

**Institute of English Studies
Faculty of Arts and Humanities
University of the Punjab, Lahore.
Course Outline**



Programme	BS English Literature	Course Code	ELL-104	Credit Hours	3
Course Title	Language, Culture and Identity				
Course Introduction					
This course explores the dynamic contact between language and culture and how they are collaboratively building identity. It examines how language both reflects and shapes cultural values and practices, and influences the formation and expression of individual and collective identities. Students will analyze how language and culture intersect in various contexts, including intercultural communication, social inequalities and identity politics.					
Learning Outcomes					
On the completion of this course, students will be able to: <ul style="list-style-type: none">1. Have an understanding of how language reflects and shapes identity, how language and culture interact with each other and how they influence communication and learning.2. Understand the influence of language and culture on learning experience and be sensitive to cultural differences in communication globally.3. Improve the ability to communicate effectively and appropriately across cultural boundaries considering both verbal and nonverbal cues.4. Analyse how culture impacts language use and recognise the role of language in constructing and expressing identity.5. Consider issues related to identity in multicultural societies such as identity crisis, cultural classes and language related other conflicts.					
Course Content			Assignments/Readings		
Week 1	Unit I Relationship between Language and Culture				
	1.1 Defining identity: personal, social, cultural, linguistic, ethnic, national. 1.2 Essentialist vs constructivist approaches. 1.3 Identity as indexed in practice. 1.4 Identity as discourse and ongoing construction. 1.5 Identity as “who we are, who we want to be, and how others see us”. 1.6 Language, society, and identity. 1.7 Interplay between language, society, and identity. 1.8 Ethnic, religious, national identity frameworks. 1.9 Ethnography of communication → identity through communicative competence. 1.10 Symbolic capital → power encoded in language.				

<p>Week 2</p>	<p>Unit I Relationship between Language and Culture</p> <p>1.11 Sapir-Whorf Hypothesis: linguistic determinism vs relativity. 1.12 Strong vs weak forms; critiques. 1.13 Importance for identity: worldview and belonging. 1.14 Language doesn't imprison thought, but it frames perception and categorization. 1.15 High-context vs low-context communication. 1.16 Non-verbal cultural codes. 1.17 Intercultural discourse patterns. 1.18 Language and culture are inseparable in shaping identities.</p>	
<p>Week 3</p>	<p>Unit II Role of Language in Identity Formation</p> <p>2.1 Socialization and identity formation. 2.2 Language socialization perspective. 2.3 Constructing social identity through discourse. 2.4 Language and ethnicity. 2.5 Code-switching as identity construction. 2.6 Power, prestige, and identity formation. 2.7 Linguistic capital and symbolic domination. 2.8 Social stratification of English → class & prestige. 2.9 Elite schools in Pakistan → English prestige, mother tongue stigma. 2.10 Identity as shaped by inequality in language distribution.</p>	<p>Reflective Assignment Mapping your linguistic repertoire. Create a visual map of how does code-switching between languages helps you construct and manage these different social identities.</p>
<p>Week 4</p>	<p>Unit III Types of Identity</p> <p>3.1 Religious and ethnic identity. 3.2 Religion as identity marker. 3.3 Strategies of ethnic diversity. 3.4 Communication accommodation theory (ethnic boundaries). 3.5 Linguistic, cultural and national identity. 3.6 Imagined communities → nationhood via language. 3.7 Reversing language shift → national identity maintenance. 3.8 Linguistic nationalism. 3.9 Cultural identity: shared values embedded in linguistic practice.</p>	

Week 5	Unit IV Issues of Identity 4.1 Identity in multicultural societies. 4.2 Multiculturalism and identity issues. 4.3 Assimilation, integration, pluralism. 4.4 Politics of recognition. 4.5 Ethno-linguistic vitality. 4.6 Hybrid identities, diasporic language practices. 4.7 Bilingualism paradox in Pakistan. 4.8 Diasporic linguistic practices. 4.9 Heritage language loss vs maintenance	Diasporic Identities Explore how bilingual families in the Pakistani diaspora (or global South Asian diaspora) negotiate identity through language maintenance or loss.
Week 6	Unit V Identity Crises 1.1 Identity crisis in postcolonial societies. 1.2 Postcolonial states and linguistic fragmentation. 1.3 Colonial imposition of languages. 1.4 Mimicry and inferiority complexes. 1.5 Globalization and identity crisis. 1.6 Global cultural flows. 1.7 Global usage of English language; dominance of English. 1.8 Identity conflict between local languages and English.	Critical Evaluation The double-edged sword of global English. The colonial roots of linguistic schizophrenia: English as both empowerment and conflict in Pakistan
Week 7	Unit VI Language Attitudes 6.1. Matched-guise study. 6.2. Prestige vs stigma. 6.3. Attitudes and ethno-linguistic vitality. 6.4. South Asia: Language hierarchies. 6.5. Communication accommodation theory (convergence/divergence). 6.6 Language attitudes in multilingual societies. 6.7 Positive vs negative stereotyping of languages. 6.8 The influence of language attitude on language shift, maintenance, and conflict. 6.9 Role in nation-building and education policy. 6.10 Global vs local tensions.	
Week 8	MIDTERM EXAMINATION	
Week 9	Unit VII Ethnic Conflicts 7.1 Language and ethnic conflicts. 7.2 Inter-ethnic communication. 7.3 Miscommunication and stereotypes 7.4 Ethnicity, language, and violence. 7.5 Examples of ethnic conflicts involving language issues. 7.6 Relationship between ethnic identity and conflict.	Brainstorming Deconstructing a linguistic stereotype. Suggest one practical way to break down linguistic stereotype that act as a barrier in interethnic communication in an educational or social setting.

Week 10	Unit VIII Linguistic Conflicts 8.1 Language as a resource and symbol. 8.2 Linguistic nationalism as identity assertion. 8.3 Colonial/postcolonial imbalances fueling conflict. 8.4 Types of linguistic conflicts. 8.5 Sociolinguistic consequences. 8.6 Linguistic conflicts in the global era. 8.7 Policy dimensions of linguistic conflicts. 8.8 Educational systems as battlegrounds. 8.9 Contemporary global conflicts. 8.10 Conflict resolution approaches.	
Week 11	Unit VIII Linguistic Conflicts 8.11 Language policy. 8.12 Language and media. 8.13 Identity and technology. 8.14 Language, culture, and education. 8.15 Preserving linguistic and cultural diversity. 8.16 Language death and revival efforts.	
Week 12	Unit IX Linguistic Inequality 9.1 Linguistic capital. 9.2 Stratification studies. 9.3 Language policy and inequality. 9.4 Problems of linguistic inequality. 9.5 Language dominance and marginalization. 9.6 Effects on minority language communities.	Provocative Reading Question The unfair advantage: How linguistic capital wins in Pakistan.
Week 13	Unit X Linguistic Imposition 10.1 Colonial linguistic imposition. 10.2 European colonial linguistic policies. 10.3 Impact on identity and cultural survival. 10.4 Linguistic imperialism. 10.5 English language as global necessity vs cultural domination.	
Week 14	Unit 11: Cross-Cultural Communication 11.1 Basic concepts and challenges. Intercultural miscommunication. 11.2 Intercultural politeness. 11.3 Hofstede's cultural dimensions. 11.4 Role of silence, indirectness, honorifics. 11.5 Communication breakdowns in business, migration, and education. 11.6 Strategies for effective communication.	Colonial Legacies and Postcolonial Tensions A critical essay on how colonial imbalances in language policy continue to fuel linguistic conflicts in South Asia.

Week 15	Unit 12: Culture Shock 12.1 Stages of culture shock. 12.2 Sociolinguistic aspects of adjustment. 12.3 Psychological and social adjustment to new culture. 12.4Strategies and support systems. 12.5 Long-term effects of cultural shock. 12.6 Identity transformation, language shift. 12.7 Diasporic bilingualism. 12.8 Coping with cultural shock.	
Week 16	END TERM EXAMINATION	
Textbooks and Reading Material		
1. Textbooks 1. Barker, C. (2008). <i>Cultural Studies: Theory and Practice</i> (3rd ed.). Sage. 2. Riley, P. (2007). <i>Language, Culture and Identity</i> . Bloomsbury Publishing.		
2. Suggested Readings 1. Dr. Shahid Siddique (2015). <i>Language, Gender and Power: Politics of Representation and Hegemony in South Asia</i> . Oxford University Press 2. Edward J. (1985). <i>Language Society and Identity</i> . Oxford: Basil Blackwell 3. Exploring the relationship between language learning and identity reconstruction at the University of Lahore, Pakistan.Pakistan Languages and Humanities Review, vol. 8, no. I, 31 Mar. 2024, https://doi.org/10.47205/plhr.2024(8-i)02 . 4. Gumperz, J.J. (2005). <i>Interethnic Communication</i> . In Kiesling F.S. & Paulston, B.C. (Eds.). 5. Hobsbawn, Eric. <i>Language, Culture, and National Identity</i> on JSTOR, The Johns Hopkins University Press, winter 1996, www.jstor.org/stable/40971324 . 6. <i>Intercultural Discourse and Communication: The Essential Readings</i> . Blackwell Publishing, (33-34). 7. Joseph, John, E. (2004). <i>Language and Identity: national, ethnic, religious</i> . New York: Palgrave Macmillan 8. Khan, R. K. (2009). <i>Two languages with One Culture: Problems in Communication</i> . In Hussain, N; Ahmed, A& Zafar, M. (Eds.). <i>English and Empowerment in the Developing World</i> . New Castle Upon Time: Cambridge Scholars Publishing. (191-198) 9. Louw-Potgieter, Joha, and Howard Giles. "Imposed Identity and Linguistic Strategies." <i>Journal of Language and Social Psychology</i> , vol. 6, no. 3–4, Sept. 1987, pp. 261–286, https://doi.org/10.1177/0261927x8763008 . 10. Ochs, E. (2005). <i>Constructing Social Identity: A Language Socialization Perspective</i> . In Kiesling F.S. & Paulston, B.C. (Eds.). <i>Intercultural Discourse and Communication: The Essential Readings</i> . Blackwell Publishing. (78-91). 11. Paul Kroskrity. (2000). <i>Identity</i> . <i>Journal of Linguistic Anthropology</i> , 9(1-2). (111-114). 9. Royce, A.P. (1982). <i>Ethnic Identity: Strategies of Diversity</i> . Bloomington: Indiana.		

Teaching Learning Strategies

1. The lectures mainly focus on an active discussion, student-centered learning that promotes critical thinking.
2. Creating an effective learning space through the use of engaging day-to-day examples.

Assignments: Types and Number with Calendar

1. One assignment in the fifth week pre-midterm examination.
2. One quiz in the fifth week pre-midterm examination.
3. One assignment in the fourteenth week post-midterm examination.
4. One presentation in the eleventh week post-midterm examination.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	25%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	15%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	60%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.