LINGUISTICS 160
Language, Culture, and Society

STUDY QUESTIONS FOR THE MID-TERM EXAM (February 18, 2014)

1. **INTRODUCTION: WHAT DO SOCIOLINGUISTS STUDY?**

   a. What are the implications of the speech event reported by Trudgill (1974)? Refer to the two aspects of the language behavior relevant to that speech event.
   b. In referring to Chomsky's definition of linguistic theory (1965), point out the difference between the approaches by theoretical linguists and sociolinguist.
   c. Describe briefly the views by Hymes (1972) and Labov (1972) with regard to Chomsky's assumption concerning the concept of "linguistic competence".
   d. Define the concepts of "speech repertoire" and "verbal repertoire".
   e. List the social factors relevant to the employing of a certain variety of speech.
   f. How may the choice of linguistic variety be analyzed?
   g. The solidarity-social scale: Define and provide an example.
   h. The status scale: Define and provide an example.
   i. The formality scale: Define and provide an example.
   j. The referential and affective function scales: Define and provide an example.

2. **LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES**

   a. List and define the three types of linguistic (=verbal) repertoire of speakers.
   b. Define the concept of "dialect".
   c. What is the difference between "linguistic" and "social" criteria? Which criterion is important from the speaker's perspective? Illustrate your answer with an example.
   d. Do multilingual speakers have a balanced, native-like competence in all languages? Explain.
   e. List the three social factors relevant to the choice of code by the speaker in relation to the concept of "domain". Illustrate your discussion with an example.
   f. Define the concept of "diglossia". Provide an example.
   g. List the three features of diglossia: Provide an example relating to these features.
   h. Diglossia and bilingualism: What are the four possible scenarios? Provide an example for each.
   i. Describe the polyglossia situation in Singapore.

j. Identify the four aspects of code-switching as one of the many forms of language contact phenomena.

k. Define the concepts "situational code-switching" and "metaphorical code-switching". Provide examples.

l. What are the two approaches relating to code-mixing?

m. What is "fuse lect"? Define and comment.

n. Is it possible to predict code-switching on linguistic grounds? Refer to the two approaches relating to the "equivalence constraint" and the "matrix language frame". Provide examples.

3. LANGUAGE MAINTENANCE AND SHIFT

a. Describe the most common types of shifts in
    (i)   Migrant minority communities
    (ii)   Non-migrant communities
    (iii)   Migrant majority communities
Provide examples.

b. Describe the process of language loss. Illustrate your description with an example.

c. List the factors contributing to language shift. Provide an example.

d. How can a minority language be maintained? Discuss and provide an example.

e. What is the most important factor relevant to language revival? Provide an example of language revitalization efforts.

4. LINGUISTIC VARIETIES AND MULTILINGUAL NATIONS

a. Define the term "vernacular languages".

b. What is the meaning of "extended vernaculars" according to the UNESCO Report (1951)? Provide an example.

c. List the four aspects of standardization. What are the ideal goals of a standard language?

d. Identify "World Englishes" according to the three circles of English. Provide examples.

e. What are lingua francas? Provide an example.

f. Describe the characteristics of pidgin languages. Comment.

g. Explain the following statement:

There is a tendency to confuse simplification (=greater grammatical regularity) with impoverishment (=lack of referential and non-referential power).

h. What is the difference between pidgins and creoles?

i. List the three types of creolization. Provide examples for each.

j. Summarize the theories concerning the origins of pidgins and creoles. Comment.

k. What are the conditions for a post-creole situation to develop?

l. What does the concept "post-creole continuum" refer to? Are the entities "acrolect", "basilect" and "mesolect" distinct ones? Provide an example.

5. NATIONAL LANGUAGES AND LANGUAGE PLANNING

a. Describe the diglossic situation in Paraguay. Comment.
b. Define the concepts of "national language" and "official language". Provide examples of two possible scenarios relating to the relationship between national and official languages.
c. What is the status of Maori, a minority language in New Zealand? Comment.
d. Language planning: define and provide an example.
e. Steps of language planning: Describe the relationship between linguistic and social language planning.
f. Define the concepts of "corpus planning" and "status planning".
g. Corrubias (1983) has defined the four typical ideologies that may motivate language planning. List all four and provide *one* example of each of these ideologies.
h. Describe the process of standardization in Norway in relation to (i) selecting a code, (ii) codification and elaboration, and (iii) acceptance.

6. REGIONAL AND SOCIAL DIALECTS

a. Diversities in language may be studied along three dimensions.
   List these dimensions and comment on the telephone conversation example (p. 131 in the text book).
b. Regional variation:
   (i)   What are the most typical characteristics of the international varieties? Provide an example.
   (ii) What are isoglosses? Illustrate your definition with an example.
   (iii) What are dialect chains? Illustrate your definition with an example.
c. Define the concept of "social accent" by referring to the Received Pronunciation and to Estuary English.

7. BONUS QUESTION

There will be one bonus question based on the Skolt Saami revitalization case.