Editorial

Laura L. Paterson and Isabelle van der Bom

Welcome to the new issue of the *Journal of Language and Discrimination*. We are pleased to present this new issue and first of all wish to thank outgoing editor, Sara Mills, for her huge contributions to the journal so far and for being instrumental in getting the journal up and running. Partly as a result of Sara's departure, we would also like to invite expressions of interest for the position of Book Reviews Editor. This position is open to all, and we would particularly like to encourage early career academics (including PhD students) to apply. For more details about this position, please contact Laura Paterson.

Although we are still a relatively fledgling publication, anyone with even one eye on the media over the past few months would have seen the significant role that language plays in maintaining (and resisting) discriminatory practices. Even a small selection of the language-related issues reported in 2018 so far include the controversy surrounding a new hate speech bill and its endorsement of the death penalty in Nigeria, the suspension of Australian rugby player Israel Folanu for making homophobic comments, the implicit sexism in a recent television interview with New Zealand Prime Minister Jacinda Ardern, opposition to gender-inclusive punctuation in France, leaked reports of the removal of anti-discrimination language from the mission statement of the US Department of Housing and Urban Development, and extensive reports of racism, including racist chants, on UK university campuses. Research in all of these areas would

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be welcomed by the journal and we encourage scholars working on issues such as these to submit their work for consideration.

In this issue we have four original research papers from Canada, the United States and Mexico, which cover a range of sites of discrimination, demonstrating the breadth of language and discrimination research being undertaken around the globe. Although the scholars contributing to this issue come from a range of backgrounds and fields of academic study, including clinical psychology, linguistics and education, there are common threads which run through their work, including the use of critical discourse analysis, a focus on how native and non-native speakers of a language are treated in personal and professional contexts, and the power of institutionally produced texts. Such common threads and choice of methods highlight the interdisciplinary nature of work concerning language and discrimination.

Nathalie Freynet, Richard Clément and John Sylvestre's paper, founded in clinical psychology, focuses on accent discrimination in Canada and considers the impact of stigmatisation for native and non-native speakers of French. Their qualitative study takes speakers' language profiles and their geographical locations into account in order to analyse accent discrimination in a holistic way. Their paper demonstrates how accent stigmatisation can influence multiple aspects of people's lives, including their participants' engagement in particular social situations and their academic potential. However, Freynet and colleagues also note that accent discrimination is a complex phenomenon, with some of their participants seeing discrimination somewhat positively as it reinforced their identity and served as a chance for them to defend and affirm who they were.

Also drawing on qualitative data, Gerrard Mugford and Citlali Rubio Michel's research focuses on discrimination against non-native speaker teachers in English-language classrooms in Mexico. Drawing on interviews with non-native speaker teachers, they document some of the primary ways teachers feel discriminated against. They demonstrate how their participants feel teachers who are native speakers of English receive preferable working conditions, and relate this to the highly problematic concept of the native speaker as 'ideal teacher'. Mugford and Rubio Michel highlight how the language used to recruit teachers shows bias towards native speakers of English and suggests that local teachers' knowledge and expertise is devalued by employers. This is despite the fact that non-native speakers may be more formally qualified and able to converse with their students in their first language in order to aid learning.

Like Freynet and co-workers, Saira Fitzgerald also focuses on Canada, but her research is a corpus-based critical discourse analysis of the mass

media's discursive construction of the International Baccalaureate (IB). She argues that the Canadian media's tendency to present the IB as a positive thing acts to construct it as somehow 'better' than alternative available qualifications and educational practices. In this case, although those taking the IB are in the minority, their media representation does not follow the often found pattern where a minority group is marginalised and evaluated negatively. This is what Fitzgerald terms 'an inversion of the usual pattern of discrimination' because it is the majority group, not taking the IB, who are implicitly associated with the absence of the positive qualities associated with those who are taking the IB. In particular, Fitzgerald questions the seemingly uncritical adoption of the IB programme in Canadian state schools, 'where scarce funds may be used to benefit a select few instead of being applied to the improvement of the whole school'. Thus, there is evidence that the IB represents a form of elitism and, to an extent, perpetuates educational inequality.

The final paper in the issue comes from Robert Beshara. Like Fitzgerald's work, it also draws on critical discourse analysis, in this case to evaluate the language used by George W. Bush in his now infamous 2001 'War on Terror' speech. Situating the speech within its wider social context, Beshara interrogates the binaries established in the war on terror discourse and argues that it is used to normalise (practices of) Islamophobia. His close analysis of Bush's speech provides a detailed explanation of the discursive construction of 'terror' and 'terrorist', the ineffectual nature of the use of war metaphors, and the relationship between the war on terror discourse and ideologies of Orientalism and American exceptionalism.

The articles are followed by two book reviews. The first, written by Rod Hermeston, picks up on one of the themes covered in the first issue of the *Journal of Language and Discrimination*. His review of Jan Grue's *Disability and Discourse Analysis* (Routledge, 2014) adds to the growing field of critical disability studies that Hermeston called for in the first issue of this journal. The second review, provided by Victoria Canning, picks up on a thread from the present issue. She reviews Tania Saeed's *Islamophobia and Securitization: Religion, Ethnicity and Female Voice* (Palgrave, 2016), a text that focuses on Muslim women in higher education.

This issue also contains an interview with founding member of the journal, Sara Mills. In the interview, Professor Mills talks about her own motivation to focus on language and discrimination, the importance of critically evaluating one's own experience, and the problems with homogenised social categories. She encourages academic researchers to consider how their work can have an impact on wider society and notes the role of institutional policy and practices in tackling discrimination.

As always, we hope that you enjoy reading and engaging with the articles herein and encourage you to consider the journal as a potential site for publication of your own works. For details on how to submit a manuscript, please see the journal website (<https://journals.equinoxpub.com/index.php/JLD/index>) where you can find author guidelines. If you have any queries about the journal or would be interested in guest editing a special edition, please feel free to contact one of the editors.

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