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Citizenship; Language Ideologies and National Identity; Proposition 300 "Public Program Eligibility"; Proposition 103 "English as the Official Language"; Bilingual Education and Unauthorized Accents; Everyday Practices of Linguistic Exclusion; Globalization, Immigrant Labor, and Language; 3 "If I knew the language, don't think that I would be here": Shifting Understandings of the Linguistic Capital of English; Linguistic Capital; Language Barriers; Employment Abuses; Consumer Barriers; Changes in the Linguistic "Field"
Becoming Language Learners
ESL Classes and English on the Job; English at the Day Labor Center; The Realities of Speaking English; 4 Solidarity, Rapport, and Co-membership: Employers' Hiring Practices; Gatekeeping Encounters; Negotiating Work at the Day Labor Center; Rapport, Co-membership, and Solidarity in Job Interviews; Rapport, Solidarity, and Linguistic Accommodation; Perceptions of Convergent and Divergent Linguistic Accommodation; Co-membership without Solidarity; Negotiating from a Powerful Perch; Conclusions; 5 Performing the Good Worker; Performative Acts
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Performing the Good Worker; Hardworking Docility; Physical and Technical Masculinity; Performing Bilingualism; Inauthentic Performances; Documentation, Language, and Race; Conclusions; 6 Conceptualizing Intercultural Communication; Identity Formation; Intercultural Communication; Rethinking Intercultural Communication; Identities in Contact; Notes; Chapter 1; Chapter 2; Chapter 3; Chapter 4; Chapter 5; Chapter 6; References; Index

Sommario/riassunto

This book explores dominant ideologies about citizenship, nation, and language that frame the everyday lives of Spanish-speaking immigrant day laborers in Arizona. It examines the value of speaking English in this context and the dynamics of intercultural communication in fast-paced job negotiations.
