

Chapter 4

Exercise 1

The following passage from the beginning of an article on “language ideology” stays at high levels of generality, a strategy which presents challenges for both summarizer and reader. Try to come up with some specifics that illustrate these high-level ideas. Then write a two- or three-sentence summary that includes this lower-level material.

PASSAGE 1

Language ideology refers to the situated, partial, and interested character of conceptions and uses of language. It covers a wide range of concerns: the differential openness of language structure for metalinguistic objectification; the ways metalinguistic discourses can mediate social interests; the “naturalization” of social differences through construals of language as embodying identity and community. In these and other ways, “language ideology” is a rubric for dealing with ideas about language structure and use relative to social contexts.

[...]

“Ideology” has become a central notion in critical studies of scholarly discourses on language, often ambiguous and conflicted, which have emerged in broader intellectual and political projects. In this regard it suggests self-reflexive awareness of the underlying comparability of “folk” and “expert” conceptions of language, and of the ways that covert interests can inform both. Both concerns can be read from influential critiques of post-Enlightenment conceptions of “language.”

Joseph Errington 1999 “Ideology.” *Journal of Linguistic Anthropology* 9 (1-2): 115-17, 115.

Exercise 2

The following passage is taken from Garold Murray's paper "on a life history research project which involves collecting the language learning stories of adult Japanese English foreign language (EFL) learners who have attained intermediate to advanced levels of fluency without having studied or lived overseas." In this passage Murray reports part of a story told by Ritsuko. Find abstract words to construct higher levels of meaning in Ritsuko's story. In a two- or three-sentence summary, report Ritsuko's story in your own words, using the abstract terms you have come up with. (It's possible that not all the terms you propose will come into play in your summary.)

PASSAGE 2

When I was 17 years old I went to a concert by the Beastie Boys, the American group. I really liked them. The first time I saw them on TV I thought their music video was so cool. The music video seemed like a Japanese old police drama, so it looked very familiar to me. Before I liked their music, I liked their music videos. A music channel was giving away tickets to the concert. They picked five people and they picked me. They invited me to go to backstage. I got an opportunity to meet the Beastie Boys, but we couldn't talk because I could not speak English. I could just say 'Nice to meet you'. I was so disappointed. That's why I tried to study English.

Garold Murray 2008 "Pop culture and language learning: Learners' stories informing EFL." *Innovation in Language Learning and Teaching* 2 (1): 2-17, 7.