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# Language Culture And Identity An Ethnolinguistic Perspective Advances In Sociolinguistics

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Language, Culture and Caribbean Identity

Language, Culture, and Identity

Language, Culture and Identity in Applied  
Linguistics

Indigenous Education

English with an Accent

Language, Culture, Identity and Citizenship in

College Classrooms and Communities

Linguistic Diversity and Cultural Identity

Creolization and Pidginization in Contexts of  
Postcolonial Diversity

The role of language in the formation,  
reproduction and promotion of cultural and social  
identities

Culture and Identity

Language and Identity

A Companion to Linguistic Anthropology

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Language, Culture, and Identity in St. Martin  
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Contemporary Perspectives on Language, Culture  
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Language and Identity  
Language and Identity  
Investigating the Role of Language in the Identity  
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Language Policy, Culture, and Identity in Asian  
Contexts  
Language, Culture and Identity

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Culture And  
Identity An  
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**BRIA SIENA**

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Language, Culture and  
Caribbean Identity

Cambridge Scholars  
Publishing  
Literary Nonfiction.  
African American  
Studies. Latino/Latina  
Studies. LANGUAGE,  
CULTURE, AND  
IDENTITY IN ST.  
MARTIN is intended to  
contribute to the  
language education  
discourse and provide  
some insight into how  
language and culture  
affect and are affected  
by identity in St.  
Martin. Exploring the  
basic syntactical

structure of the St.  
Martin language, it  
aims to stimulate  
further and deeper  
studies leading to a  
new awareness of the  
nature of the language.  
Furthermore, the book  
could serve to provide  
a knowledge base from  
which the analysis of  
cultural, identity, and  
educational issues  
confronting the South  
and North of this  
Caribbean island can  
be made and  
understood.

**Language, Culture,  
and Identity**

Routledge  
Essay from the year  
2003 in the subject  
English Language and  
Literature Studies -  
Culture and Applied  
Geography, grade: B, ,

language: English, abstract: According to structuralist and post-structuralist theories, identities are relational, and as such they are formed and shaped through communicative processes. In order to communicate, we need a common system of signs that can be understood by every member of the group, in everyday speech referred to as “language”. Although it is certainly true to say that language forms, reproduces and promotes identity, it must not be forgotten that identities are plural, intersect, interact and enter into conflict with each other, and language identity is no exception to this. Consequently, the relationship between language and

identity, when taking a closer look at it, involves many different considerations and is not as clear-cut as one might anticipate.

*Language, Culture and Identity in Applied Linguistics* Aalborg University Press

Many people across the globe are today experiencing an era characterised by increasingly dynamic population mobility. It is, consequently, a time where previously held assumptions about individual and group identities, and about the social and political semiotics that shape them, seem inadequate. Languages and cultures are at the heart of what has been termed this “superdiversity”. In contemporary superdiverse societies, the question of

language poses a particularly difficult challenge, with new cultural realities giving rise to new questions. In such circumstances, how can linguistic and cultural identities be defined? The future is likely to witness tensions and oppositions between centrifugal and centripetal forces; and tendencies towards globalisation allow some to suggest that culture is becoming increasingly uniform. This book illustrates the narrowness and reductiveness of such suggestions, and underlines the importance of embracing centrifugal forces. Central to this, and to the practices argued for in this book, is the need for greater intercultural awareness

on the part of teachers, curriculum planners, teacher educators and, of course, their students. The book explores major hindrances to communication in the way in which we over-generalise, stereotype and reduce the people with whom we communicate to something different or less than they are.

*Indigenous Education*  
Routledge

Introduces the key themes and debates in supporting young children with different linguistic and cultural backgrounds in an inclusive way.

*English with an Accent*  
Equinox Publishing  
(UK)

Examines how language shapes and is shaped by our identity.  
Language, Culture, Identity and Citizenship

in College Classrooms  
and Communities

University of West  
Indies Press

This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars' and teachers' narratives, each weaving together three elements: a personal account based on one or more memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity. What makes this book

stand out is the way in which authors meld traditional 'academic' approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and

neophyte researchers. Contributors from around the world give the book broad and international appeal. *Linguistic Diversity and Cultural Identity* Routledge

The idea for this volume arose out of a need for a treatment of the interplay between language and ethnonationalism within both formal and nonformal educational settings. In no way intended to be exhaustive in scope, the contents give the reader a critical overview of issues related to language, cultural identity formation, and ethnonationalism. The chapters within this work deal with the effects of different language groups with differing amounts of power within society

coming into contact with one another, and provide insight into how language is both utilized by and affected by processes such as colonialism, post-colonialism, acculturation, and ethnonationalism. Language is central to culture—indeed houses cultural understandings and allows generational transfer of key aspects of a group’s heritage.

**Creolization and Pidginization in Contexts of Postcolonial Diversity** Routledge

The use of English as a global lingua franca has given rise to new challenges and approaches in our understanding of language and communication. One area where ELF (English as a lingua

franca) studies, both from an empirical and theoretical orientation, have the potential for significant developments in our understanding of the relationships between language, culture and identity. ELF challenges traditional assumptions concerning the purported 'inexorable' link between a language and a culture. Due to the multitude of users and contexts of ELF communication the supposed language, culture and identity correlation, often conceived at the national level, appears simplistic and naïve. However, it is equally naïve to assume that ELF is a culturally and identity neutral form of communication. All communication

involves participants, purposes, contexts and histories, none of which are 'neutral'. Thus, we need new approaches to understanding the relationship between language, culture and identity which are able to account for the multifarious and dynamic nature of ELF communication.

The role of language in the formation, reproduction and promotion of cultural and social identities

Jacqui Small

Language not only expresses identities but also constructs them. Starting from that point, Language and Identity examines the interrelationships between language and identities. It finds that they are so closely interwoven, that words themselves are



inscribed with ideological meanings. Words and language constitute meanings within discourses and discourses vary in power. The powerful ones reproduce more powerful meanings, colonize other discourses and marginalize or silence the least powerful languages and cultures. Language and culture death occur in extreme cases of marginalization. This book also demonstrates the socio-economic opportunities offered by language choice and the cultural allegiances of language, where groups have been able to create new lives for themselves by embracing new languages in new countries. Language

can be a 'double-edged sword' of opportunity and marginalization. Language and Identity argues that bilingualism and in some cases multilingualism can both promote socio-economic opportunity and combat culture death and marginalization. With sound theoretical perspectives drawing upon the work of Bakhtin, Vygotsky, Gumperz, Foucault and others, this book provides readers with a rationale to redress social injustice in the world by supporting minority linguistic and cultural identities and an acknowledgement that access to language can provide opportunity. *Culture and Identity* Bloomsbury Publishing This timely and

insightful publication, thought-provoking and highly educational, is dedicated to the memory of outstanding Caribbean linguist, Richard Allsopp. The contributors, many of them leading authorities on language variation in the Caribbean, explore various aspects of language, culture and identity in the region, focusing on themes that engaged Allsopp in his lifetime: Creole linguistics, Caribbean lexicography, language in folklore and religion, literature, music and dance, and language issues in Caribbean schools."This landmark tribute to the Caribbean's pioneering lexicographer brings together contributions that span the encyclopaedic interests that Richard Allsopp

would have pursued in his journey through Caribbean English usage. The volume is at once provocative and informative - an excellent read for both the specialist linguistic scholar and the curious layman." --Lawrence D. Carrington, Emeritus Professor of Creole Linguistics, University of the West Indies" This anthology offers a refreshing and novel look at the linguistic and cultural practices of Caribbean societies, from the perspective of leading Caribbean scholars. Its coverage ranges from linguistic analysis, to lexicography, to folklore and religion, the arts and literature, and issues of language policy in education. Every contribution provides fresh insights, and together they

constitute a treasure trove of new scholarship that celebrates the great legacy of the Caribbeanist par excellence, Richard Allsopp. The book will be compulsory reading for all students of the Caribbean." --Donald Winford, Professor of Linguistics, Ohio State University, and Editor, Journal of Pidgin and Creole Languages  
*Language and Identity*  
Equinox Publishing (UK)

Offering a uniquely broad-based overview of the role of language choice in the construction of national, ethnic and religious identity, this textbook examines a wide range of specific cases from various parts of the world in order to arrive at some general principles

concerning the links between language and identity. It will benefit students and researchers in a wide range of fields where identity is an important issue and who currently lack a single source to turn to for an overview of sociolinguistics.

*A Companion to Linguistic Anthropology*  
SAGE Publications  
Indigenous Education is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance with indigenous education—language, culture, and identity. It

also offers a strategic comparative and international education policy statement on recent shifts in indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally.

Contributing authors examine several social justice issues related to indigenous education.

In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence indigenous education, including policy debates, the media, the united nations, formal and informal education systems, and higher education.

*Language, Culture and Identity* Springer

Since its initial

publication, English with an Accent has provoked debate and controversy within classrooms through its in-depth scrutiny of American attitudes towards language.

Rosina Lippi-Green discusses the ways in which discrimination based on accent functions to support and perpetuate social structures and unequal power relations. This second edition has been reorganized and revised to include: new dedicated chapters on Latino English and Asian American English discussion questions, further reading, and suggested classroom exercises, updated examples from the classroom, the judicial system, the media, and corporate culture a discussion of the long-term implications of

the Ebonics debate a brand-new companion website with a glossary of key terms and links to audio, video, and images relevant to the each chapter's content. English with an Accent is essential reading for students with interests in attitudes and discrimination towards language.

Problematizing Identity

John Wiley & Sons

This book is based on the premise that student sojourners and educators can benefit from a deeper understanding of the language, identity, and cultural factors that impact on the development of intercultural communicative competence and intercultural personhood.

**Language, Culture and Identity in**

**Applied Linguistics**

Cambridge University Press

The world is becoming more and more intricately multidimensional, both culturally and linguistically. Language is so deeply embedded in culture that cultural identity is defined to a great extent in terms of language. Based on this premise, the loss of one's language contributes to the loss of one's culture. This is the reason it is essential to maintain one's linguistic integrity in order to protect one's cultural identity. This new book captures the fundamental concepts and issues raised in this context.

Language, Identity and Symbolic Culture

Cambridge Scholars Publishing

Bringing together scholarship on issues relating to language, culture, and identity, with a special focus on Asian countries, this volume makes an important contribution in terms of analyzing and demonstrating how language is closely linked with crucial social, political, and economic forces, particularly the tensions between the demands of globalization and local identity. A particular feature is the inclusion of countries that have been under-represented in the research literature, such as Nepal, Bangladesh, Brunei Darussalam, Pakistan, Cambodia, Vietnam, and Korea. The book is organized in three sections: Globalization and its Impact on

Language Policies, Culture, and Identity Language Policy and the Social (Re)construction of National Cultural Identity Language Policy and Language Politics: The Role of English. Unique in its attention to how the domination of English is being addressed in relation to cultural values and identity by non-English speaking countries in a range of sociopolitical contexts, this volume will help readers to understand the impact of globalization on non-English speaking countries, particularly developing countries, which differ significantly from contexts in the West in their cultural orientations and the way identities are being constructed.

Language Policy, Culture, and Identity in Asian Contexts will interest scholars and research students in the areas of language policy, education, sociolinguistics, applied linguistics, and critical linguistics. It can be adopted in graduate and advanced undergraduate courses on language policy, language in society, and language education.

**Language of the**

**Land** Springer  
How language shapes and is shaped by identity is a key topic within sociolinguistics. An individual's identity is constituted through a variety of different factors, including the social, cultural and ethnic contexts, and issues such as bi- or multilingualism. In this

introduction to Language, Culture and Identity Philip Riley looks at these issues against the theoretical background of the sociology of knowledge, and ethnolinguistics. He asks; how do we learn who we are, and what are the mechanisms that teach us this? Through an analysis of the importance of culture and interpersonal communication, Riley shows how social identities are negotiated. The second half of the book looks at issues of ethnicity and bilingualism, and the importance of a series of oppositions to 'others'. The idea of 'the foreigner' is central to this account, yet traditional views of the role of being socially 'other' largely

neglect the role of language. Riley bridges this gap by examining specific and problematic aspects of multilingual identities. The book concludes by looking at some of the ways in which identities are being reconfigured, with particular reference to the notions of 'ethos' and the 'communicative virtues'. This engaging analysis of language and social identity will be essential reading for students of sociolinguistics at undergraduate and postgraduate levels.

Language, Culture and Identity in the Early Years IAP

This book explores the ways in which migrants' experience in today's multilingual and multicultural society informs

language use and processing, behavioural patterns, and perceptions of self-identity. Drawing on survey data from hundreds of Italian migrants living in English-speaking countries, in conjunction with more focused interviews, this volume unpacks reciprocal influences between linguistic, cultural, and psychological variables to shed light on how migrants emotionally engage with the local and heritage dimensions across public and private spaces. Visualising the impact of a constant shifting of linguistic and cultural practices can enhance our understanding of migration experiences, foreign language acquisition, language



processing and socialisation, inclusion, integration, social dynamics, acculturation tendencies, and cross-cultural communication patterns. Overall, this book appeals to students and scholars interested in gaining nuanced insights into the linguistic, cultural, and psychological underpinnings of migration experiences in such disciplines as sociolinguistics, cultural studies, and social psychology.

Language and Culture  
GRIN Verlag

This unique work analyzes the crisis in modern society, building on the ideas of the Frankfurt School thinkers. Emphasizing social evolution and learning processes, it argues that crisis is mediated by social

class conflicts and collective learning, the results of which are embodied in constitutional and public law. First, the work outlines a new categorical framework of critical theory in which it is conceived as a theory of crisis. It shows that the Marxist focus on economy and on class struggle is too narrow to deal with the range of social conflicts within modern society, and posits that a crisis of legitimization is at the core of all crises. It then discusses the dialectic of revolutionary and evolutionary developmental processes of modern society and its legal system. This volume in the Critical Theory and Contemporary Society by a leading scholar in the field provides a

new approach to critical theory that will appeal to anyone studying political sociology, political theory, and law.

**The Discourse of Culture and Identity in National and Transnational Contexts**

Cambridge Scholars Publishing  
 Juan C. Guerra  
 presents a conceptual framework--writing across difference--that

acknowledges the linguistic, cultural, and semiotic resources students use in their communities of belonging, encourages them to call on these in the course of learning what they are being taught in the writing classroom, and engages them in navigating the civic, political, social, and cultural spheres they inhabit.