



## LSLP Micro-Paper 88: anglo-language imperialism

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### Defining the Term

The notion of anglo-language imperialism<sup>1</sup> has its roots in early discussions about linguistic imperialism, World Englishes, and, more recently, conversations about raciolinguistic ideologies. It draws from these concepts as it seeks to break traditional patterns of domination related to English and questions whether there should be a thing as “Standard English” to regulate who is and is not a user of such language.

More specifically, anglo-language imperialism intends to question the role of so-called standard forms of English and their links to knowledge production. In this sense, anglo-language imperialism would ask, on the one hand, the prevalence of English-speaking countries in the Global North (including places such as Australia, New Zealand, or even South Africa) as the more reliable knowledge production centers, especially in language studies.

On the other hand, anglo-linguistic imperialism would question the fact that publications usually expect L2 writers to fit their style to the traditional discursive patterns akin to American or British English. One example of the latter is the not uncommon request from journals that articles to be resubmitted be revised for style by a “native speaker.” This particular view is problematic because it equates accent or language competence to the quality of ideas, which marginalizes alternative sources of knowledge and scientific production.

Anglo-language imperialism also connects to ideas such as [translanguaging](#) and [language coexistence](#). Therefore, it does not propose a reactionary view against English. Instead, this is a call to promote more equitable views of English that recognize how the diversity of variants and dialects emerging worldwide enriches it. Second, it is an invitation to revisit whose Englishes academia favors. Finally, defying anglo-language imperialism is a call for our knowledge communities to broaden their horizons and open spaces for languages beyond English in different spaces as powerful conduits for their scholarship.

<sup>1</sup> anglo in lowercase is a deliberate choice to fit the overall tone of the Micro-Paper.

### Connecting it to LSLP

At LSLP, we believe in promoting alternative views of English. As a research lab in and from the Global South, our research in urban, gaming, and school literacies keeps seeking the multiple expressions of English as it coexists with Spanish and other languages. Our research, therefore, proposes breaking traditional forms of anglo-language imperialism as part of [glocalized advocacy](#) efforts for South-South scholarship that emerges in different varieties of English and other languages in this region.

### Expanding Second Language Research

We believe engaging in conversations about anglo-language imperialism is urgent in second language studies. It is not unusual in fields like TESOL to give more credence to native speakers of English or expect all language scholars to adhere to the standard forms of English to gain credibility. Although our call to defy traditional forms of language imperialism is not new, we find it relevant to revisit this in the middle of this decade (as we see further pushes for imperialistic views in our fields) so that second language research, specifically in English, continues opening new spaces from the scholarship and research emerging from places otherwise marginalized by such conformity to standard forms of language.

### References

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