STUDY QUESTIONS FOR THE FINAL EXAM (April 22, 2014)

Note: In connection with some of the sections you will be asked to comment on the examples identified. These examples will be given to you in the exam as shown in the textbook.

INTRODUCTION: WHAT DO SOCIOLINGUISTS STUDY?

In referring to Chomsky’s definition of linguistic theory (1965), point out the difference between the approaches by theoretical linguists and sociolinguists. Refer to the views of Hymes (1972) and Labov (1972).

SECTION 1: MULTILINGUAL SPEECH COMMUNITIES

1. LANGUAGE CHOICE IN MULTILINGUAL COMMUNITIES
   a. Diglossia and bilingualism: What are the four possible scenarios? Provide an example for each.
   b. What are the two approaches relating to code-mixing?
   c. Comment on the Example #4 (p. 23).

2. LANGUAGE MAINTENANCE AND SHIFT
   a. How can a minority language be maintained? Discuss and provide an example.
   b. Comment on the Example #6 (p. 59).

3. LINGUISTIC VARIETIES AND MULTILINGUAL NATIONS
   a. List the four aspects of standardization. What are the ideal goals of a standard language?
   b. Summarize the theories concerning the origins of pidgins and creoles. Comment.

4. NATIONAL LANGUAGES AND LANGUAGE PLANNING

   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.

5. REGIONAL AND SOCIAL DIALECTS
   a. Diversities in language may be studied along three dimensions. List these dimensions and comment on the telephone conversation example (Example #1, p. 131).
   b. Define the concept of “social accent” by referring to the Received Pronunciation and to Estuary English.
SECTION 2: LANGUAGE VARIATION: FOCUS ON USERS

1. GENDER AND AGE
   a. State the hypothesis and the counter argument to that hypothesis concerning women’s linguistic behaviour.
   b. What is the difference between the linguistic behaviour of men and women in an interview situation? Explain.
   c. Comment on the Example #11 (p. 175).

2. ETHNICITY AND SOCIAL NETWORKS
   a. Comment on the theory claiming that AAVE is a West-African/English creole.
   b. Identify and define the two factors representing patterns of social interactions within social networks.

3. LANGUAGE CHANGE
   a. Explain the interaction of two styles – formal and casual – with social groups by referring to the post-vocalic [r] change in New York City. Comment on the model presenting the spread of a vernacular change through two speech styles and three social groups (Figure 9.2, p. 216).
   b. Merging grammars: What are the two factors that impose a constraint on language change in Kupwar village?

SECTION 3: LANGUAGE VARIATION: FOCUS ON USES

1. STYLE, CONTEXT AND REGISTER
   a. Describe the negative and positive attitudes in relation to speech divergence. Provide examples.
   b. What is the major external variable Labov (1972) included in his study? Define the major methodological challenge sociolinguists have to take into account.
   c. Explain the concept of hypercorrection. Reasons? Provide an example.

2. SPEECH FUNCTIONS, POLITENESS AND CROSS-CULTURAL COMMUNICATION
   a. Define the following sociolinguistic concepts:
      (i) power
      (ii) solidarity
      (iii) summons
      (iv) greetings
   b. List and define the six categories relevant to identify the function of speech. Provide examples for each!
   c. Define the two types of politeness. Provide examples.
   d. Comment on the Examples #22 and #24 (pp. 292, 293).
3. GENDER, POLITENESS AND STEREOTYPES

a. List five features (out of the ten) of ‘women’s language’ as identified by Lakoff (1975). Provide an example for each feature.
b. What was the problem with subsequent research?
c. What are the two groups of Lakoff’s linguistic features relevant to coherence?
d. Comment on the Example #4 (p. 304).
e. Lakoff’s linguistic features as politeness devices: identify one of the several functions of tags. Provide an example.
f. Comment on same-gender and cross-gender interruptions.
g. Do women and men represent different cultural groups? Explain.
h. Gender identity: constructive or fixed? Explain the difference. Illustrate your discussion with an example.

4. LANGUAGE, COGNITION AND CULTURE

a. What are the two hypotheses of the Sapir-Whorf philosophy? Define and evaluate both.
b. Summarize the differences between the Hopi and English grammars in relation to their respective world views.
c. Comment on the following misconception. Refer to Dyirbal noun classes.

   Simple societies can’t have complex grammars.

d. Comment on the Example #13 (p. 355).
e. Define Bernstein’s two codes. What are their implications? Comment.
f. Summarize the criticism of Bernstein’s claim.

5. ANALYZING DISCOURSE

a. Define the term “pragmatics”. Interpret the Examples #2 and #3 on p.364.
b. List the four maxims speakers employ in order to conform to the cooperative principle. Do speakers always follow these maxims? Which maxim is not being followed in the Example #6 (p. 366)? Possible reasons?
c. List Lakoff’s three rules of politeness relating to negative or positive politeness.
d. List the three social factors (identified by Brown and Levinson in1987) that are universally relevant to conversational practices.
e. What is the objective of the Ethnography of speaking approach to discourse analysis? What is its focus?
f. Define the interactional sociolinguistic approach.
g. What is the focus of the Conversation Analysis (CA) approach?
h. Identify the difference between the Ethnography of speaking and the Conversation Analysis approaches?
i. What unites the four approaches to discourse analysis (Pragmatics, Ethnography of speaking, Interactional sociolinguistic, and CA)? In what way Critical Discourse Analysis (CDA) is different?
j. What is the objective of CDA? What are its most obvious uses?
k. Comment on the Example #39 (p. 394). Are the participants in the discourse equal?

6. ATTITUDES AND APPLICATIONS

a. List three factors – with examples – influencing social judgement.
b. Differentiate between covert and overt prestige. Provide an example of each type.
c. Comment on the Example #5 (p. 414).
d. What is Jafaican? What is the attitude to this variety of English?
e. Why is the attitude to AAVE controversial?
f. What is the attitude of African-American parents regarding the use of SAE?
g. Identify the fallacy in the following statement about the disadvantage of using AAVE.

If you use AAVE you won’t get a job.
h. Are working-class children and minority group children linguistically deprived? Explain.
i. Comment on the Example #15 (p. 428).
j. What is forensic linguistics? What are the objectives of phonetic, lexical and syntactic analyses by forensic linguists?

BONUS QUESTION

Language, cognition and culture: There will be one question relating to the implications of discourse patterns in different cultures.