

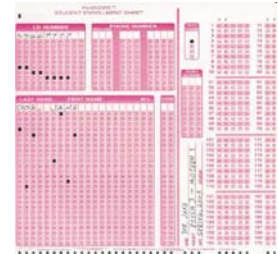
# LIGN177: Multilingualism

December 3, 2009

Review

## Exam format

- Exam will be multiple choice – please bring a large ParSCORE pink scantron (shown to the right) and no. 2 pencil



## Exam format

- Final exam will be cumulative, but will focus on the last half of the course – expect about 2/3 of the questions on the latter portion
- You are responsible for in-class slides and discussion and readings (except Auer)

## Language attrition

- What is language attrition?
- What is a heritage language speaker?
- What characteristics are found in heritage language varieties?
  - Syntax - word order issues
  - Morphosyntax – reduction of categories (case, gender)

## Language attrition

- Pronunciation – Korean studies
- 1. Heritage speakers in LA
  - Perception – heritage hearers and speakers perform like natives on distinguishing stops (3 types of p t k)
  - Production
    - 1. VOT measurement - heritage speakers perform like natives, but heritage hearers do not
    - 2. Accent judgment – heritage speakers are better than heritage hearers, but not like natives

## Language attrition

- 2. Korean adoptees in France
  - Adoptees performed like French speakers in phoneme perception tests
  - Slight advantage for some categories, particularly with reexposure to Korean
- Social situation – continued exposure and re-exposure to the language improves performance
- Adoptees appear to have restructured their listening ability to L2 due to cut-off from L1

## Language endangerment

- Two basic views on role of linguists/anthropologists/education specialists:
- 1. Active engagement and promotion of linguistic human rights (Krauss, Skutnabb-Kangas)
- 2. Speakers' prerogative (Ladefoged, Mufwene)
  - socio-economic factors cause language shift
- Know the main arguments behind each viewpoint

## Language endangerment

- Numbers – know the basics of the distributional facts and the reverse pyramid diagram (more languages spoken by small numbers of people)
- Size of the community and location factors in endangerment
- Worst 'hotspots' of endangerment

## Language endangerment

- 3 main reasons presented as to why we should care, with examples of each:
- cultural heritage
- erosion of human knowledge
- human cognition

## Language endangerment

- Points from the movie *The Linguists*
- Chulym (Siberia) community – how does it illustrate the profile of an endangered language community?
- Sora (India) – what interesting *human cognition* factor did the language show?
- Chemehuevi (US) – what makes the case poignant?
- Kallawayá (Bolivia) – what makes this language unique and provides the key to its survival? How does it illustrate the *human knowledge* argument and the *human cultural heritage* argument of the value of minority languages?

## Language endangerment

- Profile of an endangered language – lack of transmission to children; elderly speakers only
- Revitalization – what is it and how is it accomplished?

## Language planning

- Know the difference between *status planning* and *corpus planning*
- 4 categories of language planning ideologies with an *illustrative example* of each – assimilation, linguistic pluralism, vernacularization, internationalization
- General themes of (vernacularization) language planning in the Philippines

## Language planning

- Effects of colonization – factors in favor of maintaining or not maintaining colonial languages as official
- Language use in Africa and important factors affecting it → education, media

## Language planning

- Multilingual policy of the European Union
- Celtic language distribution
- Patterns of Welsh and Irish language use and effects of national laws and educational policy
- French language policies

## Multilingual education

- Ideology of the nation-state, symbolized by common identity and single language has downplayed multilingualism
- Junyent's big paradox – modernization and global development are good for humanity, but appear not to be good for language diversity, which is good for humanity

## Multilingual education

- Carbonell's complementarity point – languages are intrinsically equal, and should not be treated as hierarchical, but as complementary
- Advocates diversity training, so that even if languages are not actually taught in schools, they are still valued

## Multilingual education

- Estonia and Catalonia case studies
  - basic background of the recent oppressive history and following independence/autonomy
  - Difference between the two cases in terms of the societal attitude towards the 'other language' (Russian or Spanish) and the switch from minority to majority

## Multilingual education

- Cummins basic points on benefits of bilingual education
- Importance of the Lau vs. Nichols case for bilingual education in the U.S.
- Advantages and disadvantages of bilingual education (as discussed vociferously in class on Tues.)

## Literacy

- Sound-symbol connection in orthographic systems
- Languages share structure – assists learner for literacy
- Languages share alphabetic system – assists learner
- Bilinguals perform better if alphabetic systems have regular sound-grapheme correspondence
- Oral competency is strong aid for literacy; essential for L1, preferred for L2