

Blessing Igboejesi

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FIQWS 10103

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Annotated Bibliography

Research Question: Why does the “standard English myth” puts others on a pedestal (in terms of their intelligence) based on how fluent they are in English?

Working Thesis: The Standard English myth associates one’s fluency in English with their intelligence, reinforcing an unfair social hierarchy that marginalizes people with different language backgrounds.

Wolfram, Walt. “Challenging Language Prejudice in the Classroom.” *Education Digest*, vol. 79, no. 1, Sept. 2013, pp. 27–30. *EBSCOhost*,
research.ebsco.com/linkprocessor/plink?id=be35b49d-d98c-3dad-a6e7-21c16a971b1c.

In this article, the often occurrence of language prejudice and discrimination in American classrooms are examined at a deeper level. It notices that certain ways of speaking and certain dialects have social and ethnic connotations attached to them which can lead to certain perspectives being made about a particular group. The author argues that this kind of discrimination affects students' self-esteem and academic performance in a negative way. Highlighting the need for teachers to encourage linguistic inclusivity in the classroom and for curriculums to be changed. The author, Walt Wolfram, is a distinguished sociolinguist and professor at North Carolina State University, recognized for his work on dialect awareness and linguistic diversity. He has served as the President of the Linguistics Society of America, the

American Society, and the Southeastern Conference on Linguistics. Based on his education, research, and experiences, he is more than qualified to write about this topic. In September of 2013, this article was published in *Education Digest* which is a professional education magazine that targets policymakers, educators, and school leaders. This source will aid me in my thesis by demonstrating how classroom environments can either challenge or strengthen the social hierarchy that's attached to the English Standard Myth.

Ura, Masako, et al. "A Measure of Prejudice Against Accented English (MPAAE)."

Journal of Language & Social Psychology, vol. 34, no. 5, Oct. 2015, pp. 539–63.

EBSCOhost, <https://doi.org/10.1177/0261927X15571537>.

This study introduces the Measure of Prejudice Against Accented English (MPAAE), which is a tool that measures prejudice people face based on their English. The authors present data supporting that people with accents are often viewed as incompetent, not intelligent, and untrustworthy. The authors, Masako Ura, Kathleen Preston, and Jack Mearns are scholars in linguistics and psychology whose research connects social bias and language perspectives. Their article in October of 2015 was published in the *Journal of Language & Social Psychology* which is a peer-reviewed journal that focuses on the connection of psychology and language, making their work credible. This source will support my thesis specifically because it offers data showing how bias affects someone's everyday life. I will use this source to highlight how people's bias surrounding accents adds to unfair assumptions about one's intelligence.

Clark, Emma Louise, et al. "The Impact of Linguistic Bias upon Speech-Language

Pathologists' Attitudes towards Non-Standard Dialects of English." *Clinical*

Linguistics & Phonetics, vol. 35, no. 6, June 2021, pp. 542–59. *EBSCOhost*,
<https://doi-org.ccny-proxy1.lib.ccny.cuny.edu/10.1080/02699206.2020.1803405>.

This article investigates speech-language pathologists' (SLPs) bias towards speakers of non-standard English dialects and how that may have an impact on their professional judgments. This study shows that SLPs often have biases that influence their assessments and treatment suggestions to their client, potentially leading to a wrong diagnosis. The authors, Sarah Verdon, Emmar Louise Clark, and Catherine Easton are researchers in clinical linguistics and speech-language pathology, with experience in both professional ethics and language assessments. In the year 2021, their research was published in *Clinical Linguistics & Phonetics*, which has contributed to the growth of research on institutional bias in education and healthcare establishments. The authors expose how deeply rooted the Standard English Myth is in the system of power by examining a field that works directly with language. Their finding reveals how even trained professionals fall victim to societal language norms. This source will be used to show how linguistic biases work in a professional setting, reinforcing social hierarchy related to fluency in English.

Rosa, Jonathan, and Nelson Flores. "Rethinking Language Barriers & Social Justice from a Raciolinguistic Perspective." *Clinical Linguistics & Phonetics*, vol. 125, no. 3, Summer 2023, pp. 99-114. *MIT Press*, https://doi-org./10.1162/dead_a_02020

This article challenges the accepted standard of language barriers by introducing a raciolinguistic perspective, which examines the relationship between race and language, showing how they build on each other. The authors, Jonathan Rosa and Nelson Flores, argue that institutions use the Standard English to marginalize minority communities, regardless of their fluency. Both

Jonathan Rosa and Nelson Flores are scholars in sociolinguistics and education, famous for their foundational work on raciolinguistic. Their article is published in *Daedalus* by the American Academy of Arts which is a peer-reviewed journal whose target audiences are scholars, artists, and theorists across various fields. I will use this article to support my argument to show how the Standard English myth is also about power structures and not only fluency in a language.