

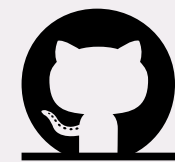
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# Applied Linguistics

LG 451/456 — Semester 2, 2021 (Jan-May 2022)

CLASS 12: LANGUAGE AND IDENTITY

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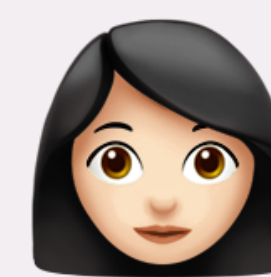
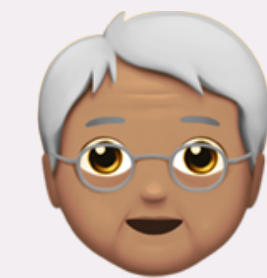
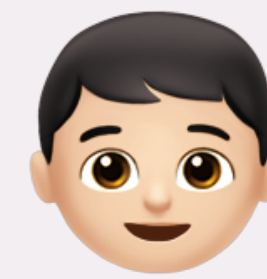
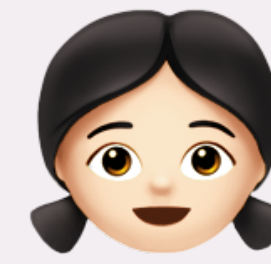
# Outline: Week 12

- Language and identity
  - Setting the scene: Identity is both stable and dynamic!
- Reading facilitation
- Installment II: Research question(s) & method
- Looking ahead: Week 13

# Identity (and language)

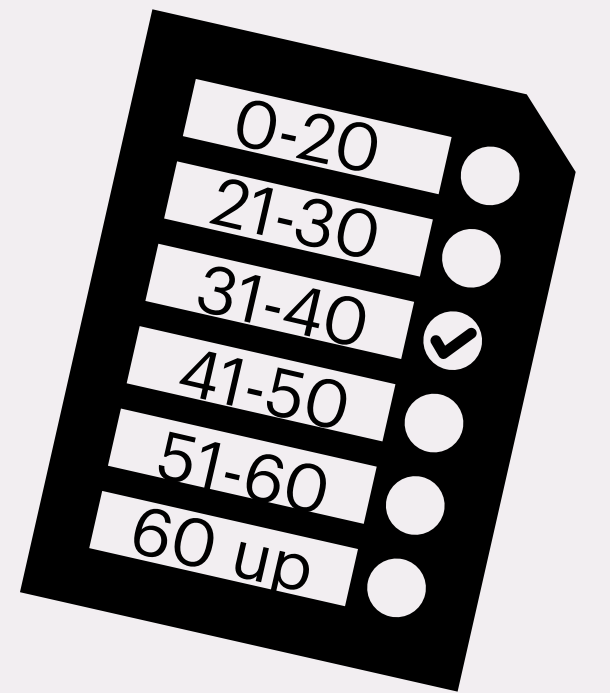
# Setting the scene

Who are you? What are you?



# Setting the scene

- In everyday language, identity often refer to **stable** or **fixed aspects of selfhood** (e.g., things that you check off on demographic surveys)
  - Ethnicity (German, Chinese, Thai, etc.)
  - Nationality (American, Japanese, Indian, etc.)
  - Social class (lower class, middle class, upper-middle class, etc.)
  - Gender (male, female, non-binary, etc.)
  - Age



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# Setting the scene

- Identities are:
  - **stable features** of persons that exist prior to any particular situation (personal/individual)
  - **dynamic and situated** accomplishments, enacted through talk, and changing from one occasion to the next (built/fluid)

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# Setting the scene

- Two ways to think about identity
  - First: **Essentialist**
    - sense of self and belonging to a collective group is fixed, defined by objective criteria such as common ancestry and common biological characteristics
  - Second: **Social constructionist**
    - identity is formed by a predominantly political choice of certain characteristics

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# Setting the scene

- Identity is a volatile, flexible and abstract “thing”
- Its manifestations and the ways in which it is exercised are often open to interpretation
- Identity is made evident through the use of markers such as *language*, *dress*, *behavior* and *choice of space*, whose effect depends on their recognition by other social beings

Question: Can you name some of the markers?



# Setting the scene

- Markers:



A large, empty, rounded rectangular box for notes or text.



A second large, empty, rounded rectangular box for notes or text.

# Setting the scene

- Markers help to create the boundaries that define similarities or differences between the marker wearer and the marker perceivers
- Effectiveness depends on a shared understanding of their meaning
- In a social context, misunderstandings can arise due to a misinterpretation of the significance of specific markers
- Individuals can use markers of identity to exert influence on other people

# Reading facilitation

# Project: 2nd installment

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# Installment II

- In brief, each group should be prepared to talk about:
  - a short summary of context(s)/problem(s)
  - research questions (and/or objectives)
    - How many?
    - How does each one relate to/address above problem(s)
  - ways in which data will be/are being collected
  - problems?

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# Next week...

- Topic: Language policy and planning
  - 4th reading facilitation
- Reading:
  - Wei Chapter 10