Assignment No. 5

Due: 11 June 2015

There is no word limit/requirement for this exercise and bullet points would be preferred. You may write in any variety you are competent in, such as English, French, Spanish, German and/or Arabic. The grammar, spelling, and prescriptive conventions are not evaluated for the assignment. You do not need to edit, revise a number of times, or attend in any special way to form or language. You should just write in a way that is clear to you.

Language vs. Dialect

Answer the following questions. You can use the lecture as a source, or other research from the internet and your own experiences. Give answers using complete sentences. You should write at least three (3) sentences for each question, although you may require more given that many of the questions below have multiple parts.

1. What is a *dialect*? Is this different than a *language*? Give at least 5 examples of a *dialect*.
2. What is an *accent*? How is this different than a *dialect*? Give at least 5 examples *accent*.
3. What is an *L2 accented variety*? How is this different than an *accent*? Give at least 5 examples of *L2 accented* English or Spanish.
4. What is a *register*? What are some examples of different types of *register* (written/spoken and formal/informal)? When are they appropriate to use? How does one use different *registers*? Given at least two examples of *registers* and when they might be used.
5. What is the problem with the terms *language* and *dialect*? What are the criteria used to determine is something is a *dialect* or *language*? Are these reliable or problematic? How so?
6. What does the term *slang* mean? How is this term not useful and problematic?
7. How are *dialects*, *accents*, and *language* different?

The So-called Standard

Answer the following questions. You can use the lecture as a source, or other research from the internet and your own experiences. Give answers using complete sentences. You should write at least three (3) sentences for each question, although you may require more given that many of the questions below have multiple parts.

1. What is the so-called standard variety in American English? What are some features of the so-called standard variety?
2. Why is the notion of a "standard" problematic and damaging?

3. Is it necessary to teach learners of English the variety of American English that is labeled the "standard"? What should we call this variety that avoids the problems you mention in question 2?

Language Files Definitions

You are to have read the first three chapters of <u>Language Files</u>. You will be tested on the material in Ch. 1 (Introduction), Ch. 2 (Phonetics), and Ch. 3 (phonology). The portion of the exam to come from <u>Language Files</u> will be definitions from the book. For this assignment you will familiarize yourself with the definitions. In order to do this for each word you need to do the following: 1) definition from the glossary; 2) excerpt of the text where the keyword is used; and 3) reword the definition in your own words.

e.g.   Performance

        Definition *– The observable use of language. The actualization of one's linguistic competence. Utterances of native speakers.*

        Quote *– "We can observe speakers' linguistic* performance *through their speech, make hypotheses and draw conclusions about the unconscious knowledge (linguistic* competence*) that underlies it" (p 10).*

        Restated Definition *– The actual use and production of one's languages. It is actually what we do when we use language which is ordinarily full of errors due to extra-linguistic factors.*

The words from chapter three that you need to do definitions for are the following:
1. Allophone
2. Basic allophone
3. Phoneme
4. Phonology
5. Restricted allophone
6. Alternation
7. Non-contrastive
8. Distribution
9. Complementary distribution
10. Contrastive distribution
11. Free variation
12. Minimal pair
13. Near-minimal pairs
14. Phonotactic constraints
15. Natural class
16. Obstruents
17. Sonorant