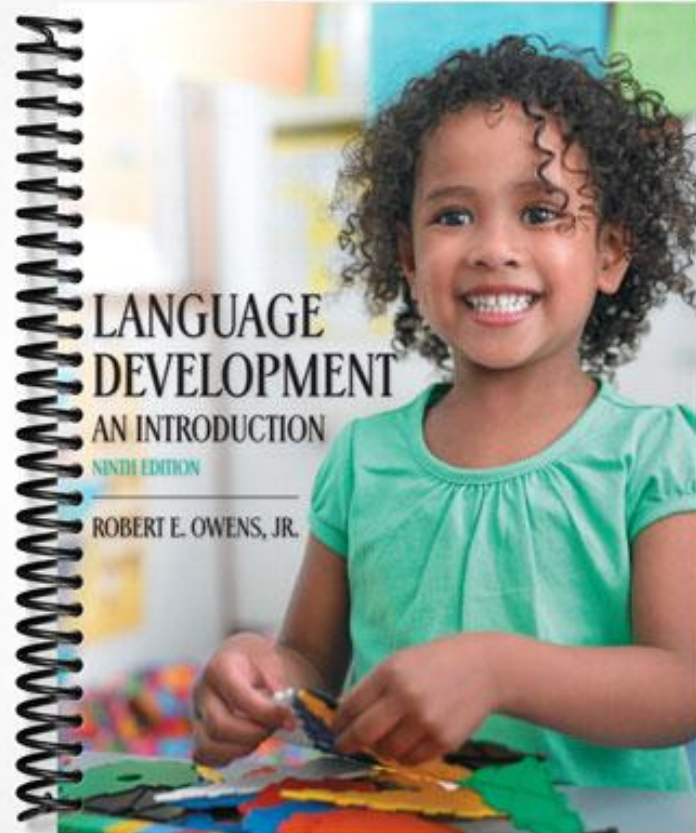


TEST BANK



*Instructor's Resource Manual and Test Bank
for*

Language Development: An Introduction 9e

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Chapter 1 – The Territory

Objectives

When you have completed the chapter, you should understand the following:

- Differences among speech, language, and communication
- Differences among nonlinguistic aspects of communication
- Main properties of language
- Five components of language and their descriptions
- What a dialect is and its relation to its parent language

Introduction

- *Linguists* try to determine the ways in which we use language to communicate.
- In a sense, each child is a linguist who must deduce the rules of his or her native language.
- Language is the premier achievement of humans.
- The typical 4-year-old child has deciphered much of American English and has well-developed speech, language, and communication.

Speech, Language, and Communication

Speech

- **Speech** is a verbal means of communicating.
- It is a process that requires very precise neuromuscular coordination.
- Each spoken language has specific sounds or **phonemes**, plus sound combinations that are characteristic of that language.
- Speech also involves voice quality, intonation, and rate.
- Speech is a highly complicated acoustic event, unlike any other environmental noise.
- In face-to-face human communication, nonspeech means (gestures, facial expressions, body posture) may carry up to 60% of the information exchanged.
- Infants spend much of their first year experimenting with their vocal mechanisms and producing a variety of sounds.

Language

- **Language** is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule-governed combinations of those symbols.
- **Dialects** are subcategories of the parent language that use similar but not identical rules.
- Interactions between languages naturally occur in **bilingual** communities.
- Languages that don't evolve, grow, and change become obsolete.
- The worldwide loss of languages is the result of government policy, dwindling indigenous populations, the movements of populations to cities, mass media, and lack of education of the young.
- The internet is also a culprit; the need to converse in one language is fostering increasing use of English.

- Each language is a unique vehicle for thought.
- English is a Germanic variation of a much larger family of Indo-European languages as varied as Italian, Greek, Russian, Hindi, Urdu, Persian, and ancient Sanskrit.
- Languages can grow as their respective cultures change.
- English is the language with the largest number of words (~700,000), and it adds approximately 6 words per day
- Speech is not an essential feature of language.
- American Sign Language is not a mirror of American English but is a separate language with its own rules for symbol combinations.
- Approximately 50 sign languages are used worldwide.
- New words can be added to a language; other fall into disuse.
- English has become the language of worldwide commerce and the Internet.
- Possibly a billion people speak English as a second language, most in Asia.
- The socially shared code of language allows the listener and speaker to exchange information.
- Each user encodes and decodes according to his or her shared concept of a given object, event, or relationship.
- Individual linguistic units communicate little in isolation.
- Language is a process of use and modification within the context of communication; it is not a static set of rules.

Communication

- **Communication** is the exchange of information and ideas, needs and desires, between two or more individuals.
- It is an active process that involves encoding, transmitting, and encoding the intended message.
- It requires a sender and receiver, and each must be alert to the informational needs of the other.
- **Communicative competence** is the degree to which a speaker is successful in communicating, measured by the appropriateness and effectiveness of the message.
- Human communication is a complex, systematic, collaborative, context-bound tool for social action.

Paralinguistic Cues

- **Paralinguistic codes** include intonation, stress or emphasis, speed or rate of delivery, and pause or hesitation; they are superimposed on speech to signal attitude or emotion.
- *Intonation*, the use of pitch, is the most complex and is used to signal the mood of an utterance.
- Pitch can signal emphasis, asides, emotions, importance of the information conveyed, and the role and status of the speaker.
- Stress is also employed for emphasis.
- Speaking rate varies with our state of excitement, familiarity with the content and perceived comprehension of our listener.

- Pauses may be used to emphasize a portion of the message or to replace the message.
- Pitch, rhythm, and pauses may be used to mark divisions between phrases and clauses.
- Paralinguistic mechanisms are called **suprasegmental devices** because they can change the form and meaning of a sentence by acting across elements, or segments, or a sentence.

Nonlinguistic Cues

- Gestures, body posture, facial expression, eye contact, head and body movement, and physical distance or proxemics convey information without the use of language and are called **nonlinguistic cues**.
- Nonlinguistic cues vary with culture (Table 1.1).

Metalinguistic Skills

- The ability to talk about language, analyze it, think about it, judge it, and see it as an entity separate from its content or out of context is termed **metalinguistics**.
- Learning to read and write depends on metalinguistic awareness of the component units of language.
- Also used to judge correctness or appropriateness of language, signaling the status of the transmission or the success of communication.

The Beginnings of Human Communication

- Our best guess is that spoken language appeared around 50,000-100,000 years ago.
- Early forms of communication were most likely gestural in nature, including pointing and pantomiming.
- The cooperative nature of these gestures differs qualitatively from other primate communication, which is primarily requesting to fill immediate needs.
- Early humans were probably driven to cooperate because of fear of hunger or the high risk of being eaten by predators.
- Vocal communication probably emerged after conventionalized gestures.
- When compared to other primates, humans have more vertical teeth, more intricately muscled lips, a relatively smaller mouth, a greater closure of the oral cavity from the nasal cavity, and a lower larynx.
- Humans also possess a large and highly specialized brain compared to their overall size.
- Grammar arose to express more complex relationships.

Properties of Language

Language is a Social Tool

- The purpose of language is to serve as the code for transmissions between people.
- Language reflects the collective thinking of its culture and, in turn, influences that thinking.
- At any given moment, language in use is influenced by what precedes it and influences what follows.

- To consider language without communication is to assume language occurs in a vacuum.

Language is a Rule-Governed System

- Language includes not only the rules but also the process of rule usage and the resulting product.
- A language user's underlying knowledge about the system of rules is called his or her **linguistic competence**.
- Linguistic knowledge in actual usage is called **linguistic performance**.
- There are many reasons for the discrepancy between competence and performance in normal language users.
- Even though much that is said is ungrammatical, native speakers have relatively little difficulty decoding messages.
- In actual communication, comprehension is influenced by the intent of the speaker, the context, the available shared meanings, and the linguistic complexity of the utterance.

Learning the Rules

- Children learn language rules by actually using them to encode and decode.

Language is Generative

- *Generative* has the same root as *generate*, which means to produce, create, or bring into existence.
- Knowledge of the rules permits speakers to generate meaningful utterances.
- From a finite number of words and word categories such as nouns, and a finite set of rules, speakers can create an almost infinite number of sentences because:
 - Words can refer to more than one entity
 - Entities can be called more than one name
 - Words can be combined in a variety of ways
- Children do not learn all possible word combinations; they learn rules that govern these combinations.

Other Properties

- Human language is also *reflexive*, meaning we can use language to reflect on language, its correctness and effectiveness, and its qualities.
- An additional property of language is *displacement*, or the ability to communicate beyond the immediate context.
- Although not always obvious from inside a language, the symbols used in a language are *arbitrary*.

Components of Language

- We can divide language into three major components: form, content, and use.
- Form includes syntax, morphology, and phonology, the components that connect sounds and symbols in order.
- Content encompasses meaning or semantics.
- Use is pragmatics.

Syntax

- The form or structure of a sentence is governed by the rules of **syntax**.

- These rules specify word, phrase, and clause order; sentence organization; and the relationships among words, word classes, and other sentence elements.
- Syntax specifies which word combinations are acceptable, or grammatical, and which are not.
- Sentences are organized according to their overall function; declaratives, for example, make statements, and interrogatives form questions.
- The main elements of a sentence are *noun phrases* and *verb phrases*, each composed of various word classes.
- The mandatory features of noun and verb phrases are a noun and a verb, respectively.
- Within noun and verb phrases, certain word classes combine in predictable patterns.
- Some words may function in more than one word class.
- Syntax can be conceptualized as a tree diagram.
- Spoken language is much more informal than written language and less constrained.
- Languages can be divided roughly into those with so-called free word order and those with word-order rules.
- An Australian aboriginal language, Walpiri, is relatively free.
- English is an example of the basic subject-verb-object (SVO) word order.
- Dutch, Korean, and Japanese have a basic verb-final form (SOV).
- Irish is verb-subject-object (VSO).

Morphology

- **Morphology** is concerned with the internal organization of words.
- A **morpheme** is the smallest grammatical unit and is indivisible without violating the meaning or producing meaningless units.
- **Free morphemes** are independent and can stand alone.
- **Bound morphemes** are grammatical markers that cannot function independently; they can be *derivational* or *inflectional*.
- English derivational morphemes include both prefixes and suffixes.
- Derivational morphemes change whole classes of words.
- Inflectional morphemes are suffixes only; they change the state or increase the precision of the free morpheme.
- Inflectional morphemes in English include tense markers, plural markers, possessive markers, and the third-person singular present tense verb ending.

Phonology

- **Phonology** is the aspect of language concerned with the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables.
- A phoneme is the smallest linguistic unit of sound that can signal a difference in meaning.
- Phonemes are families of very similar sounds.
- Allophones are individual members of these families.
- English has approximately 43 phonemes.

- The human speech mechanism can make approximately 600 possible speech sounds.

Phonological Rules

- Phonological rules govern the distribution and sequencing of phonemes within a language.
- Distributional rules describe which phonemes can be employed in various positions in words.
- Sequencing rules address the sound modifications made when two phonemes appear next to each other.

Semantics

- **Semantics** is a system of rules governing the meaning or content of words and word combinations.
- **World knowledge** refers to an individual's autobiographical and experiential understanding and memory of particular events.
- **Word knowledge** contains word and symbol definitions and is primarily verbal; forms each person's *lexicon*, or mental dictionary.
- Concept development results in increased validity, status, and accessibility.
- *Validity* is the amount of agreement between a language user's concept and the shared concept of the language community.
- *Status* refers to alternative referents (dog = canine, dog days of summer, dog-eared book, dog-tired).
- *Accessibility* relates to the ease of retrieval from memory and use of the concept.
- **Semantic features** are aspects of the meaning that characterize the word.
- **Selection restrictions** are based on these specific features and prohibit certain word combinations because they are meaningless or redundant.
- In addition to an objective denotative meaning, there is a connotative meaning containing subjective features or feelings.

Word Relationships

- Words with almost identical features are **synonyms**.
- **Antonyms** are words that differ only in the opposite value of a single important feature.
- Knowledge of semantic features provides a language user with a rich vocabulary of alternative words and meanings.
- Sentence meanings are more important than individual word meanings because sentences represent a meaning greater than the sum of the individual words.

Pragmatics

- **Pragmatics** concentrates on language as a communication tool that is used to achieve social ends.
- When we go beyond individual isolated sentences to look at how a set of utterances is used to convey a message, we are in the realm of **discourse**.
- Pragmatics consists of:
 - Communication intentions and recognized ways of carrying them out
 - Conversational principles or rules
 - Types of discourse, such as narratives and jokes, and their construction

- Successful pragmatics requires understanding of the culture and of individuals.
- In order to be valid, speech must do three things:
 - Involve the appropriate persons and circumstances
 - Be complete and correctly executed by all participants
 - Contain the appropriate intentions of all participants
- Not all speech performs an act.

Pragmatic Rules

- Pragmatic rules govern a number of conversational interactions: sequential organization and coherence of conversations, repair of errors, role, and intentions.
- Organization and coherence of conversations include taking turns; opening, maintaining, and closing a conversation; establishing and maintaining a topic; and making relevant contributions to the conversation.
- Repair includes giving and receiving feedback and correcting conversational errors.
- Role skills include establishing and maintaining a role and switching linguistic codes for each role.
- Roles in a conversation influence the choice of vocabulary and language form.
- Intentions are what a speaker hopes to accomplish by speaking.
- Conversation is governed by the “cooperation principle.”
- The four maxims of the cooperation principle relate to quantity, quality, relation, and manner.
- Quantity is the informativeness of each participant’s contribution.
- Quality is governed by truthfulness and based on sufficient evidence.
- The maxim of relation states that a contribution should be relevant to the topic of conversation.
- Each participant should be reasonably direct in manner and avoid vagueness, ambiguity, and wordiness.
- Three general categories of pragmatic rules concern:
 - Selection of the appropriate linguistic form
 - Use of language forms consistent with assumed roles
 - Use of ritualized forms
- Speech may be *direct* or *indirect* as reflected in the syntactic form.
- In *literal* speech, the speaker means what she or he says.
- In *nonliteral* speech, one does not mean what he or she has said.

Relationship of Language Components

- Linguists called *emergentists* stress the similarity and causal relationship between meanings and syntax, suggesting that grammar grows out of semantics.
- Language is heavily influenced by context; context determines the language user’s communication options.
- All of the components of language are linked in some way.
- In development, components may also influence on another in that changes in one may modify development of another.

Dialects

A Changing Demographic

- If current trends continue, white non-Latinos will be the largest minority by the year 2050.
- Within the last 20 years, 80% of the legal immigrants to the U.S. have come from Asia and Latin America.
- Asians and Asian Americans represent the fastest-growing segment of the U.S. population.
- Approximately 40% of all recent legal immigrants are Latino.
- Most of the recent increase in the numbers of Latinos is due to increased births, not immigration.
- There are approximately 80,000 legal black immigrants per year from the Caribbean, South and Central America, and Africa.
- The exact number of illegal immigrants is unknown; estimates range from 5-15 million.
- The largest internal migration is African Americans returning to the South.
- Fewer Native Americans live on reservations and Off-Reservation Trust Lands today as compared to the 1940s.
- Birthrates differ across groups and also contribute to the changing demographics of the U.S. population.

Dialectal Differences

- Not all speakers of a language use the same language rules.
- Variations that characterize the language of a particular group are collectively called a dialect.
- A dialect is a language-rule system used by an identifiable group of people that varies in some way from an ideal language standard.
- The ideal standard is rarely used except in formal writing, and the concept of a standard spoken language is practically a myth.
- No dialect is better than any other, nor should a dialect be considered a deviant or inferior form of a language.
- In a stratified society, such as that of the U.S., some dialects are accorded higher status than others.
- Under the **deficit approach**, each dialect has a different relative status; those closer to the idealized standard are considered to be better.
- The **sociolinguistic approach** views each dialect as an equally valid rule system.

Related Factors

- Factors related to dialectal differences include geography, socioeconomic status, race and ethnicity, situation or context, peer-group influences, and first- or second-language learning.
- Some regions of the U.S. seem to be more prone to word invention or to novel use than others.
- In general, people from lower-SES groups use more restricted linguistic systems.
- By choice or as a result of de facto segregation, racial and ethnic minorities can become isolated, and a particular dialectal variation may evolve.

- Situationally influenced language variations are called **registers**.
- A casual, informal, or intimate register is called a **vernacular** variation.
- The variation from formal to informal styles or the reverse is called **style shifting** and is practiced by all speakers.
- Peer influence is particularly important during adolescence.
- Linguists have labeled two strains of the current teen dialect as “mall-speak” and “texting.”
- Speakers with a different native language often retain vestiges of that language; they typically **code switch** from one language to the other.

American English Dialects

- Standard American English (SAE) is an idealized version of American English that occurs rarely in conversation.
- It may be more appropriate to speak of Mainstream American English (MAE).
- There are at least 10 regional dialects in the U.S.: Eastern New England, New York City, Western Pennsylvania, Middle Atlantic, Appalachian, Southern, Central Midland, North Central, Southwest, and Northwest.
- Regional dialects are not monolithic.
- The major racial and ethnic dialects in the U.S. are African American English, Spanish-influenced or Latino English, and Asian English.
- These dialects are influenced by geographic region and socioeconomic factors, as well as country of origin.

African American English

- AAE is considered here to be the relatively uniform dialect used by African Americans in the inner cities of most large urban areas and in the rural South, when speaking casually.
- White speakers who live or work with speakers of AAE may use some of its features.
- Individual differences may be related to age, geographic location, income, occupation, and education.
- AAE has some features – such as the use of *be* in the habitual sense and the triple negative – that are primarily characteristic of AAE.
- Much of the sense of this dialect can be found in its intonational patterns, speaking rate, and distinctive lexicon.

Latino English

- The form of English spoken depends on the amount and type of Spanish spoke and the location within the U.S.
- The two largest Hispanic groups in the U.S. are of Puerto Rican-Caribbean and Mexican-Central American origin.

Asian English

- AE does not really exist; it is a term that enables us to discuss the various dialects of Asian Americans as a group.
- The most widely used languages in Asia are Mandarin Chinese, Cantonese Chinese, Filipino, Japanese, Khmer, Korean, Laotian, and Vietnamese.
- The omission of final consonants is prevalent in AE.

- Most Asian languages, with the exception of Korean, have vowel-final syllables called open syllables.

Main Points

(Directly from Chapter 1)

- Speech is a motor act and a mode of communication, but not the only one.
- Language is the code used in communication. More specifically, it is a set of symbols and the rules for using them.
- Communication is the act of transferring information between two or more people. Speech and language are two of the tools used to communicate.
- Characteristics of language. Language is
 - A social tool
 - Rule-governed
 - Generative
- Language has five parameters: syntax, morphology, phonology, semantics, and pragmatics.
- Pragmatics is considered by some sociolinguists to be the organizing principle of language that determines the other four aspects when communicating.
- We all speak a dialect of the language ideal.
 - A dialect is a language-rule system spoken by an identifiable group of people that varies from the ideal language standard.
 - The deficit approach to dialects assigns status based on the amount of variation from the standard. In contrast, the sociolinguistic approach recognizes all dialects as valid and related forms of a language with no relative status assigned.
 - Factors related to dialectal differences are geography, socioeconomic level, race and ethnicity, situation or context, peer-group influences, and first- or second-language learning. Examples include African American English, Latino English, and “Asian English.”
 - Dialectal considerations affect education, employment, and perceived status.

Online Resources

The significance of language for humans (Watch the first 2:08 minutes):

<http://www.youtube.com/watch?v=PZatrvNDOiE>

What is language and what is it not? (Watch minutes 4:05-11:50):

http://www.youtube.com/watch?v=Q-B_ONJIEcE

What are the distinctions among speech, language, and communication? What are form, content, and use? (Watch segments 4:51-11:06 and 14:01-23:27):

<https://www.youtube.com/watch?v=TzpkRZvdOCw>

The relationship between languages and dialects: <http://www.youtube.com/watch?v=J0phq7litTc>

Test Bank

Chapter 1 – The Territory

Multiple Choice:

1. Which is considered by some sociolinguist to be the organizing principle of language?
 - a. Syntax
 - b. Pragmatics
 - c. Morphology
 - d. Phonology
2. _____ is a verbal means of communicating that requires very precise neuromuscular coordination.
 - a. Phonology
 - b. Language
 - c. Speech
 - d. Communication
3. When you are having an in-person conversation, approximately _____ of the information is carried by nonspeech means.
 - a. 10%
 - b. 30%
 - c. 60%
 - d. 80%
4. _____ is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule-governed combinations of those symbols.
 - a. Language
 - b. Speech
 - c. Communication
 - d. Bilingualism
5. Approximately _____ people speak English as a second language.
 - a. 1 million
 - b. 10 million
 - c. 1 billion
 - d. 10 billion
6. _____ is the exchanged of information and ideas, needs and desires, between two or more individuals.
 - a. Semantics
 - b. Speech
 - c. Language
 - d. Communication
7. Intonation, stress or emphasis, speed or rate of delivery, and pause or hesitation are
 - a. Metalinguistic cues
 - b. Paralinguistic codes
 - c. Nonlinguistic cues

- d. Proxemic cues
8. The ability to talk about language, analyze it, think about it, judge it, and see it as an entity separate from its content or out of context is called
- a. Metalinguistics
 - b. Nonlinguistics
 - c. Paralinguistics
 - d. Proxemics
9. Early human communication was likely
- a. Speech-based
 - b. Gestural
 - c. Uncooperative
 - d. Grammatical
10. What property of language allows us to communicate beyond the immediate context?
- a. Reflexiveness
 - b. Arbitrariness
 - c. Generativity
 - d. Displacement
11. Form, content, and use comprise the following:
- a. Form = syntax, phonology, morphology; Content = semantics; Use = pragmatics
 - b. Form = syntax and semantics; Content = phonology and morphology; Use = pragmatics
 - c. Form = semantics, phonology, morphology; Content = syntax; Use = pragmatics
 - d. Form = syntax; Content = semantics, morphology, phonology; Use = Pragmatics
12. The rules of _____ specify word, phrase, and clause order; sentence organization; and the relationships among words, word classes, and other sentence elements.
- a. Syntax
 - b. Semantics
 - c. Pragmatics
 - d. Morphology
 - e. Phonology
13. _____ is concerned with the internal organization of words.
- a. Syntax
 - b. Semantics
 - c. Pragmatics
 - d. Morphology
 - e. Phonology
14. _____ is the aspect of language concerned with the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables.
- a. Syntax
 - b. Semantics
 - c. Pragmatics
 - d. Morphology
 - e. Phonology
15. English has approximately _____ phonemes.
- a. 23

- b. 36
 - c. 43
 - d. 62
16. _____ contain(s) word and symbol definitions and is primarily verbal; it forms each person's lexicon.
- a. Semantic features
 - b. Word knowledge
 - c. Lexical retrieval
 - d. Semantic status
17. Antonyms are words that
- a. Differ in the value of one feature
 - b. Differ in the value of all features
 - c. Share almost identical features
 - d. None of the above
18. _____ is how a set of utterances is used to convey a message.
- a. Pragmatics
 - b. Conversation
 - c. Dialogue
 - d. Discourse
19. _____ govern(s) sequential organization and coherence, repair of errors, role, and intentions.
- a. Pragmatic rules
 - b. The Cooperation Principle
 - c. Quality
 - d. Literality
20. _____ represent the fastest growing segment of the U.S. population.
- a. Asians and Asian Americans
 - b. Puerto Rican-Caribbean Americans
 - c. Mexican-Central Americans
 - d. African Americans
21. There are at least _____ regional dialects in the U.S.
- a. 10
 - b. 15
 - c. 20
 - d. 25
22. In which racial/ethnic dialect is use of habitual "be" a feature?
- a. African American English
 - b. Spanish-influenced or Latino English
 - c. Asian English
23. In which racial/ethnic dialect is omission of final consonants prevalent?
- a. African American English
 - b. Spanish-influenced or Latino English
 - c. Asian English

Essay/Short Answer:

1. What are the three characteristics of language?
2. What are the five parameters of language?
3. Describe the deficit approach and the sociolinguistic approach as they relate to the study of dialects.
4. Name at least four reasons for the worldwide loss of languages.
5. Briefly explain how we know speech is not an essential feature of language.
6. What is communicative competence?
7. Briefly describe ways nonlinguistic cues can convey information.
8. What is the difference between linguistic competence and linguistic performance?
9. What are the three reasons why speakers can generate an almost infinite number of sentences from a finite number of words and word categories?
10. Define *morphemes*, *free morphemes*, and *bound morphemes*.
11. What is the difference between distributional and sequencing rules as they relate to phonology?
12. What are the four maxims of the Cooperation Principle?
13. What is the difference between style shifting and code switching?
14. What are the major racial and ethnic dialects in the U.S.?

Test Bank Answer Key

Chapter One – The Territory

Multiple Choice:

1. B
2. C
3. C
4. A
5. C
6. D
7. B
8. A
9. B
10. D
11. A
12. A
13. D
14. E
15. C
16. B
17. A
18. D
19. A
20. A
21. A
22. A
23. C

Essay/Short Answer:

1. It is a social tool, rule-governed, and generative.
2. Syntax, morphology, phonology, semantics, pragmatics
3. The deficit approach to dialects assigns status based on the amount of variation from the standard. The sociolinguistic approach recognizes all dialects as valid and related forms of a language with no relative status assigned.
4. Government policy, dwindling indigenous populations, the movements of populations to cities, mass media, lack of education of the young, use of the internet (need to converse in one language is fostering increasing use of English).
5. American Sign Language, for example, does not use speech as a vehicle for transmission. It is a separate language with its own rules for symbol combinations. This is not unique to ASL; there are approximately 50 sign languages used worldwide.
6. The degree to which a speaker is successful in communicating, measured by the appropriateness and effectiveness of the message.

7. Use of gestures, body posture, facial expression, eye contact, head and body movement, and physical distance/proxemics.
8. A language user's underlying knowledge about the system of rules is called linguistic competence. Linguistic knowledge in actual usage is called linguistic performance.
9. Words can refer to more than one entity, entities can be called more than one name, words can be combined in a variety of ways.
10. A morpheme is the smallest grammatical unit and is indivisible without violating the meaning or producing meaningless units. Free morphemes are independent and can stand alone. Bound morphemes are grammatical markers that cannot function independently; can be derivational or inflectional.
11. Distributional rules describe which phonemes can be employed in various positions in words, whereas sequencing rules address the sound modifications made when two phonemes appear next to each other.
12. Quantity, quality, relation, manner
13. The variation from formal to informal styles or the reverse is style shifting and is practiced by all speakers. Speakers with a different native language often retain vestiges of that language; they typically code switch from one language to another.
14. African American English, Spanish-influenced or Latino English, Asian English

