

# INCLUSIVE LANGUAGE IDEOLOGIES & PRACTICES

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Pronouns: she/ella/lei

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# LAND ACKNOWLEDGEMENT

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

Patwin [PUTT-win]

Cachil Dehe [CATCH-ill DEE-HEE]

Kletsel Dehe [KLET-SELL DEE-HEE]

Yocha Dehe [YO-chuh DEE-HEE]

Wintun [WIN- tune]

# GOALS OF THIS GATHERING

- ❖ To intentionally reflect on the ways social, historical, and political realities impact our campus culture, climate, values, and practices.
- ❖ To challenge limiting beliefs, racism, and hegemonic power systems around language, belonging, and academia.
- ❖ To elevate the work around inclusivity already taking place across campus.
- ❖ To learn from one another to develop evolving *Principles of Inclusive Language Practices*.

# COMMUNITY AGREEMENTS

*Respect* – Honoring others' truths by sharing physical(virtual) and linguistic space. Active listening.

*Open & Curious* – Humbly inviting new understandings and truths.

*I-statements* – Speaking from our own truths.

*Self-Reflective* – Willingness to see our individual and collective contributions and potential for evolution.

*Critical* – Committed to improving the quality of human interactions and experiences.

# ABOUT ME

Marinka Swift, she/ella/lei

PhD (ABD) - Linguistics

*First-generation college graduate*

*Multilingual (English, Italian,  
Spanish)*

Current title and affiliation:

***Aggie Jumpstart Community  
Coordinator***

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College of Agricultural and  
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Office



# ABOUT YOU

*Why did you join us today?*

*What motivates you to learn more about inclusionary language ideologies and practices?*

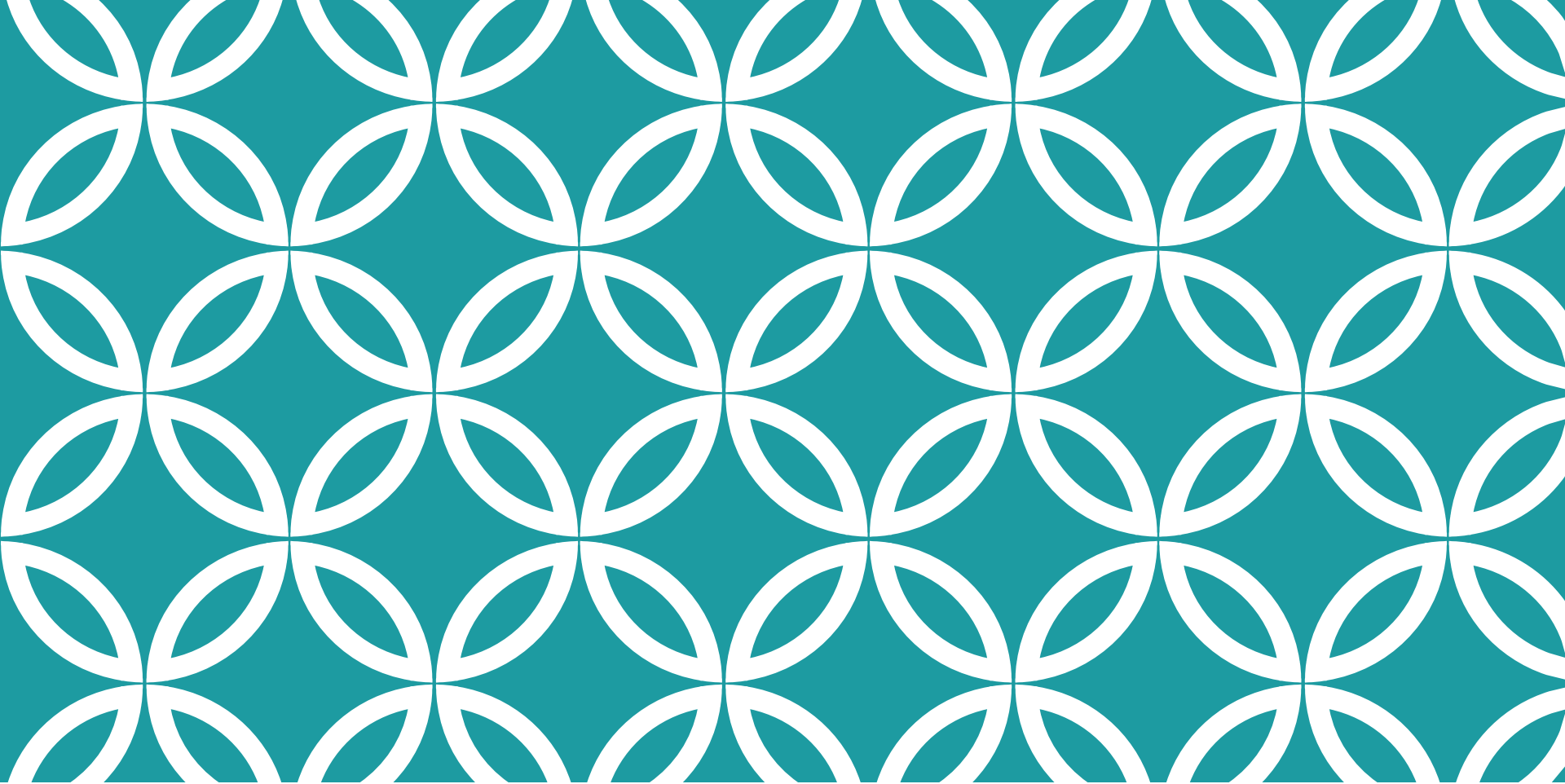
*What are your personal goals for these discussions?*

I invite you to share your reflection in the chat. In a couple minutes I'll invite individuals to share aloud.

Please introduce yourself with your name, pronouns, title, and language identities and/or interests, and your own reasons for being here today.

# TODAY'S PLAN

- Concepts from researchers
  - Language Ideologies
  - Exclusionary Language Ideologies
  - Inclusionary Language Ideologies
- Examples in academia and beyond
- Practices toward progress at UC Davis – elevating efforts and areas of evolution
  - Challenging what's been said before: Inclusive Language Project in Undergraduate Academic Programs, CA&ES Dean's Office
  - Efforts ongoing at UC Davis



CONCEPTS





# WHAT ABOUT LANGUAGE

- ❖ The ways we language – speaking, writing, perceiving
- ❖ The ways we describe humans
- ❖ The ways we recognize identities (e.g. pronouns, ethnic and racial identities, intersectional identities)
- ❖ Associations we make as listeners and language users around language and belonging in academia (in certain disciplines, in spaces, in conversation, in the linguistic landscape)

# LANGUAGE IDEOLOGIES

Defined:

Broadly speaking, language ideologies are the beliefs and feelings an individual or group has about language(s).

- They can impact the ways that speakers use language.
- They can impact the ways that listeners perceive others.
- How we perceive others can impact how we engage with them and how we portray ourselves.

# EXCLUSIONARY LANGUAGE IDEOLOGIES

Defined:

Beliefs which work to **create and maintain systematic hierarchies of belonging**. As they relate to language, exclusionary ideologies **rely on prescriptivist notions of what language is “good” or “correct”** and which speakers are recognized as “good” or legitimate speakers. A result of exclusionary ideologies is the **perpetuation of inequality in whichever spaces such beliefs are embraced**. In the realm of education, exclusionary language ideologies work to compartmentalize languages, language practices, speakers, and access to spaces and resources in order to maintain a hierarchy of languages and speakers and **sustain the myth of academia as a place for certain people and certain ways of languaging**.

# IDEOLOGIES OF STANDARDIZATION

Defined: Language(s) should be spoken or written a certain way.

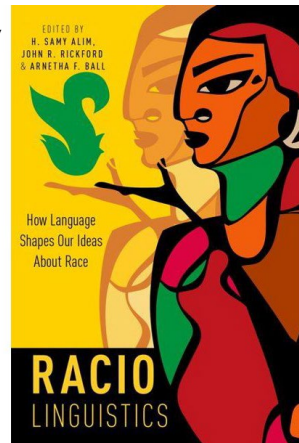
Relate also to English only policies and ideologies ~ that certain language(s) are or are not appropriate and correct for particular contexts, tasks, and exchanges.

Examples:

Standard academic American English is the 'correct' language for school.

Standard academic Spanish is correct. The Spanish you speak at home with your abuela from Jalisco is not correct.

Additional readings: (Eds.) H. Samy Alim, John R. Rickford, Arnetha Ball (2016)



# RACIOLINGUISTICS

**Nelson Flores and Jonathan Rosa (2015)** popularized the term in their discussion of "appropriateness" in American language and education.

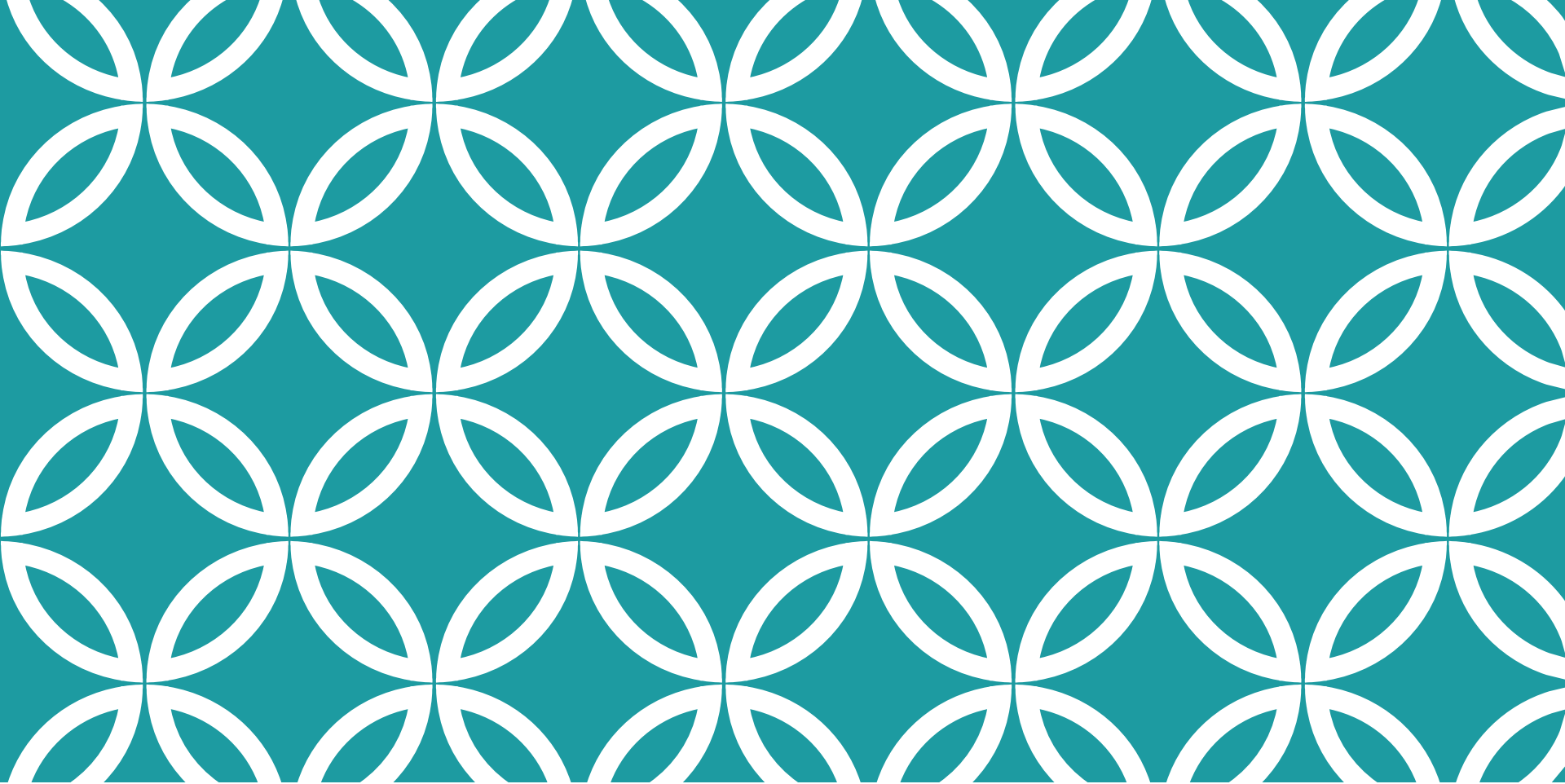
Defined: The notion that if you look like X you must speak X. Map certain ways of speaking and associations around language onto individuals and groups based on the way they look.

Examples:

White presenting people speak English.

Latinx, Chicanx, Hispanic presenting people ought to speak Spanish.

Is also a theoretical framework or lens used to examine how language is used to construct race and how ideas of race influence language and language use.



**RACIOLINGUISTICS IN YOUR  
OWN LIFE & WORK**

*time to  
reflect*

# ACCENT HALLUCINATION

Photo 1: White lecturer  
Audio A

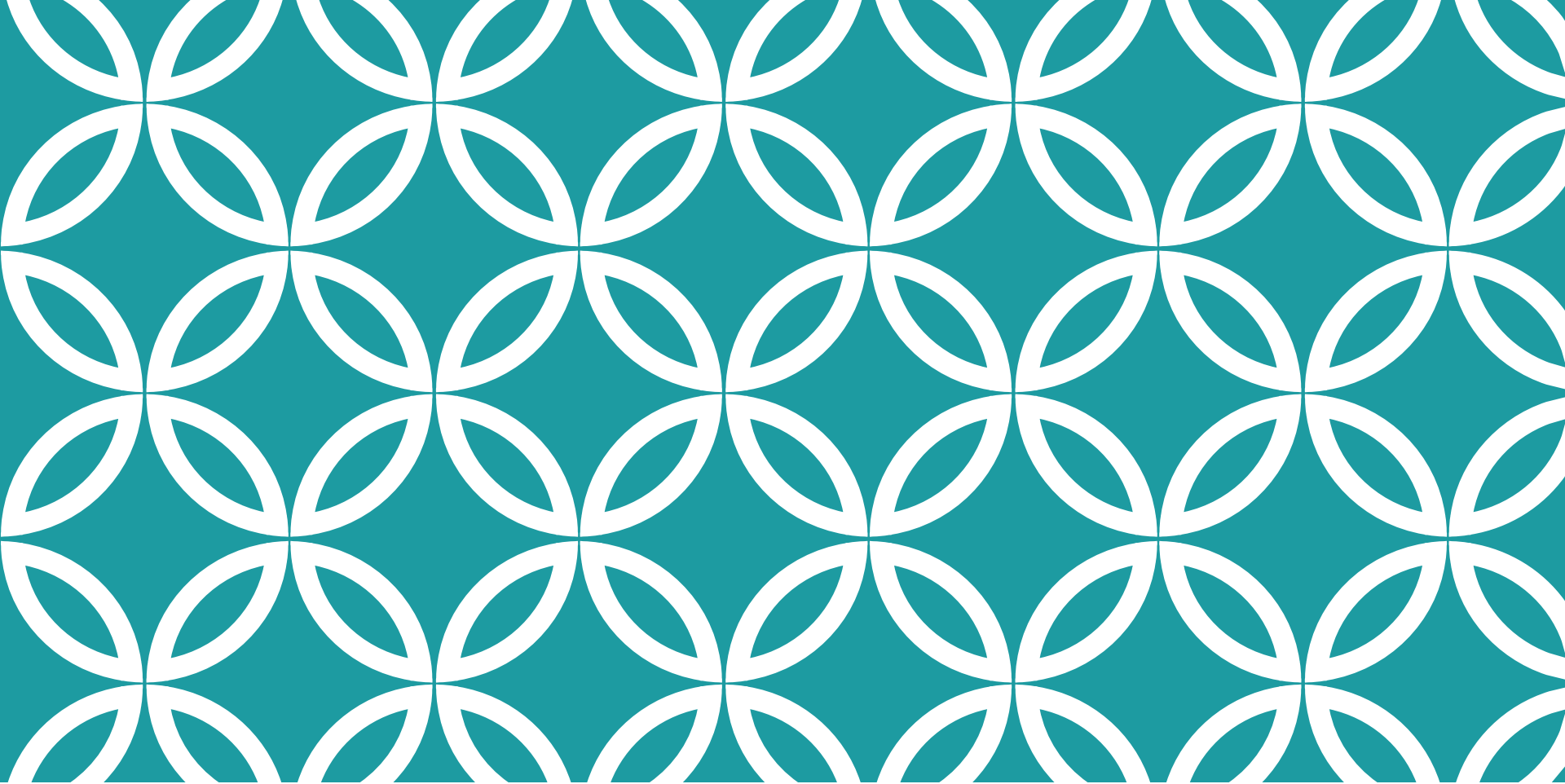
Result: Students  
demonstrated higher  
listening comprehension.

Photo 2: Asian (Chinese)  
lecturer  
Audio A

Result: Students  
demonstrated lower listening  
comprehension.

Take away: Communication is a reciprocal process. Sometimes it is the responsibility of the listener to increase comprehension for positive communication by addressing negative stereotyping and racist assumptions about speakers.

The audio did not change, therefore the only disruption to comprehension was the supposed appearance of the speaker and the negative stereotypes the listeners had about the Asian lecturer.



**HAVE YOU EVER EXPERIENCED  
ACCENT HALLUCINATION?**

*time to  
reflect*



# LINGUISTIC PROFILING

Researcher: John Baugh

Defined: A form of discrimination by which someone is "denied access to otherwise available goods or services by phone, sight unseen, based exclusively on the sound of their voice".

Study: Called prospective landlords in Palo Alto area using his full linguistic repertoire.

Findings: Baugh received more rejections when speaking Chicano English or African American Vernacular English than when speaking Standard American English.

Discussion thought: When might students experience linguistic profiling?

# LINGUISTIC PROFILING



<https://www.youtube.com/watch?v=GjFtlg-nLAA>

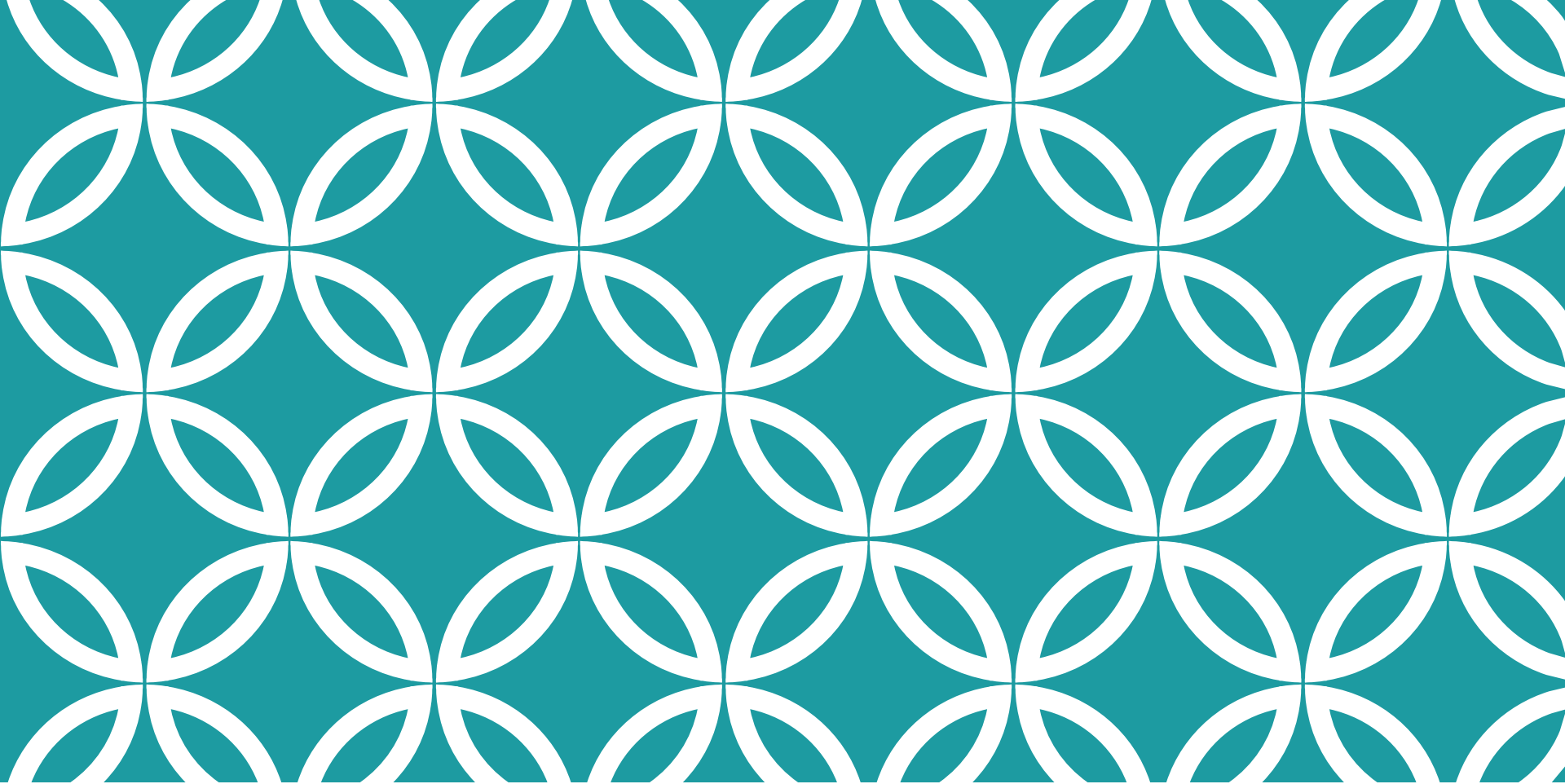
# LANGUAGELESSNESS

**Jonathan Rosa (2016)**

"racialized ideology that positions students as incapable of using any language legitimately"

Frames speakers as linguistically deficient.

For many [racialized] students, using the "national" language or the idealized standard variety of that language does not guarantee social inclusion and belonging. (Due to the other phenomena ~ accent hallucination, linguistic profiling, raciolinguistics).



**LANGUAGE, PEOPLE, PLACES,  
AND POLICIES**



# WHO IS ACADEMIA FOR?

For whom was academia designed? How is this evident?

- ❑ Admissions regulations
- ❑ Academic policies and language of policies
- ❑ Spaces & Resources
- ❑ Landscape

Some things have changed.

Many things haven't changed enough, or at all, or in the right direction.

# LANGUAGE & REPRESENTATION

Why does it matter?

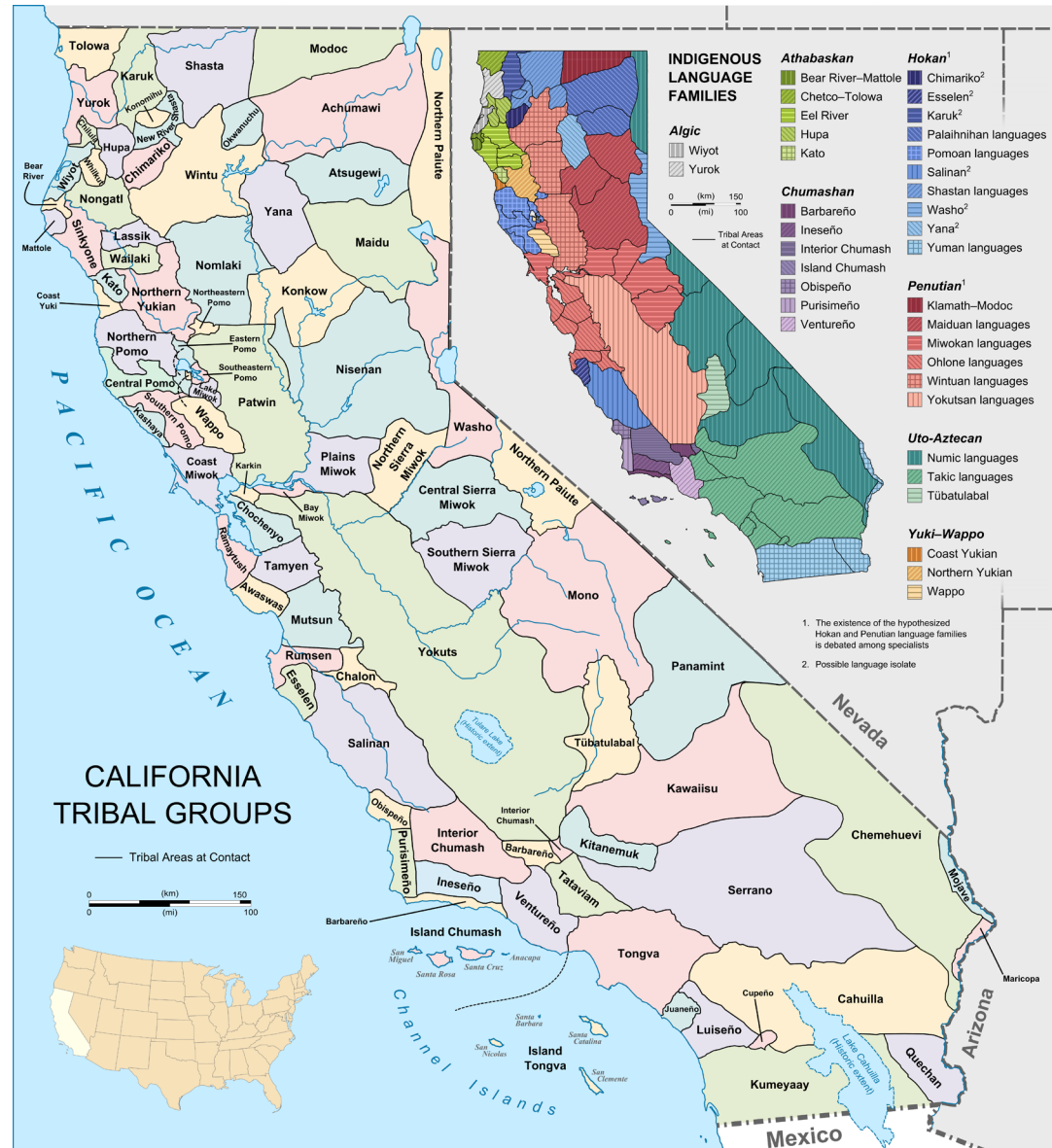
In California students and communities have battled racist and linguistically discriminatory and segregationist policies in educational institutions since... forever.

As a result, students have felt like they don't belong in academia. That they must sound a certain way to belong, to excel, to be recognized.

# NATIVE AMERICANS AND LINGUISTIC GENOCIDE

"California was once home to over 300 Native American dialects and as many as 90 languages, making it the most linguistically diverse state in the US. Today, **only about half of those languages are still with us**, according to the Advocates for Indigenous California Language Survival, or AICLS"

- These realities were no doubt informed by exclusionary ideologies around language, race, and belonging.
- Educational spaces were weaponized to segregate and assimilate.



# LEMON GROVE INCIDENT

- 1930-1931 ~
- United States' first successful school desegregation case.
- School board tried to build a separate school for students of Mexican origin.
- Super Court ruled that the attempt to segregate was a violation of California state laws because ethnic Mexicans were considered white under the state's education code...



## Roberto Alvarez vs. the Board of Trustees of the Lemon Grove School District

- Many other districts still continued (and do to this day) to segregate students based on language in classrooms and schools.
- The point of mentioning this case is to remind us that students, staff, and faculty have been made to feel they don't belong in academia based on the way they sound for a very long time.

***How do you think this reality of linguistic segregation impacts students now?***

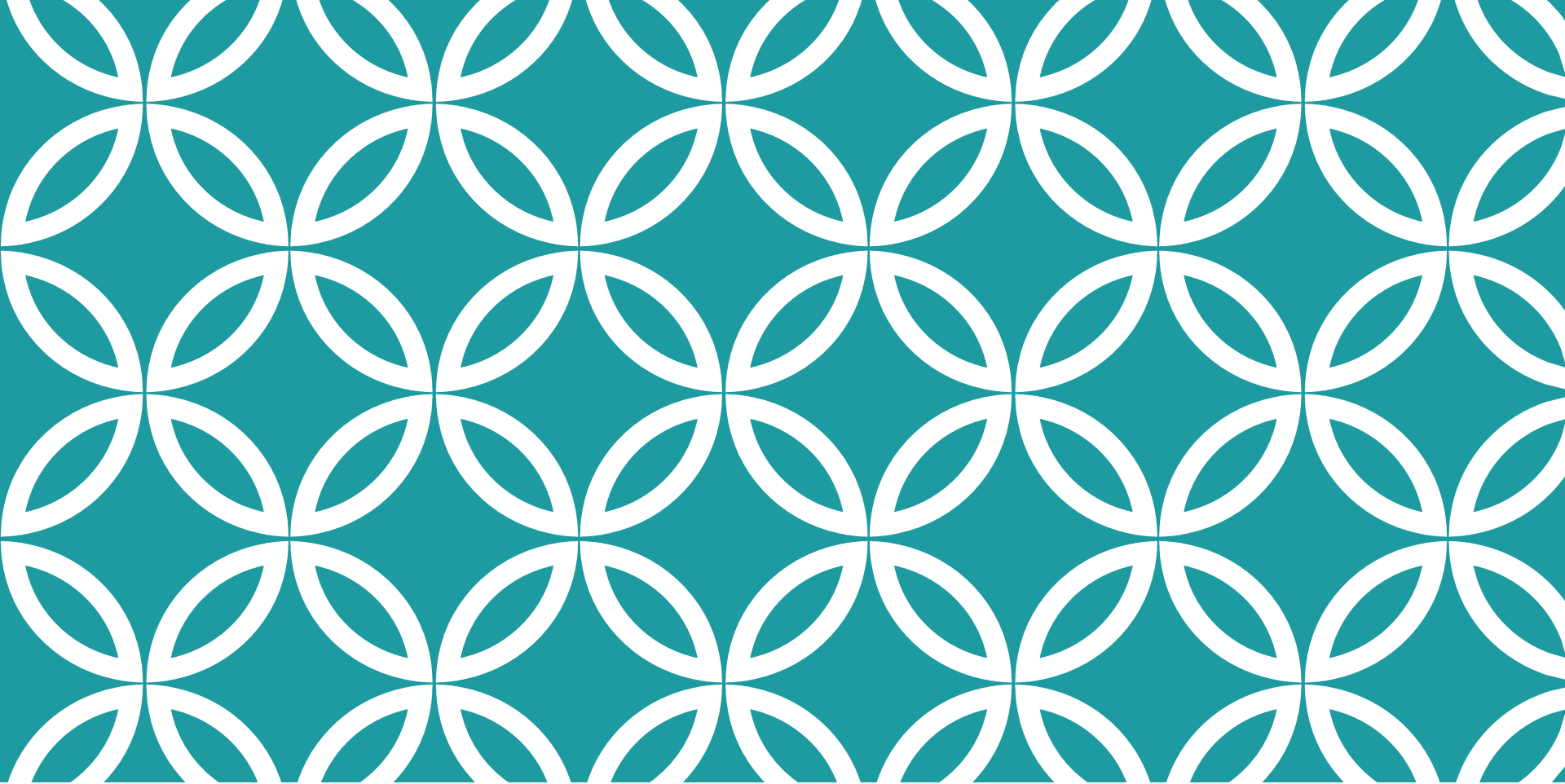


# OAKLAND TECH HIGH SCHOOL

Ebonics, referred to today as African American Vernacular English by linguists, describes a variety of English spoken by African Americans.

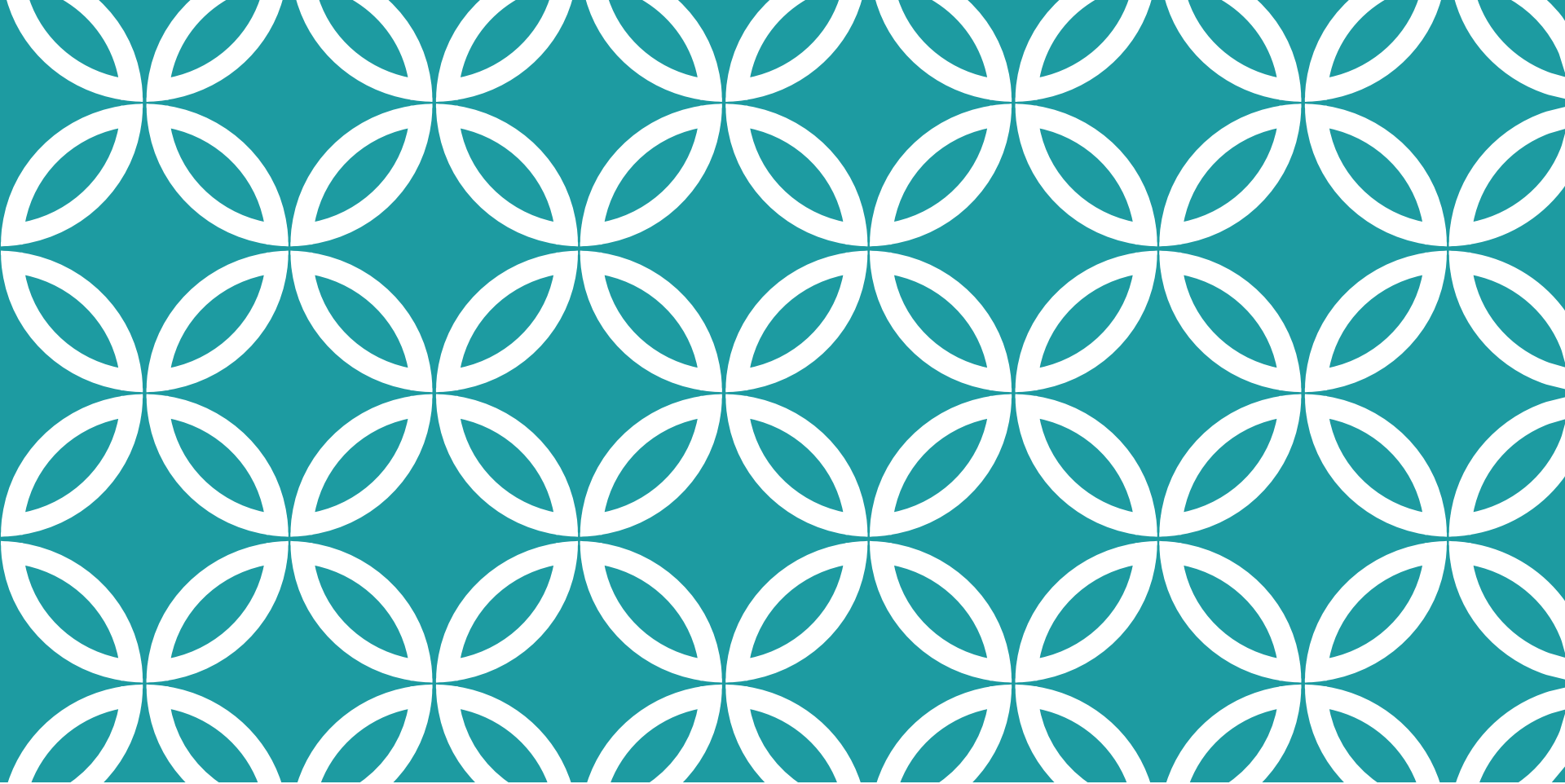
In 1996 Oakland Unified School District unanimously recognized Ebonics/AAVE as the 'primary' language of its majority African American students and decided to take it into account in teaching standard or academic English.





# PERSONAL REFLECTION AND DISCUSSION

That was a lot. Take a couple minutes to pause and reflect. Share any feelings and thoughts you'd like in the chat.



# ADVISING WITH AND FOR INCLUSIVE LANGUAGE



# IMPLICATIONS FOR THE ADVISING RELATIONSHIP & SPACE

By the time students meet with you for an advising appointment, they may have already been impacted by a sense of exclusion in academia.

- High stakes language policies.
  - ELWR and the three strikes rule
  - English only policies
- Not knowing how to grow their community.
- Negative exchanges with other staff, faculty, or peers that made them feel like they don't belong in academic spaces or disciplines.
- Were told their English is 'bad' or 'wrong', and perhaps their other languages are, too.

# REFLECTION QUESTIONS

- What else might students have going on around language that impacts their ability to feel they belong? Or perform well in their classes?
- How do we support students in our roles? What resources can we share with them? (We will talk more about this in our next session, too).

# INCLUSIONARY LANGUAGE IDEOLOGIES

Defined:

Language ideologies which **foster belonging** without calling for assimilation and instead work to **dismantle hierarchies around language, belonging, and education.**

Inclusionary ideologies necessarily involve identity because to feel a sense of belonging students must feel their identities recognized in the spaces and exchanges with which they engage.

The beliefs underlying inclusionary ideologies call for **humanizing speakers as the intersectional individuals that they are.**

# INCLUSIONARY LANGUAGE IDEOLOGIES

- All languages and varieties are welcome
- Inclusive language practices are gestures of welcoming others
- Inclusion signals belonging
- Inclusive language practices recognize that speakers are diverse
- We can practice inclusive beliefs around language by:
  - Asking what one's preferred pronouns are
  - Using one's preferred pronouns and apologizing if we make a mistake
  - Asking what one's preferred language(s) is/are
  - Assuming nothing, asking everything
  - Challenging our racist associations and limiting beliefs
  - Sharing about our own language backgrounds
  - Recognizing the learning process

# INCLUSIONARY LANGUAGE IDEOLOGIES & PRACTICES

Inclusive language spaces and practices ...

- facilitate an increased sense of belonging for students (as well as staff and faculty).
- Striving to dismantle exclusionary, racist, sexist, homophobic, ableist, or prescriptivist tones, practices, and policies.
- Advisors play an integral role in the relationship between language and academic experiences of students. In how we engage with students, how we listen to and hear students, as well as in the resources that we connect students to and help them to navigate. Language, community, and thriving in academia and beyond all go together to foster positive academic experiences and outcomes.



# CHALLENGE WHAT'S BEEN SAID BEFORE

## *Inclusive Language Project*

"Opportunities to connect with students also exist in the form of written notifications that are sent from academic advisors to students. Notifications can range from emails regarding graduation status, responses to student requests, and invitations to advising appointments to review academic standing. These **written notifications are often viewed prior to an in-person advising appointment and can set the tone for a student's expectations of their advising experience**".

*Frameworks:*

Cultural responsive advising (Mitchell, Wood, & Witherspoon, 2010)

Positive transformational advising (Barbuto Jr., Story, Fritz, & Schinstock, 2011)

# INCLUSION IN HOW WE LANGUAGE

- ❖ Holding space for languages other than *standard academic American English*
- ❖ Recognizing and respecting identities through correct pronoun usage.
- ❖ Elevating multilingual practices, spaces, and resources and connecting students to more linguistically diverse resources.
- ❖ Inclusive language practices in communications between campus entities and students (e.g. print materials, digital content)
- ❖ Challenging our skills as listeners
  - ❖ Active listening
  - ❖ Is it really an 'accent issue' or can we improve our listening skills?

# EFFORTS ONGOING @ UC DAVIS

- ❖ Retention Initiatives and Centers

- ❖ All languages welcome
- ❖ Language identities
- ❖ Linguistic landscapes

- ❖ LGBTQIA+ Resource Center

- ❖ WRRC

- ❖ Chicana/o Studies Department

- ❖ Inclusive Language Workgroup (UAP, CA&ES Dean's Office)

What other spaces, initiatives, clubs, orgs, workgroups, etc. can we add to this list?

# LANGUAGE IDENTITY AND PERSONAL IDEOLOGIES

*Shoutout to the LGBTQIA+ and WRRC for contributing to this discussion in August.*

Each individual is entitled to claim their own language identities.

We are responsible, as language users and listeners, in recognizing, reflecting on, and challenging the values we assign to ways of languaging and the language identities we assign to ourselves and others.

For example:

For some, speaking Spanish is a part of Latinx, Hispanic, or Chicanx identity.

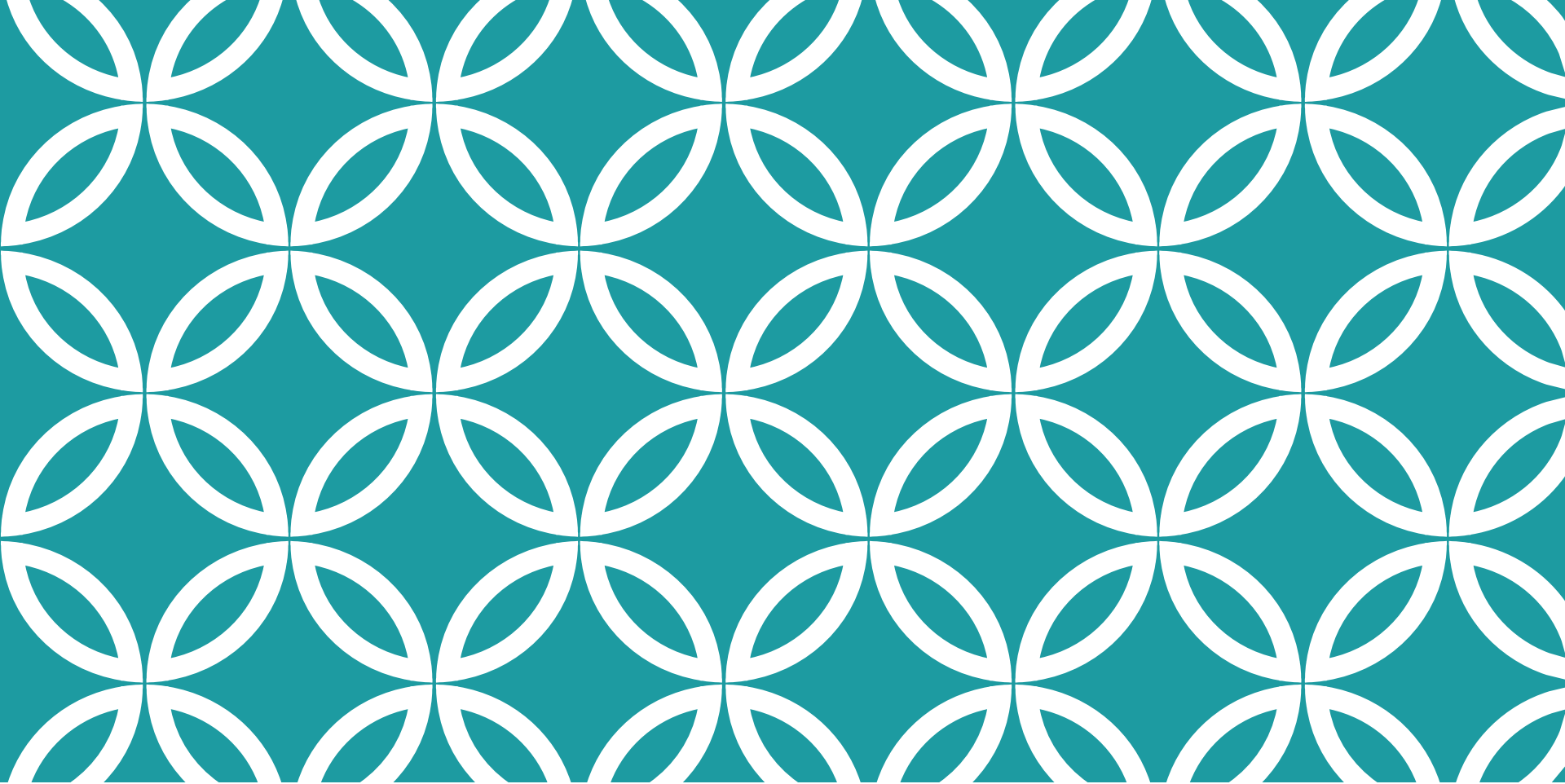
For others, it's not.

# SESSION 2 GOALS

1. We will discuss the types of revisions we can do to communications between advisors and students at our next session on November 4th.

\*\* If there are notifications or other written communications you would like to workshop in a small group, please feel free to bring it to our next session!

2. Be thought partners in developing a handout of *Principles of Inclusive Language Practices*



**CLOSING REFLECTION**



# FINAL THOUGHTS AND SHARES

Please take time to reflect on today's discussion of concepts and possibilities.

In the chat, please share as you like:

1. Something you learned today
2. Something you plan to share with others to contribute to elevating these conversations
3. Something you would like us to reflect on before our next session (which will be more interactive and collaborative)

# RESOURCES

LGBTQIA+ Resource Center

<https://lgbtqia.ucdavis.edu/>

Women's Resources & Research Center

<https://wrrc.ucdavis.edu/>

Center for Chicanx and Latinx Academic Student Success <https://cclass.ucdavis.edu/>

Native American Academic Student Success Center

<https://naassc.ucdavis.edu/>

Center for African Diaspora Student Success

<https://cadss.ucdavis.edu/>

Strategic Asian and Pacific Islander Retention Initiative

<https://apiretention.ucdavis.edu/>





# THANK YOU!



To learn more about the Inclusive Language Workgroup please feel free to contact us.

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College of Agricultural & Environmental Sciences Dean's Office

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