THIS IS DUE ON TUESDAY!

APHU

Ch 10

Activity Review

* COMPLETELY identify the following terms.
* Provide a SPECIFIC EXAMPLE for EACH.

-esperanto

-lingua franca

-Creolization

-creole

-pidgin

-monolingual states

-multilingual states (polyglot)

-linguistic transition zones

-official language

-toponymy (place-names)

-classification of place names:

* Provide a COMPLETE response to each of the following questions:

1. English, through colonization, has diffused throughout the world and has become the dominant international language of education, commerce and business. Use Malaysia as a case study to provide evidence in favor of this statement. Explain how and why English has been adopted as a second language. Has English been openly and happily accepted in its adoptive cultures? Why or why not?
2. Explain how a lingua franca is established. Give some specific examples and tell how they came to be considered a lingua franca.
3. Explain how a pidgin language is created. Give some specific examples and explain the diffusion process that led to their creation. How is a creole different than a pidgin language. Describe a specific creole language and explain how it came into existence.
4. Which countries are considered monolingual states? Are they truly monolingual? Why or why not?
5. Discuss, in detail, the multilingual patterns and conditions in the following states. Provide information about the ethnic, political, and economic impact of language in these states.

-South Africa

-former Soviet Union (important!)

-Cyprus

-Canada (VERY important!)

-Belgium (be specific)

-Nigeria (why so complicated… detail!)

1. What is the value of studying toponymy (what can we learn from place-names)? Sometimes place-names are changed; why? Give some specific examples with explanations.