

# **Community and identity in language: Small words, big ideas**

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# What will we talk about?

<\$1> What year were ye in Cyprus?

<\$2> In ninety five.

<\$3> Four.

<\$2> Five.

<\$3> Oh right.

<\$2> Four **we** were in France and [name] was there.

<\$3> Three **we** were in France.

<\$1> Three **we** were in France.

<\$5> Ninety+

<\$2> Oh it's four so.

<\$5> +ninety five **we** were <\$G?>.

<\$3> Yeah that's+

<\$1> Ninety-four **ye** were in Spain mum.

<\$6> Do you feel like **we** solved anything?

<\$1> Does that mean me or everyone?

<\$6> Generally. Have **we** achieved what we came to achieve?

<\$7> Got a date or something?

<\$E> Laughter <\\$E>

<\$6> No just confused here.

<\$E> All laugh <\\$E>

# Summary of the Data

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C-MELT

Family corpus

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**Length of recording**

3.5 hours

1 hour

**Number of speakers**

33

6

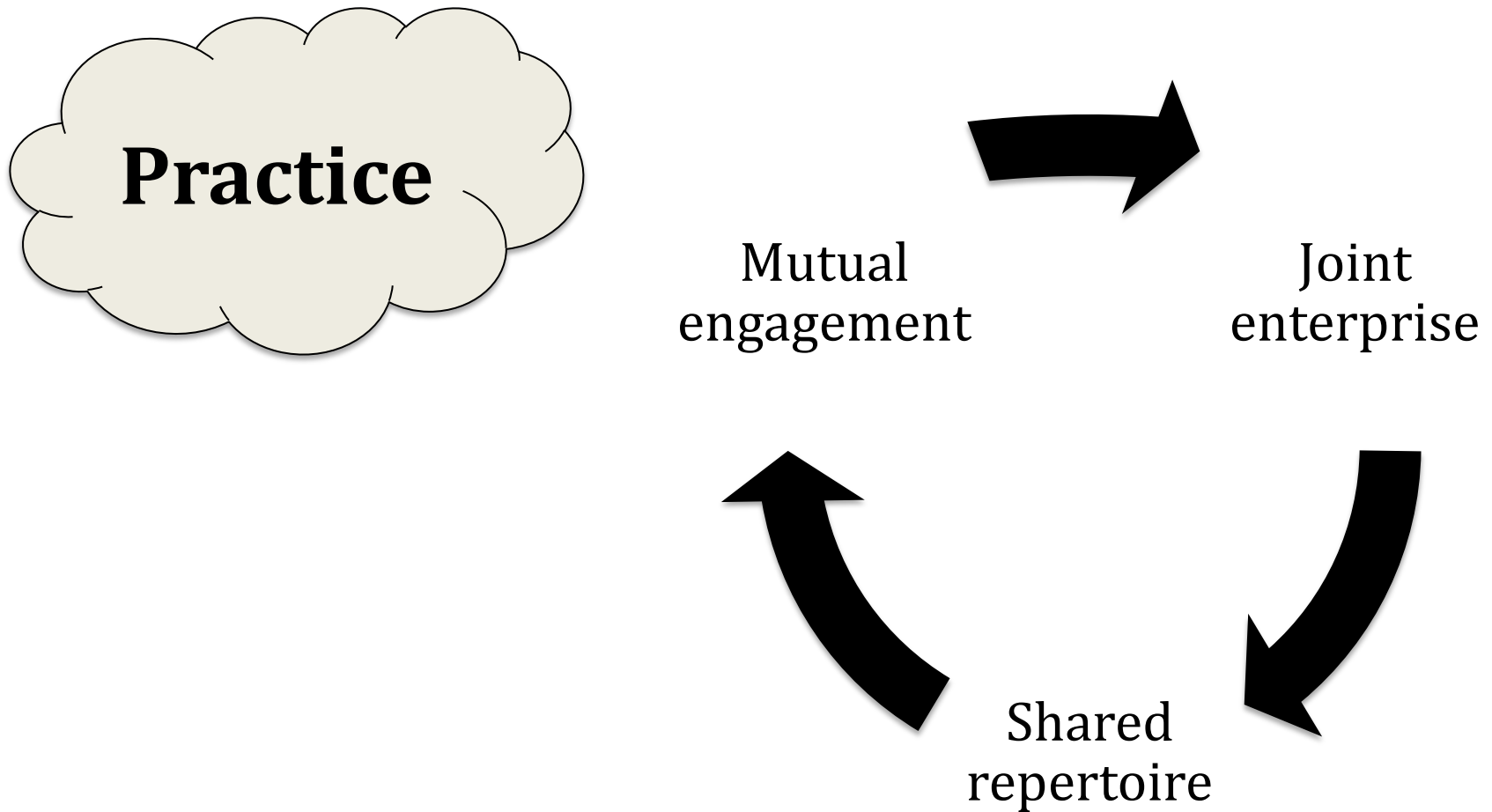
**Number of words**

39,975

12,531

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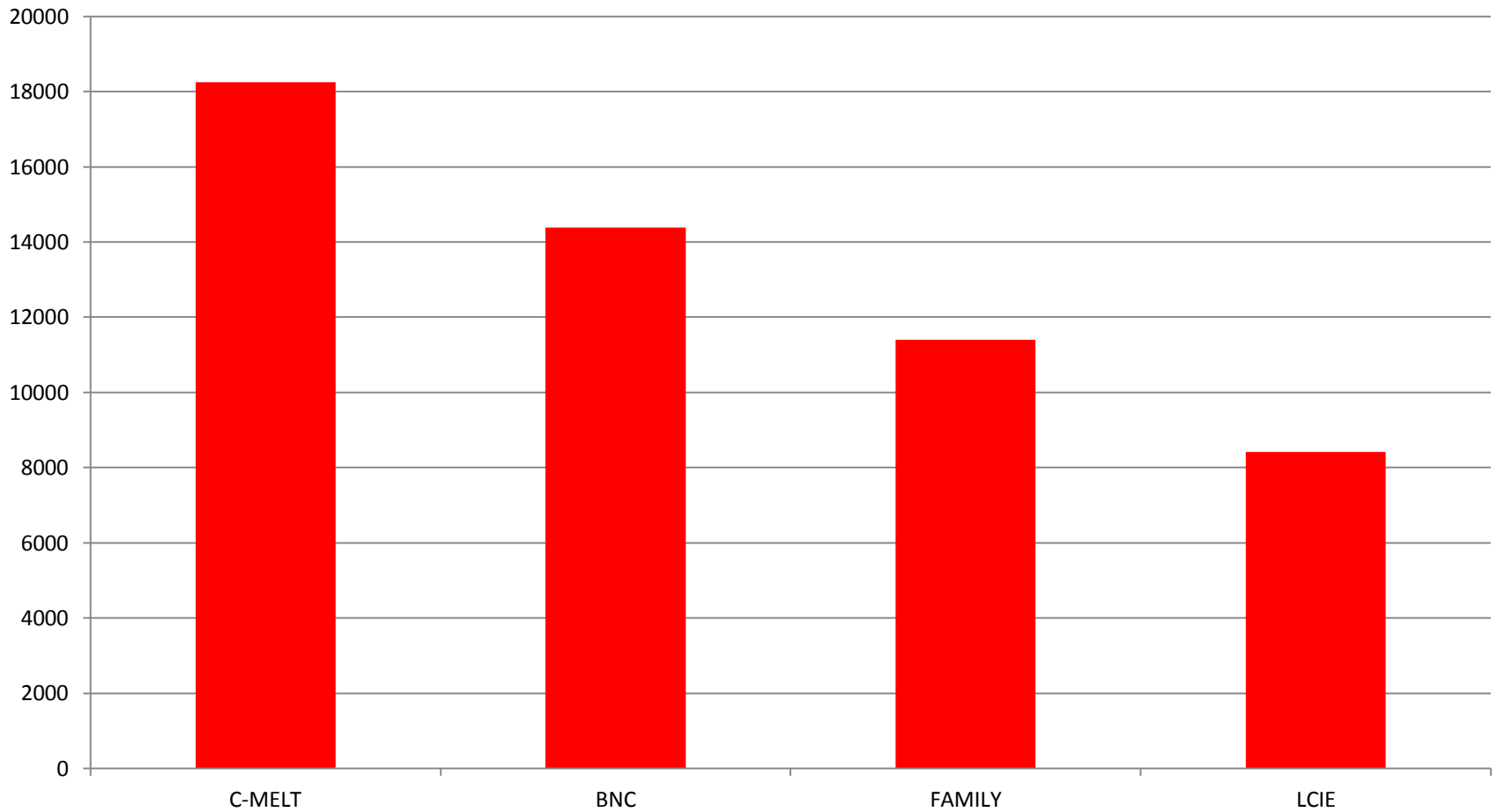
# A basic outline of the framework (Wenger 1998)



# A corpus view of the data

	C-MELT	Family Corpus	LCIE	BNC (Spoken)
1	the	the	the	the
2	to	you	I	I
3	I	it	and	you
4	and	I	you	and
5	yeah	to	to	it
6	that	a	it	that
7	of	and	a	a
8	you	of	that	's
9	a	that	of	to
10	it	in	yeah	of
11	<b>we</b>	is	in	n't
12	they	yeah	was	in
13	in	no	is	<b>we</b>
14	so	it's	like	is
15	is	on	know	do
16	but	what	he	they
17	have	do	on	er
18	do	<b>we</b>	they	was
19	think	now	have	yeah
20	be	was	there	have

# *We* normalised per million words



# *We*

- ““We” is always simultaneously inclusive and exclusive, a pronoun of solidarity and rejection, of inclusion and exclusion’  
(Pennycook 1994: 175)
- Complexity of reference: encoding and decoding

# We in the family - inclusive

- <\$1> It's nothing got to do with <\$02> presents <\\$02>.
- <\$2> <\$02> Shut up <\\$02>.
- <\$3> <\$E> laughing <\\$E> Come here [name] shut up.
- <\$1> It's nothing to do with presents and happiness it's got to do with celebrating the birth of Jesus.
- <\$5> Okay so **we** won't give you <\$01> any presents <\\$01>.
- <\$1> <\$01> **We**'re not <\\$01> <\$02> allowed be happy <\\$02> <\$03> because **we** are Catholic <\\$03>.
- <\$2> <\$02> [name] shut up <\\$02>.
- <\$3> <\$03> You're having no <\\$03> presents so are you?
- <\$5> I'll say a prayer for you.
- <\$1> **We** are Catholic. **We** are not allowed be happy. It's all about the birth of Jesus.
- <\$E> speaker two laughs <\\$E>



# We in the family - exclusive

<Daughter> Mm. Because one night **we** were goin right and **we** got stopped. Another two got in in front of us and **we** said what oh they're gold cards.

<Daughter> **We** have them outside too the eighty mini bulbs. Is that what they are? Eighty mini bulbs <\$G3> yeah **we've** them too.

<Son> Are you doin corpus stuff?

<Daughter> Ah **we** hit at it last semester like.

<Son> +aren't **we** already twinned with Quimper?

<Daughter> It's in France.

# I, YOU, WE...

<DoS> Right. So yeah that's the spirit of the thing. The other thing is that **I** want to mention to **you** is eh it's a huge big issue that's **we're** facing everyday about students getting lost or not coming in and eh eh a wider kind of an issue...

# *We* in the workplace: Mapping participant deictics (Vaughan, 2009 after Wortham, 1996)

WE	REFERENCE
[PROF]	As professionals, e.g. in the classroom with our students
[DEPT]	The teachers as a whole within this department/school
[MEET]	Procedural 'we': everyone in this room at this meeting, at this point in time
[OTHER]	'We' indexes some other entity e.g. <i>a bit of both as <b>we</b> say in Ireland</i>

# Explicitly articulating identity

Julia: Because that's what **we're** trying to do **we're** trying to make **them** study and learn English. But making **them** pay for not is not. Because there are some students th= that two hundred and fifty is not that much money and it won't touch them and there are others. Who it really hurts and that's total= **that's just an issue that is so far removed from learning English.** I don't know.

Olive: **We're** teachers here **we're** not here to decide **who pays what or.**

Kate: Yeah.

Anna: Exactly.

# Negotiating identity

Barry: It's also university policy about attendance which **we're** not following it's also university policy about a lot of things which **we** don't do.

Samantha: Yeah.

Katie: **We're separate.**

Samantha: **We're** part of the university too.

Barry: **We** always paint ourselves as **separate** from the university then.

Jack: Yeah **autonomous.**

Barry: **Subversive.**

Katie: An **autonomous state.**

# Negotiating identity...

(Vaughan 2007)

**Stuart:** Yes but **we** don't have the power to throw anybody out what I mean is **we** haven't been given that kind of clout **we** don't have that status in the university if **they** fail calculus **they**'re out if **they** fail English **they** just continue. So <\$E> laughs <\\$E> so I think **we** should just accept that our horrible lowly status and.

<\$E> laughter <\\$E>

**Barry:** **We're** the poor cousins.

**Stuart:** Yes and **we** know that.

<\$E> Snort of laughter. General laughter <\\$E>

# Concluding remarks

- How to 'flesh out' (linguistically) the ideas of community and identity?
- Small, high frequency items: complex, rich and rewarding