

WRDS 150B

A handwritten signature in black ink, appearing to read "John". It is written in a cursive style with a long, sweeping flourish on the left side. The signature is positioned above three horizontal lines, with a small pen nib icon at the bottom right corner.

WRDS150B - Language & Identity

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Office hour: Monday / Wednesday 3:30 ~ 4:30

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Office: BuTo 205

Monday, Wednesday: In-person

Friday: Online (asynchronously)

Research proposal: Due Week 13

Participation Log: Due Week 7, Week 13

Lecture 2.1

At least 3 credible sources

NY Times : not a scientific journal

↓ ↳ not a credible source for research paper

General public - not academic

✗ targeted audience

The article was not properly cited

↓
written
creatively

no reference list → not research article

general data, not specific

not easy to find thesis

Research paper: Abstract for main point

Paraphrase: Restate what is said (keep all the info)

Summarising: Shortening ($\frac{1}{3}$ of original)

→ 2.1 HW

Whorf, we now know, made many mistakes. The most serious one was to assume that our mother tongue constrains our minds and prevents us from being able to think certain thoughts. The general structure of his arguments was to claim that if a language has no word for a certain concept, then its speakers would not be able to understand this concept. If a language has no future tense, for instance, its speakers would simply not be able to grasp our notion of future time. It seems barely comprehensible that this line of argument could ever have achieved such success, given that so much contrary evidence confronts you wherever you look. When you ask, in perfectly normal English, and in the present tense, "Are you coming tomorrow?" do you feel your grip on the notion of futurity slipping away? Do English speakers who have never heard the German word Schadenfreude find it difficult to understand the concept of relishing someone else's misfortune? Or think about it this way: If the inventory of ready-made words in your language determined which concepts you were able to understand, how would you ever learn anything new?

(Deutscher, 2010,
para. 5)
if no page number

need to credit the
↑ author (x2)

According to Deutscher... Deutscher further elaborates...

The most serious mistake Whorf made, among many, was the assumption that our mother tongue limits our thoughts and stops us from understanding certain concepts. He argues if a language has no certain words, the users of this language will simply fail to understand the concepts based on these vocabularies. If the language has no words for "future". Whorf claimed the users of this language won't understand what "future" is. It is hard to imagine that such an argument was so popular when there are many pieces of evidence disproving the claim. Normally, when you ask in present tense, "Are you coming tmr?" You don't feel the concept of "future" incomprehensible. Similarly, when English speakers are presented with the German word Schadenfreude, they won't feel difficult to understand the emotion of relishing on others' pain. Fundamentally, if the already made words in your language predetermined every concept you can possibly understand, you won't be able to learn anything new.

→ 2.1 HW

Some 50 years ago, the renowned linguist Roman Jakobson pointed out a crucial fact about differences between languages in a pithy maxim: "Languages differ essentially in what they must convey and not in what they may convey."

Jakobson stated (as summarised by Deutscher)

Around half a century ago, the ~ R~J used a maxim to indicate the fact about ~, "Quote".

If use a quote
using a quote

credit both

How does our mother tongue affect how we think? A general answer to this question is provided by Deutscher (2010), as this linguist claims, "it forces you to be attentive to certain details in the world and certain aspects of experience that speakers of other language may not be required to think about all the time" (pg. 4). One example is the users of Enugu Yimithirr as this linguist mentioned, he explained the ability of these users to be "simply feel where north, south, west and east are" (Deutscher, 2010, pg. 10).

2.2

Gist: Stating the main pt. for each paragraph / the entire passage

Active v. Passive reading

↓
reading for pleasure
read with purpose
↳ highlight, take notes, underlining

Reading an academic article

- Title
- Author + Affiliation (credibility, reputation)
- Abstract (Gist of the entire article)
 - ↳ Background
 - Hook: General info (interesting) to attract readers
 - Further specific details
 - Significance of work
(Despite, In spite of, Yet, Whereas, However)
 - ↳ Objective
 - ↳ Design
 - ↳ Results
 - ↳ Conclusion

→ 2.2

Homework Due: Week 2 Day 3

- Reading: Denissova, G., Redkinab, E., & , Zalizniakc, A. (2019). Developing Secondary Language Identity in the Context of Professional Communication. Psychology in Russia: State of the Art, 12 (1), pp. 21-30.

This reading has affected my views in these

ways: *I have started to understand the complexity of "translation competence"*

Although I agree with the author that

grammars does not lead to successful outcomes, I do have these

doubts: *grammar is important enough to formulate logical communication, which is impt to professional communication*

The most significant questions this reading has raised for me

are: *Which language is actually an individual thinking in?*

The most important ideas that I will take away from this reading

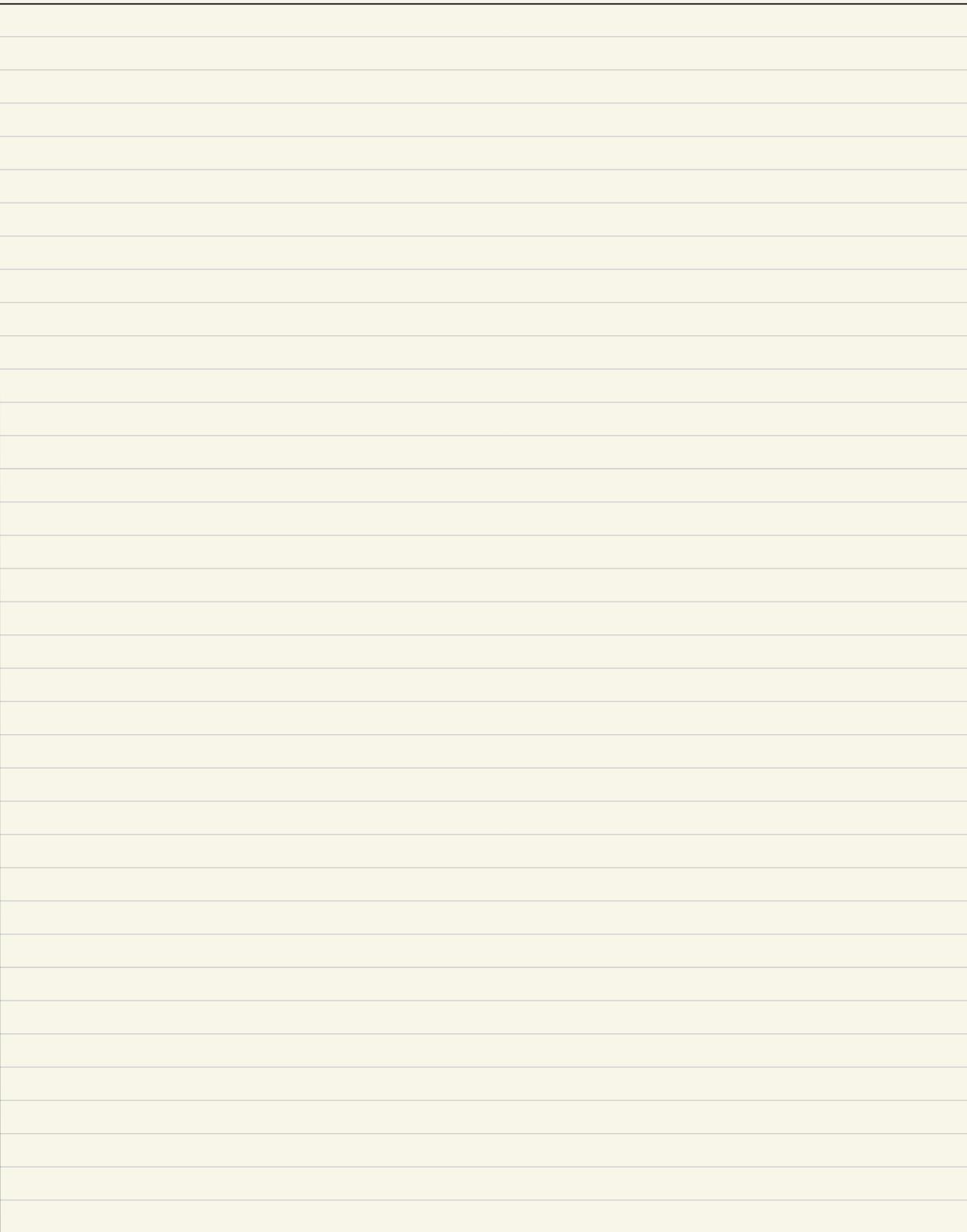
are: *Language and culture is*

inseparable, language learning can be more effective when incorporated with cultural teaching as well.

If I could meet this author at a party, I'd like to ask this

question: *How will the methodology be affected if a person is already multilingual yet still looking to learn new languages?*

2.3



3.1

In 2014, BC TEAL published an article regarding "A Classroom Study in Identity", whose author is Dilia Hasanova, as a refinement of understanding about how ESL students' identities are constructed. The article is structured into 4 parts with data collected through a variety of qualitative methods and distributed among recognizable ethnic group. Firstly, the author highlights how ESL students define "identity" as abstract while providing definitions ranging from culture to social recognition. Furthermore, the author is able to evidently confirm ESL students' identities are refined through "education, immigration, and employment" (Hasanova, 2014, p. 5). Thirdly, it is recognized by the author that while English can shape the horizon and behaviours, the usage of mother tongue is still common and relevant in ESL classrooms. In further elaboration, according to the author, even though students recognize the benefits English can bring, they still lack "the initiative to ~~reach out to~~ engage in mainstream community" (H~, 2014, p. 7) because of academic workload. Finally, the author mentioned through other research that certain in-class activities can be done to encourage ESL students "find" themselves. This preliminary study has proposed to "refine the understanding of the construction of ESL students' identities" (H~, 2014, p. 5), which provides outlook and opportunities for further empirical studies on this topic.

understand better about the elements in ESL student identities

Summary HW

In 2016, Thomas et al. published an article entitled "Ethnic identity and paranoid thinking: Implicit out-group preference and language dominance predict paranoia in Emirati women" on Journal of Behavior Therapy and Experimental Psychiatry. The authors conducted a study about how Arab and English proficiency and implicit and explicit in-group identities impacted the level of paranoia among female Emirati university students.

~~From previous studies, which indicate the general public widely experience psychotic syndromes, the authors concluded that researching on the non-clinical population about these experiences can help understand the risks and reasons of psychosis phenotype. Therefore, the authors first discussed the complex connections in ethnicity, identity, culture and persecutory ideation. Based on the field discoveries, the authors summarized that lack of sense of belonging and cultural value contradiction are the incentives for low self-esteem and increased levels of paranoia. Then, by linking communicative incompetence, for example, hearing loss, and paranoia, the authors hypothesized that language proficiency is an important factor relating to paranoia as interruption in communication is responsible for higher rates of persecutory ideation. Providing these backgrounds, the authors finally introduced the social basis on which this experiment is conducted, as UAE is a country with a minority Emirati population and increasing influence from Western culture, specifically, American culture. The author viewed this as an ideal testground for both in-group identity and language proficiency.~~

In this study, the authors included bilingual female Emirati students with a diverse range of ages. They measured four aspects of these subjects, their competence in both languages, their in-group identification level (MIIS), their report of paranoia ideation (PaDs), and their implicit preferences.

From the researchers' experiments, they have concluded that subjects who are dominant in Arab, have implicit in-group preferences are less prone to persecutory ideation while they have found no correlation between explicit in-group identity and paranoia.

The authors' analysis of their data reflected the language proficiency and in-group positivity can independently predict paranoia for Emirati university females. Even though explicit in-group measures failed to correlate with level of paranoia, they did propose that this can be skewed by participants' desires for social acceptability.

Finally, the authors identified the limitations in this studies such as using English words and only including female subjects. They suggested that further studies can look into how these factors affect over time and incorporating other factors like self-esteem. They also proposed to connect these factors with bullying during different ages in future experiments.

4.1

critique papers → response papers
↓
summary response → equally impt.
↓
don't change into essays

critical thinking
↳ own perspective/opinion (use "I" & "my")
↳ question
respond in 3 sent.
author point
my opinion
why? supportive

Be responsive of the main pt., be selective

Article < strength : language easy to understand, use many studies to enhance background
weakness : lack of males (gender specific)

- ... thesis ... , the authors have reviewed a significant amount of professional ... ,
- although ... presenting the research in a comprehensive way, I have found ... convoluted/illusive to understand

4.2

① Introduction

- (1) · Hook: attention - grabbing

writer's own , e.g. Imagine being a minority in your country

- (2)(3) · Supporting: support hook + article information

- (4) · Thesis Statement

②③ Response to main pt. made by author(s) — combine related pt. (language proficiency in 'Emirati women')

- (4) Conclusion — Overall strengths / weaknesses

{ Disagreement - irrelevance, questionable, logic flow, faulty/incomplete argument

{ Agreement - new/fresh subject

(Dis)Agree? frustration

Verbs for introducing summaries and quotations

- Verbs for making a claim: argue, assert, believe, claim, emphasize, insist, observe, remind us, report, suggest
- Verbs for expressing agreement: acknowledge, admire, agree, ~~endorse, praise~~, corroborate, reaffirm, support, verify
- Verbs for questioning and disagreeing: complain, complicate, contend, contradict, deny, question, refute, reject, renounce, repudiate
- Verbs for making recommendations: advocate, call for, demand, encourage, exhort, implore, ~~plead~~, recommend, urge, ~~warn~~

Thesis statement:

- Main pt. made by author(s)
- Response made by writer

5. 1

Difficulty

- Finding main point ↗ argue? report? claim?
- author's purpose (verb)
- writer's voice

Identifying main point

- Read the article actively

4 para. max

- address the target audience

Hook: How would you feel if you have to translate everything for your parents because they do not understand a foreign language?

Article info: Year, title, journal, author

Response: Children who constantly/frequently/continuously engage in these social occasions

5.2

If we knew what we were doing it would not be research, would it?

Research in some way is to find out about what we don't know.

If we don't even know what we are doing, we aren't able to generate questions hypotheses for curiosity. Research is called by its name not because we don't know what we are doing, but we want to know.

Research:

- Clear & Concise purpose
- Information Collection
- Logical data analysis

Basic: driven by curiosity / interest
expand knowledge, no obvious commercial value

Applied: designed to solve practical problem

Criteria:

- Purpose clearly defined
- Research process detailed (no human subjects)
- Research design thoroughly planned
- High ethical standards applied
- Adequate data analysis used
- Findings presented unambiguously
- Conclusions justified
- Limitations frankly revealed

blogs, Instagrams, social media
informal sources
other studies (customize their data)

Oct 31. official research-topic

Research Proposal

Due: Oct. 24

300 ~ 350 words in-text citation ✓ Info + Reference X Title ✓

specify word count at the end before reference

overview of research papers , topic change X revise reference, methodology ✓

Where to start ?

- keywords, research area, specific research site
- 3 ~ 5 articles / sources , abstracts
- UBC Library

Developing a topic:

- from already read articles
- narrow — peer-view , title ≠ research question (not use the same thing twice)
- Identify "knowledge gap" / "knowledge deficit" , info from the articles to decide.
'To my knowledge' → from articles reviewed
- Research project has to be feasible

Data collection :

- "public" sources + 3~5 academic sources . no human objects
- Cite in original language , in-text translated

General Features:

- Hook
- Brief literature review
- Data collection methods
- Significance of the research (last sentence)
- Indicate knowledge deficits

- No Cover Page needed , Section 661

Annotated Bibliography & Literature Review	
↓	↓
summary each source 3 × (150 ± 10) relevance ↔ research paper	Up to 5 sources, minimum 3 put sources together relevance within each other ; with the paper addressing the knowledge gap 450 words
Paper : 5 parts (1500 ~ 1700 words)	

1. Introduction
2. Literature Review Reliable Academic journals
3. Methodology (2 para.)
4. Finding / Discussion
5. Conclusion

Selecting sources

- what to include & exclude
- attempt to be reasonably comprehensive within well-defined boundaries

- ↳ What problem am I investigating
- ↳ What questions to pursue
- ↳ What source to use

Author's thesis, research question, conclusion

- Cover main points
- theory + methodology

Active voice ✓ Passive voice X

Introduction to Literature Review

- 3+ research articles from peer-reviewed journal
- APA 7th edition ★ • double-spaced, 12 pt.
- 350 ~ 450 words
- Due Nov. 7
- Microsoft Word

→ Introduction to topic (Intro)

Area of interest, importance of problem

can address the knowledge gap in thesis → purpose of the research

→ Synthesize, evaluate & comparison (Body)

What is known about the topic? Summarize & integrate the knowledge

General agreement between sources?

Where is weakness in sources?

Disagreement → possible reasons? What is still unknown, how does it lead to your study?

Type of research design?

Relevance between topic & sources

Simple past → time mentioned

Present perfect → result importance

Sources:

author? purpose? theoretical perspective? methodology? audience? ...

Literature Review

- Summarize
- Synthesize
- Compare
- Critique

Source summary:

- immediate area
- key arguments, characteristics ...
- methodology

Only use source from the author, not the study the author referred to.

Conclusion:

- Significance of the study (intro or conc.)

Literature Review Analysis

Hook: Attention Grabbing
Thesis: topic & why

Body: Put sources together, clear connection
Active research

Outline !!!

1. Research Gap
2. Research Question
3. Significance of the topic

{ 80 intro
 240 body
 80 conc.

Presentation

- 5 min ; 8% → facial expression + hand gestures
- content + delivery
- online presentation uploaded Canvas
 - { introduction , topic , significance , thesis
 - data collection , data analysis
 - acknowledge no conclusion or conclusion (if possible)

Argumentative essay

- Investigate a topic
 - Collect , generate & evaluate evidence
 - Establish a position on the topic in a concise manner
 - ↳ don't use definitive adjective
 - ↳ present a counterclaim : strong claim by acknowledging opposing point of view
- Argumentation : process of establishing a claim → proving with logical reasoning, examples, and research
- Catchy start
 - Neutralizes or "defeats" serious opposing idea — dissertation (no need)
 - Convince audience through the merit & rationality of the claim & proofs offered.

Qualitative — Contextual

Quantitative — Statistical

Introduction > Conclusion

Thesis :

- Let the reader know the main idea
- 'What am I trying to prove'
- Counterclaim

Body paragraph:

- weak claim in the middle

Hook & Attention Grabbers — Effective thesis

Memorable topics → hook

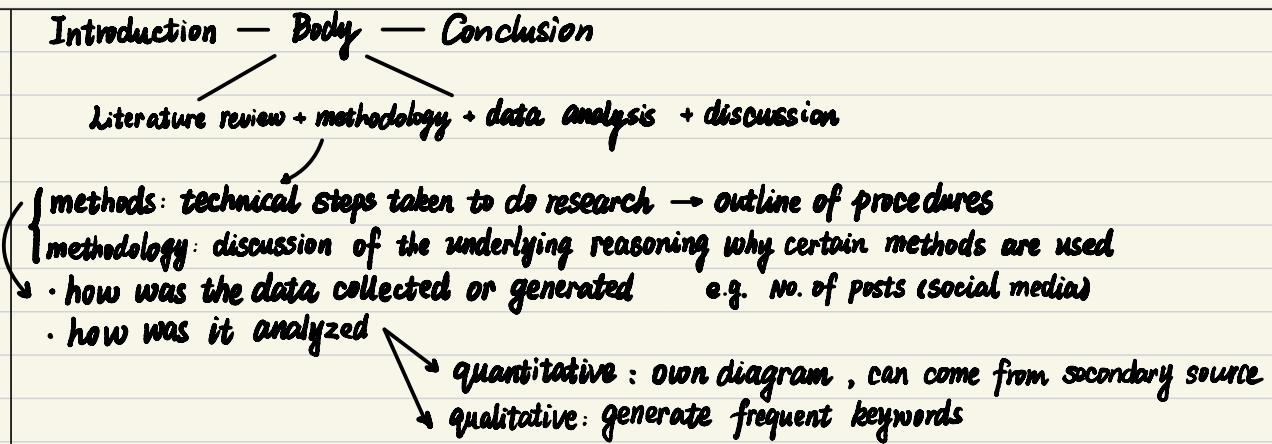
- A definition: own definition of the topic
- Quotation: cite, name + quotation. Other quotations ^{must} have page number
- Interesting Fact: cite the fact.
- A statement of opinion to challenge → challenge understanding without alienating ^{belief}
- Personal example: why personal experience interests self → interest readers.
- Reason why topic is worth studying
- Rhetorical Question

Thesis Statement: after data analysis

- narrow the scope of argument by specifying the focus and the reason why the focus is appropriate
- "typically", "generally", "usually", "on average"
- Counterargument

Introduce one source for Hook-Thesis Transition

Body Paragraph



Results + Discussion

- ↳ state the finding in logical sequence
- Not proving → confirm or reject the hypothesis
- Be concise
- Avoid using non-critical data
- Re-read background to make sure the question is answered

Discussion

- Opinion on the findings

Conclusion

- Result explanation
- References to previous research
- Deduction: further application, generalization?
- Hypothesis

Present verb — established facts

present perfect / past tense — Past research / study

Subheading

- Literature Review 350 words. max.
- Methods
- Results + Discussion } 475 words +
- Conclusion 300 words

Be prepared on Wednesday:

- 5 min ± 15 sec
- Nov. 28th class time due
- 8%
- 5 ~ 6 slides

Impt:

- Attention-grabbing hook
- Topic introduction & significance
- Knowledge gap
- Evidence of research - sources
- Research method — how data collected / analyzed
- Share findings & present discussion
- Accurate conclusion
- non-text-heavy
- Confident
- Notes, but not read from them

Oral communication

- 2 ~ 3 key points
- Repeat key insights { forecast
explain
conclude}
- Demonstrate study to be well-designed

Effective notes

- Note important thoughts

{ Brainstorm
Organize
Summarize
Prepare
Rehearse

Intro (at least one source cited)	1. Cover Page
• Hook	2. Page Number
• Background information . at least 1 source	Own graph / table (caption)
• Thesis statement	Don't overuse subheadings
{ Claim (before/after data analysis)	No subheadings for collection, analysis, result / Discussion/Limitation
{ Counterclaim	

Introduction

Literature Review + knowledge deficit

credibility, objectivity of the data — 5 sentences

- 1. Cover Page
- 2. Page Number
- Own graph / table (caption)
- Don't overuse subheadings
- No subheadings for collection, analysis, result / Discussion/Limitation

Conclusion:

- 1. Findings
- 2. Significance + Future studies

⊗ Use own words . or in-text citation
well designed . APA 7th Edition
cover page

Lit Rev , Methods , Results , Discussion (Limitation) , Conclusion
1500 ~ 1700 words

3~5 sources from academic journals
post URL → in-text citation

include word count