.1 Studying Humans’ Computer-Mediated Language Use	188
7.2 Studying Language Technology	192
7.2.1 How Do NLP Systems Work?	193
7.2.2 Tokenization, Annotation, Labeling, Lemmatization, and Named-Entity Recognition	195
7.2.3 How Machines Do “Meaning”: Vector Semantics and Word Embeddings	202
7.2.4 Types of Language Technology	204

7.2.4.1 Group 1: Optical Character Recognition Systems, Image Processing	204
7.2.4.2 Group 2: Spam Filters, Spell-Checkers, Search Engines	205
7.2.4.3 Group 3: Sentiment Analyzers, Content Moderators, Machine-Reading Systems, Automatic Captioning (Speech-to-Text), Voice Synthesis (Text-to-Speech)	206
7.2.4.4 Group 4: Predictive Text Generators, Chatbots, Digital Assistants, Machine Translators	207
7.2.5 Addressing AI and Language Technology Hype	207
7.2.6 Using Your Knowledge for Good	210
7.3 Computers, Meet Linguists!	212
Linguist in the Community	212
Linguist in the Classroom	213
Glossary	214
Recommended Readings	218
<b>8 Languages Go to School</b>	<b>220</b>
8.1 Raciolinguistic Discrimination against Students	222
8.2 Language in School and the Illusion of “Standard” Language	224
8.3 A Case Study: Antiracist Education in the US Classroom	226
8.4 A Case Study: Investigating Schools on the Warm Springs Reservation (Oregon, US)	228
8.5 A Brief: Chicano/Chicana English in the US Classroom	230
8.6 Raciolinguistic Discrimination against Teachers	230
8.7 In Teaching English as a Foreign/Second Language	232
8.8 But Schools Can Also Be Places Where Good Languaging Happens	235
8.8.1 Schools as Engines for Linguogenesis	236
8.8.2 Nicaraguan Sign Language	236
8.8.3 Language Nests and Minority Language-Medium Schooling	237
8.8.3.1 Te Reo Māori: Te Kōhanga Reo and Kura Kaupapa Māori	238
8.8.3.2 Hawaiian: Pūnana Leo and Kula Kaiapuni	240
8.8.3.3 Sámi: Giellabeassi, Kielâpiervâl, ǰiõllpie`ss	242
8.9 Conclusion	244
Linguist in the Community	244
Linguist in the Classroom	245
Glossary	246
Recommended Readings	248

<b>9 Languages Meet Genders and Sexualities Where They Are</b>	249
9.1 Grammatical Gender Bumps Up against Social Gender	250
9.2 Languages and Genders	254
9.2.1 Gendered Expressions Differ across Communities	255
9.2.2 Gendered Linguistic Performances Also Differ	258
9.2.2.1 Is There a Phonetics of Gender?	258
9.2.2.2 Conversational Shitwork	259
9.2.3 We Teach Toddlers to Be Girls and Boys	259
9.2.4 Is Every Girl a Valley Girl?	261
9.2.5 “Muy Macha” in the Bay Area	262
9.2.6 Talking Like a Man?	263
9.2.7 Trans and Non-Binary Gendered Language	266
9.3 Languages and Sexualities	269
9.3.1 Gay and Queer Sexualities	269
9.3.2 Straight Sexualities	270
9.4 Us and Them?	271
9.5 Conclusion	272
Linguist in the Community	272
Linguist in the Classroom	273
Glossary	274
Recommended Readings	276
<b>10 Languages Get a Job, Get Rich</b>	277
10.1 Language and Getting Hired	277
10.2 Language at Work	280
10.2.1 Language and “Professionalism”?	280
10.2.2 More Languages, More Money?	282
10.2.3 Multilingualism at Work: Translation as a Profession	284
10.3 Language and Socioeconomic Class	286
10.3.1 Grammar and Economics	287
10.3.2 Exploring Linguistic Correlates of Socioeconomic Class	288
10.3.3 Language and Consumption: You Are What You Eat	291
10.4 Commodification of Language Itself	296
10.5 Conclusion	297
Linguist In the Community	298
Linguist in the Classroom	298
Glossary	299
Recommended Readings	300

<b>11 Languages Get Fired, Get Arrested, Go to Jail</b>	302
11.1 Linguistic Discrimination Is Alive and Well	302
11.2 Language and Housing Discrimination	304
11.3 Language and the Legal System	306
11.4 Trouble with Transcription	314
11.5 Language and Employment	318
11.6 Discrimination and Modality	322
11.7 Conclusion	324
Linguist in the Community	325
Linguist in the Classroom	325
Glossary	326
Recommended Readings	327
<b>12 Languages Go to War, Languages Make Peace</b>	329
12.1 Languages Go to War	329
12.1.1 Languages and National Identity	331
12.1.2 Languages as Targets of War	334
12.1.3 Language as an Instrument of War: Propaganda	342
12.2 Languages Make Peace	344
12.2.1 A “Universal” Language of Peace? The Failed Experiment of Esperanto	344
12.2.2 One Language for One World?	347
12.2.3 Peaceful Coexistence: The Power of Linguistic Diversity	348
12.2.4 Finding Peace after War: It’s Not Too Late	349
12.3 Conclusion	351
Linguist in the Community	351
Linguist in the Classroom	352
Glossary	353
Recommended Readings	354
References	356
Countries Index	389
Languages Index	391
Main Index	393