FINAL EXAMINATION
SECOND SEMESTER 2008/2009 SESSION

CODE/COURSE : GDL3013 SOCIOLINGUISTICS
DATE : 6 MAY 2009 (WEDNESDAY)
TIME : 4.00 - 6.30 PM (2½ HOURS)
VENUE : DTSO

INSTRUCTIONS:
1. This exam paper contains TWO (2) sections i.e., Section A and Section B, in FOUR (4) printed pages, excluding the cover page.
2. Section A contains SIX (6) structured questions. Section B contains TWO (2) essay questions. Answer ALL the questions.
3. Answer both Section A and Section B on the answer sheets provided.
4. Answers to Section A and Section B should be tied together.
5. You are NOT ALLOWED to remove the exam paper from the examination hall.

MATRIC NO.: ___________________________  (in words)  ___________________________  (in figures)
IDENTITY CARD NO.: ___________________________ ___________________________
LECTURER: ______________________________________________________
GROUP: _______  TABLE NO.: _______

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO
SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL the questions.

1. Provide the appropriate sociolinguistic term for each description below. Use the word in square brackets to guide you.

Example:
*In Yanyuwa language, males say ‘ji-buyuka-la’ and females say ‘ki-buyuka-la’ for the same phrase meaning ‘at the fire.’*  

Answer: Gender-exclusive speech

(a) Woman 1: Macam mana your husband sekarang?  
Woman 2: My husband tu dulu slim and trim tapi sekarang plump like a drum.  

(b) ‘Sapos you kaikai planti pinat, bai yi kamap strong olsem phantom’ (if you eat plenty of peanuts you will come up strong like a phantom) is a phrase from a contact language with English influences. Although it has no native speakers, it is used widely for trade.  

(c) In a newly independent country, linguists have been busy with formalizing the grammar rules of her language. A 50000-word dictionary is also being produced.  

(d) In Mossland, the Moss language is used in formal domains. As Mossland was once colonized by Spain, Spanish is also used as a High variety. In informal domains, however, the local dialects, Sinnese and Bhai are spoken. Between ethnic groups, the locals also interact in Moss-Spanish.  

(e) ‘ave you seen ‘enry’s car? It sure needs a lot of cleanin’ and fixin’!  

(f) Language X is not widely used among Toga’s multicultural population, and is not an indigenous language. However, the nation has assigned a particular status to Language X, that is, as the language of the courts and education.
(g) Marnie’s pronunciation is clearly associated with her educational background. She would pronounce the /æ/ sound, as in land, with a vowel close to [ə], so that land would sound similar to lend. Her newly acquired pronunciation conceals her lower class origins. [a variety] 

(14 marks)

2 (a) Identify the speech function of each utterance below:

(i) Wow! Imagine winning that game!

(ii) Saying ‘sorry’ is not always an acceptable form of apology.

(iii) The Night is a big black cat
      The Moon is her topaz eye
      The stars are the mice she hunts at night
      In the field of the sultry sky

      (G. Orr Clark)

(b) A teacher wants to collect some homework which she had assigned on the previous day. Write THREE (3) ways to express her directive. For each one, indicate the social factor that would determine the choice of wording. (12 marks)

3 Figure 1 shows the social network of a UUM TESL major, Ann, who works part-time as a cashier at C-Mart in Changloon. Her C-Mart co-workers, Ida, a cashier, and Faiz, a security guard, are full-time local employees. The rest of her network consist of her coursemates.

![Figure 1]

Figure 1
(a) Interpret what the connected lines in the diagram represent.
(b) Specify the type of network density shown.
(c) In what situation would Ann's relationship with her C-mart co-workers be called 'multiplex'?
(d) Explain briefly how Ann would use language to construct different social identities in her two communities of practice. 

4 Differentiate between the preferences of men and women on the following features of interaction:

(a) Interruptions
(b) Feedback

(8 marks)

5 (a) Explain the Sapir-Whorf hypothesis briefly.
(b) Distinguish between linguistic determinism and linguistic relativity.

(8 marks)

6 (a) Name the specific categories of Braj Kachru's 'circles model' of English, and TWO (2) countries that are represented in each circle.
(b) Contrast between the uses of English in each circle.
(c) What is the significance of the model to language teachers?

(10 marks)
SECTION B (40 marks)

INSTRUCTIONS:
Answer BOTH questions.

1. Your pupil’s father strongly objects to the use of non-standard English among the children at your school. He demands that they should be taught to use ‘proper’ English at all times, inside and outside the classroom. You notice, however, that he speaks non-standard Malaysian English. Discuss the possible reasons for his language attitude.

   (20 marks)

2. Discuss the need for a national language in a multilingual country like Malaysia, and the relevant issues and concerns that should be addressed in establishing a national language.

   (20 marks)

END OF EXAM PAPER