

Language Creativity in The Era of Creative Industries: Cognitive Processes of Language

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Abstract. The development of the creative industry is a phenomenon of dimension of production. Facing the phenomenon of the creative industry increasingly rapidly, language learning has a strategic position. This position is seen in student competence in language learning. The food product business becomes the foundation for acquiring a language creative label. This affects the quality of the product. This quality impacts the practice of communicating or interacting verbally. There are two competencies that become cognitive processes, namely the mastery of substance content and language mastery. Mastery of substance content in the form of the content of meaning in signs and the relationship between meaning of language signs. Language mastery is the mastery of the system that contains the rules of language use. The rules of language are abstract and do not exist in speech, but in the rules themselves. The role of language in the cognitive process of creativity is related to language functions. These functions include referential functions, imaginative functions, instrumental functions, and transactional functions. These functions have the potential to play a role in the cognitive process of creativity. Language can also be considered brain activity. As a brain activity, there are two approaches, namely the approach through neurology and the approach through technology. In terms of neurology, language sounds and concepts are present in the brain. Approach through technology there are three things that need to be considered, namely construction models, theoretical models, and work models. The role of language in the creative industry displays labels or products that speak creatively. The use of creative language plays a label role in the market in the creative industry. This is inseparable from the factor of language thinking in influencing consumers. Someone's cognitive competence will be influenced by the creative factors of language in introducing products. In line with that there is a process of cognitive cognition so that consumers can understand how to think about the label and the products provided. Food products have become a creative language choice. There are various kinds of language creativity in food products with basic ingredients of chicken. This raises the appeal of consumers about the value of taste when associated with language creativity product labels.

Keywords. *Creative Language; Cognitive; Labels*

Abstrak. Perkembangan industri kreatif merupakan fenomena berdimensi produksi. Menghadapi fenomena industri kreatif semakin pesat, pembelajaran bahasa memiliki posisi strategis. Posisi ini terlihat pada kompetensi kemahirvacanaan dalam pembelajaran bahasa. Usaha produk makanan menjadi pijakan pemerolehan label kreatif berbahasa. Hal ini memengaruhi kulaitas produk. Kualitas ini berdampak pada praktik berkomunikasi atau berinteraksi verbal. Ada dua kompetensi yang menjadi proses kognitif yaitu penguasaan subtansi isi dan penguasaan bahasa. Penguasaan subtansi isi berupa kandungan makna dalam tanda-tanda dan hubungan makna antartanda-tanda bahasa. Penguasaan bahasa merupakan penguasaan sistem yang terkandung kaidah penggunaan bahasa. Kaidah bahasa itu bersifat abstrak dan tidak ada dalam ujaran, tetapi dalam kaidah itu sendiri. Peran bahasa dalam proses kognitif kreativitas terkait dengan fungsi-fungsi bahasa. Fungsi-fungsi tersebut antara lain fungsi referensial, fungsi imajinatif, fungsi instrumental, dan fungsi transaksional. Fungsi-fungsi tersebut memiliki potensi untuk berperan dalam proses kognitif kreativitas. Bahasa dapat pula dianggap aktivitas otak. Sebagai aktivitas otak, terdapat dua pendekatan, yaitu pendekatan melalui neurologi dan pendekatan melalui teknologi. Dilihat dari segi neurologi, bunyi bahasa dan konsep-konsep terdapat dalam otak. Pendekatan melalui teknologi terdapat tiga hal yang perlu diperhatikan yaitu model kontruksi, model teoritis, dan model kerja. Peran bahasa dalam industri kreatif menampilkan label atau produk yang berbahasa kreatif. Penggunaan bahasa kreatif memainkan peranan label pada pasar di industri kreatif. Hal ini tidak terlepas dari faktor berpikir bahasa dalam memengaruhi konsumen. Kopotensi kognitif seseorang akan terpengaruh daeri

faktor kreatif bahasa dalam mengenalkan produk. Sejalan dengan itu terdapat proses kognisi kreativitas sehingga konsumen dapat memahami cara berpikir tentang label maupun produk yang diberikan. Produk makanan menjadi pilihan kreatif berbahasa. Terdapat berbagai macam kreativitas bahasa dalam produk makanan dengan bahan dasar ayam. Hal ini menimbulkan daya pikat konsumen tentang nilai rasa jika dikaitkan dengan label produk kreativitas berbahasa.

Kata Kunci: *Bahasa Kreatif; Kognitif; Label*

1. INTRODUCTION

The phenomenon of the creative industry is a product that has a selling power as a business product. This phenomenon appears in the form of products and services. Creative production goods can be either hard or soft entities. Hard entity in the form of equipment and completeness of life that is physical. Soft entity in the form of information technology programs or applications such as advertisements, films, music. The use of language has become an inevitable promotional tool. This happened to several ad labels that were found on the side of the road. In line with advertising products and promotional discourse, creativity also shows on label and promotional discourse. Promotional discourse serves to attract consumer interest.

The development of the creative industry is a phenomenon of dimension of production in the past decade. Its development is in line with developments in human creativity that are applied in the creative industries. This has an impact on businesses that have productive economic value. Creative industries have contributed greatly to the growth of employment and economic income of surrounding communities. The popular phenomenon of the use of social media in shopping and transportation services with online practical mechanisms is a reference for those service users. Business of buying and selling do not want to miss. To a certain extent, the work done by individuals is also a representative of the creative industry.

The creative industry is a challenge that is not only accommodated, but its development needs to be anticipated. By accommodating and anticipating, empowering the flow of education can be maximally empowered. The main stream of education empowerment in the creative industries is among other things input, process, output, and output. Institutionally, maximum empowerment in each scope enables achievement of objectives. There is an accommodation focus and anticipation for the development of creative industry competencies.

Facing the phenomenon of the creative industry increasingly rapidly, learning that has a strategic position. This position is seen in student competence in language learning. The quality of this scholarship is a representation of the intellectual and personality qualities of language use. This quality impacts the practice of communicating or interacting verbally. Based on the strategic position of language learning in the era of the creative industry, many things need to be revitalized in the context of empowering language learning with a creative industry perspective

2. METHOD

The creative industry is a challenge that is not only accommodated, but its development needs to be anticipated. By accommodating and anticipating, empowering the flow of education can be maximally empowered. The main stream of education empowerment in the creative industries is among other things input, process, output, and output. Institutionally, maximum empowerment in each scope enables achievement of objectives. There is an accommodation focus and anticipation for the development of creative industry competencies.

Issues that have occurred lately have become interesting to study. The problems that develop in the industrial world can be seen in terms of the creative language process that leads to cognitive language. The method used in this study is to examine the various problems that occur around community life in the industrial world. Developing marketing products are followed by developments in the sealing of language concepts.

This research is a problem that will be described in understanding the cognitive problems of language and one's performance. This type of research is qualitative. This study describes problems in the industrial era related to seller and buyer cognition. There are differences in thoughts and concepts in language binding. Emerging language creativity results in differences in cognition and performance in thinking about the products being marketed.

Researchers see a lot of advertisements written along the way. This is related to marketing sales of food products sold. Researchers collected data in the form of language creativity terms along the road related to food products. This merging is an issue in the concept of language creative learning that markets products in the industrial era. Language creativity becomes its own highlight in one's cognitive assessment.

Language learning is carried out in the world of education is sometimes very surprising. Language creativity in the industrial world is growing rapidly. The direction of one's cognition is forced to understand the problems of the industrial world. The advertisements that appear become questions for language observers. Is there a relationship between performance and language cognition that gives rise to language creativity in serving products in the industrial world? These labeled creative products become a landscape of thinking in this industrial era to understand the process of learning creative language

The learning process that develops in the business field requires new breakthroughs. The melting product is an alternative in the process of language creativity. The direction of the development of the industrial world requires creativity in marketing products. The applications are the main attraction. Curiosity arises from these products.

3. RESULTS & DISCUSSION

The Role of Language in the Creative Process

Language has a fundamental role in creativity as a cognitive process. Without language, cognitive processes of creativity will not occur. Language density is a condition that must be endured and affects the creativity. Language becomes a tool in cognitive processes. The use of language involves two processes, namely cognitive processes and physical processes. Cognitive processes or mental processes in the competency dimension. Physical process is a process in the form of speech in the performance dimension.

There are two competencies that become cognitive processes, namely the mastery of substance content and language mastery. Mastery of substance content in the form of the content of meaning in signs and the relationship between meaning of language signs. Language mastery is the mastery of the system that contains the rules of language use. The rules of language are abstract and do not exist in speech, but in the rules themselves. The role of language in the cognitive process of creativity is related to language functions. Language functions include referential functions, imaginative functions, instrumental functions, and transactional functions. These functions have the potential to play a role in the cognitive process of creativity.

Cognitive processes are mental processes in a person. A number of subordinate intelligences are known as multiple intelligences. This intelligence emerges from the potential of being born that can develop into creative thinking abilities. According to Gardner, compound intelligence has a range of linguistic intelligence, logic-mathematical intelligence, partial intelligence, musical intelligence, kinetic intelligence, interpersonal intelligence, interpersonal intelligence, and naturalist intelligence.

Among these intelligences, linguistic intelligence and logical-mathematical intelligence are subordinates of human beings who have the potential to grow into cognitive competencies in the form of thinking ability. The mainstay for developing the ability to think creatively is the mastery of a number of principles and rules about something that in turn becomes the mainstay for creative thinking.

Linguistic intelligence is intelligence in cognitive processes. Mastery of language competence acts as a mathematical logical thinking tool. In that connection, there is a study of the relationship

between language and mind. This study produces a variety of opinions that are not the same. The relationship between language and mind always raises various questions, among others, as follows.

1. Does the use of language use the mind when speaking?
2. Can people speak without using mind?
3. Can people think without language?
4. Does language ability affect thinking?
5. Does the person's way of thinking determine the language used?

(Dardjowidjojo, 2014)

Apart from differences of opinion about the relationship between language and mind, language is the completeness of human life both individually and collectively, personal, personal, and social. This is proof that language is a vital part of human life as a tool for thinking and exercising. There are four theories that show language plays a role in developing the mind. The theory is as follows:

1. Speech is essential for thought. We must learn languages, how to speak aloud, otherwise we cannot develop thinking
2. Language is essential for thought. We must learn languages, how to produce or understand speech, otherwise we cannot develop thinking.
3. Language determines or shape our perception of nature. The learning of language will determine or influence the way we perception of nature. The learning of language will determine the influence of the physical world, visually, uditory.
4. Language will determine or shape our world view. The learning language will determine the influence of the way we understand our culture and the world.

(Stenberg & Sciarini, 2006)

From this theory, the function of language as an essential tool for the mind. Language must be learned and used as a tool for thinking. If we don't learn languages, then we can't build minds. Language is useful for determining how humans understand the world. With language we can understand culture and the world.

Linguistic Competency Theory and Performance

Competence is a term used in linguistic theory that refers to language knowledge. Competence can be said as an ideal conception of language. Language users can produce and understand an unlimited number of sentences and recognize grammatical errors and ambiguities. Linguistic knowledge can be considered as the entity that is best explained in terms of grammatical rules. This has become a general tendency of descriptive language at the sentence level before the development of language analysis at higher levels such as text analysis and conversation analysis. The most prominent aspect of linguistic competence is language creativity. Language creativity is the ability of speakers to produce new sentences that are directly understood by the speech partners even though they do not have physical similarities to familiar sentences. This is an infinite creative aspect of native speakers' knowledge of languages that distinguishes Chomsky's language.

Among the different approaches to language study is approach as a system. The explanation of linguistic competence underlies language as a system. However, it should be emphasized that many linguists do not see the need for informant consultation, namely native speakers of Indonesian and efforts to treat their own language as though they have never heard it before. Instead, they treat their own intuition about language in data.

The dichotomic view of competence and performance put forward by Chomsky includes the phenomenon of cognitive processes. Competence and performance refers to mastering one's language. This competence refers to the system of mental rules and their representations. Performance refers to the process of implementing language usage. In the dimension of language

mastery, competence is knowledge about language systems, while performance is the use of language systems and communication practices.

Language has a role as a medium for creative thinking. With language, a number of elements are identified in cognition. Relations between elements also occur and become part of cognitive processes such as predictive relationships, attributive relations, coordinative relations, and complementary relations. As a cognitive process, the relationship is understood to use language as an understanding of a mind entity associated with the object of thought in the form of ideas.

In the structure of relationships between elements, language is needed as a container and functional instrument for thinking and reasoning tools. As a container and instrument of cognitive performance, relevant language functions are functions of relevance, representational functions, argumentative functions, and explanatory functions. With language that has these functions, cognitive processes occur. This allows language users with language tags to refer to and represent communication contests. Starting with knowledge of the world, through both abstract and concrete language signs.

Cognitive processes with language media do not only occur with the word content, but with the word function. With this function word, thought segments can be connected. Various kinds of relationships between elements occur in cognitive processes. When a speaker thinks of causality, a number of alternative task words are identified.

Language does not only play a role in cognitive creativity. Language also plays a role in creative industry products. In this context, language empowerment appears on product and advertising labels. Product labels mark product identity. With the identity of the label, a product not only has a label, but the product will be considered attractive in the understanding of public consumers. In line with substantive creative products that are essentially new entities. There is a tendency to be formally marked in the form of language with new labels. In that case, language symbols can be empowered.

The way the speaker's knowledge generates and understands speech just as they understand the knowledge of language rules. Secretly. That is the task of the psycholinguist in trying to develop a theory of linguistic performance. This understanding is no easier than the task of linguists developing theories or linguistic competencies. Linguistic competency theory and performance will be closely related. Psychological processes involved in the use of linguistic knowledge. Its use depends on the nature of knowledge and the nature of knowledge on the nature of the process used.

There is a close relationship between the tasks of linguists and psychologists so that they often overlap. Language theory related to phonological structure, syntax, and semantics is the task of language experts. While the other is a theory of both knowledge and process. Psychologists want to understand how linguistic knowledge is represented in the cognitive system in the thought process. In addition, how linguists and psychologists want to identify psychological processes that utilize this knowledge, for example as production and understanding (Foss and Hakes, 1978: 18). An explanation of understanding production differences will come from the performance model that states, *inter alia*, what the 'para-meters' of conversion are for production and understanding and how they differ. Within this framework, the difference between active and passive grammar, which some people want to draw, is unnecessary (McNeil, 1966).

The Relationship between Language, Mind, and Culture

Language is used to express thoughts. Someone who is thinking about something then wants to express the results of his thoughts, he uses a tool, namely language (Pateda, 1990). Language is one of the means to be able to carry out scientific thinking activities well besides mathematics and statistics (According to Suriasumantri, 1996). Every process, thing, reality, and activity has a label or symbol in a particular language. The labels or symbols have both denotative and connotative meanings. Humans make a selection of labels or symbols that have been known to express the results of thought.

Labels are arranged in such a way and meet the rules of the language used. Language can be used to carry out the results of thinking to think creatively. This can be connected if related to language. Language can be seen from two things namely language as an activity of the soul and language as an activity of the brain (Pateda, 1990).

Language can be considered as a mental movement as an activity of the soul as a stimulus reaction. The study of language as mental movements is called psychomechanics. Psychomechanics tries to explain how language as an institutional system becomes the utterance in one's activities, both while speaking and when writing. As a stimulus reaction language is considered as something that is repeated then causes someone to react. This will take the form of physical moments that touch memories, associations of ideas which are then channeled into speech devices in the form of words.

Brain activity can be considered as part of the language process. This activity emphasizes two approaches, namely the approach through neurology and the approach through technology. In terms of neurology, language sounds and concepts are in the brain. Expert requirements determine the different areas in the brain that function to control hearing, remembering, and thinking and formulating areas related to language. An expert named Penfield who is engaged in this field makes verbal tests aimed at hundreds of patients during his surgery. Based on his research, Penfield argues that the organization and coordination of speech mechanisms is carried out by nerve cell relationships.

The second approach is a technological approach. There are three things to consider, namely construction model, theoretical model, and work model. This construction model functions as a mechanical translator. This model produces electronic analog forms in the brain. Analog construction is important in modern science and technology. This theoretical model is related to the purpose of language study which considers language as brain activity. One of them is the chromatoscope, which is a kind of mechanical generator in the linguistic hypothesis that regards words and concepts as molecules of experience.

The particles of meaning are considered as atoms that make up these molecules. The atoms of meaning activate information and can activate other atoms. The working model is directed at how language operates in the brain. In this model the language operates electronically. Attempts to design a machine for translating language have resulted in speculations of linguistic activity in the human brain (Pateda, 1990).

There is one hypothesis about the relationship of language with the famous mind, namely the hypothesis put forward by two linguists from America, Edward Sapir and Benjamin Lee Whorf. Sapir (1884-1939) was a respected and respected American linguistic figure, while Whorf (1897-1940) was one of Sapir's students (Anwar, 1984). The hypothesis they put forward is well known as the Sapir-Whorf hypothesis (Pateda, 1990), or also called the Sapir-Whorf Language Hypothesis (Subyakto-Nababan, 1992). This hypothesis says that the world view of a society is determined by the structure of the language (Pateda, 1990), or in other words language affects the mind (Subyakto-Nababan, 1992). The Whorf thesis on the relationship between language and mind includes two things (Tarigan, 1986), namely (a) different linguistic societies perceive and understand reality in different ways and (b) the language used in a society helps to shape the cognitive structure of the individual language users.

Speaking about the relationship of language with the mind, it is worth reviewing Steinberg's opinion which states that the relationship of language with the mind can be seen from (1) speech production which is the basis of thought, (2) language is the basis of thought, (3) language systems show specification of views, and (4) the language system shows cultural specifications. Desire is the result of thought (Pateda, 1990).

Paul Broca has found damage to certain areas of the brain. This raises speech difficulties which he calls expressive aphasia or motor aphasia. The speaker can speak, but the words are almost meaningless. The accent is slow and indecisive. As a result the interlocutor was unable to grasp what he meant. Fifteen years later, in 1874, Carl Wernicke discovered that there was damage to certain areas of the brain that could make it difficult for people to speak. If this area is damaged, the words of others can still be heard, likewise the letters can still be read, but all the information cannot be understood. That person can also speak, even with good articulation. However, the words he uttered had no meaning at all. The words used are also wrong. Damage to this area is called receptive aphasia or sensory aphasia (Pasiak, 2005).

Having discussed the relationship between grammar and mind, now is the time to discuss the relationship between language and culture. In general, language has a function as a communication tool. If we examine language as a communication tool in relation to society and education in more detail, then we can distinguish four classes of language functions. The four functional groups are a cultural function, a social function, an individual function, and an education function. The four types of functions are of course also related because "individuals" are members of the "community" who live in that society in accordance with the pattern of "culture" which is inherited and developed through "education." inventory of cultural characteristics (Nababan, 1984).

Phylogenetically (type relations), language is part of culture and language that enables the development of culture as we know it. Ontogenically (occurring in individuals), a person learns and knows his culture through language; it means we learn to live in society through and with the help of language. In other words, culture is born in individuals mostly with the help of language; the example and actions of others become "learning material" also in civilizing someone, but all of them are accompanied or reinforced by language. What is meant by the function of language as a cultural inventory, as mentioned above, is that everything that exists in a culture has a name in the language of that culture (Nababan, 1984).

Thus, language is a communication system and becomes a part or subsystem of the cultural system. Language becomes a core and most important part of culture. Language is involved in all aspects of culture. Even at least by having a name or term for the elements of all aspects of that culture. More important than that, human culture will not occur without language; even the factors that make culture possible.

Learning Language Based on Creative Industry

Targeted learning outcomes in language learning are skills in dealing with various problems. The density of studentship is the goal and target of successful language learning. Speech productivity is a competency that marks creativity in using language systems. Sometimes there are obstacles in the language process error occurs. These errors can occur in language learning mistakes and language errors.

In the context of developing creative competence, language learning designed to build creative competence can be referred to as creative language learning. This can be analogous to the term creative language teaching (Maley, A, 2015). Creative language learning can be made a distinctive label and an opportunity for pragmatic development of creative competencies.

The approach taken is a scientific approach. This approach contains scientific principles in learning that have flexibility in learning subject areas. Learning field of study follows a unique approach in accordance with the scientific principles of the field of study. The scientific approach puts forward the cognitive process of scientific thinking. With an open scientific approach the habit is to carry out logical and creative thinking mechanisms with inductive, deductive, or inductive-deductive logic.

Another approach that does not conflict with scientific literature is a contextual approach. This approach contains the principles of creativity. There are 7 principles in the contextual approach, namely constructivism as a cornerstone of philosophy, inquiry, asking, learning community, modeling, reflective, and authentic assessment. In learning practice, each principle does not have to be applied independently. A combination of two or more principles becomes a choice that can be empowered to provide varied learning opportunities.

4. CONCLUSION

The phenomenon of the creative industry is a product that has a selling power as a business product. The development of the creative industry is a phenomenon of dimension of production in the past decade. The creative industry is a challenge that is not only accommodated, but its development needs to be anticipated. This quality impacts the practice of communicating or interacting verbally. Based on the strategic position of language learning in the era of the creative industry, many things need to be revitalized in the context of empowering language learning with a creative industry perspective.

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Some language creativity products can be found in some creative product slogans. One example is the food industry product. The food industry is very creative in marketing by using language creativity. Chicken-based food can be changed with the slogan of language creativity so that various types of creative industry slogans appear. "Chicken Geprek, Chicken Nelongso, Chicken Gober, and Chicken Kangen". The term is part of the creativity of language that raises the power of thought in consumers associated with consumer cognitive understanding. In addition, there is the term Pertamina. This term is used to analogize with Pertamina gas stations. Pertamina is used to sell licensed fuel at the lower middle seller level. This cognitive process takes place in someone sellers in creating the level of language in the creative industries.

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