Know and be able to

**KNOW**

- Definitions p. 166-167 Textbook
- Accent: Indo-European languages
- Anatolian Theory: isogloss
- British Received Pronunci.: isolated language
- Creole or creolized lang: Kurgan Theory
- Denglish: language
- Dialect: language branch
- Ebonics: language family
- Esperanto: language group
- extinct language: lingua franca
- Franglais: literary tradition
- ideogram: mono-, bi-, multi-linguality
- official language
- orthography
- patois
- pidgin
- Spanglish
- standard language
- toponym
- trade language
- vernacular
- Vulgar Latin

**BE ABLE TO**

- discuss the importance and role of language as an element of culture.
- explain how language families, branches, and groups are classified and related.
- map the distribution of major language families worldwide.
- show the division of Europe into the following language groups and give specific examples from each.
  - Germanic
  - Slavic
  - Romance
- describe the following characteristics of English:
  - its origin and historical development
  - its worldwide diffusion
  - its spatial variation
  - its cultural role
- explain the *how, why, and where* of language change.
- discuss the regional and local variety in language using the following terms
  - slang
  - isogloss
  - accent
- explain how toponyms are derived and classified; provide examples.

**READING ASSIGNMENTS**

1. Rubenstein, Chapter 5: *Language*
Accent: a distinctive mode of pronunciation of a language, esp. one associated with a particular nation, locality, or social class.

**Anatolian Theory/Sedentary Farmer Theory by Colin Renfrew**: Renfrew (archaeologist) argues that the first speakers of the Indo-European language lived 2,000 years before the Kurgans in eastern Anatolia, part of present-day Turkey. The people were farmers and diffused from Anatolia westward to Greece and Greece toward Italy, Sicily, Corsica, and to the Mediterranean Coast of France, Spain and Portugal. The speakers migrated northward to France and onto the British Isles. The Indo-European speakers diffused into Europe and South Asia along with agricultural practices rather than by military conquest.

**Kurgan Theory by Marija Gimbutas**: She (Lithuanian-American archeologist) believed that the first Indo-European speakers were the Kurgan people whose homeland was near the border between present-day Russia and Kazakhstan. This would be about 4300 B.C. The Kurgans were nomadic herders. Among the first to domesticate horses and cattle, they migrated in search of grasslands for their animals. This took them westward through Europe, eastward to Siberia, and south-eastward to Iran and South Asia. Between 3500 and 2500 B.C., Kurgan warriors using their domesticated horses as weapons, conquered much of Europe and South Asia. They spread their language with warriors and their horses as weapons.

**Bi-lingual**: speaking two languages

**Mono-lingual**: speaking one language

**Multi-linguality**: speaking more than two languages

**Syncretism**: when cultural traits emerge as a cultural hybrid of two distinct parent traits. Example: SE Asia uses curry-based flavors. Chinese use soy-based flavors. Thailand uses both flavors in their cuisine or cooking. OR another example: Syncretism occurs such as the fusion of African religion with Catholicism in Brazil. OR another example: Mexican taco changes when it actually becomes a menu item in the USA. Even Chinese chow mein will experience syncretism and taste differently in the chow mein served at restaurants in the USA and Canada.

**Toponymn**: the name given to a portion of Earth’s surface.
**ORIGIN AND DIFFUSION OF ENGLISH**

Intro p. 136
1. Define language: ____________________________

2. Define literary tradition: ____________________________

3. Define Official language: ____________________________

4. How is language like luggage?

5. The global distribution of language results from a combination of 2 geographic processes: p. 137
   a. ____________________________  b. ____________________________

6. English is the language of _______ people and is spoken fluently by another _______ people.

7. English is an official language of _______ countries. _______ people, 1/3 of the world – live in a country where English is an official language, even if they cannot speak it.

**English Colonies** p. 137-138
8. How did English become to widely diffused?

9. What three European peoples originally came together to form the English people and English language?
   - 
   - 
   -

10. Where did these people come from?
    - 
    - 
    -

11. What two subsequent invasions added additional words to the evolving English language? p. 138
    - 
    -

**DIALECTS OF ENGLISH** p. 139

12. **Dialects** are defined as “regional variations of a language” and are distinguished by three things. List them.
    1. 
    2. 
    3.
13. Define *isogloss*:

14. Define *standard language*:

15. What is the standard language form of English? Where did it come from (3 cities)? How was it diffused throughout Britain? *(BRP)*

16. In a *single word*, why is American English different from that spoken in England?

17. In the table below, complete bullet charts of salient and interesting facts regarding each of the following differences between the British and American dialects of English. *p. 140-141*

<table>
<thead>
<tr>
<th>Differences between British and American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCABULARY</td>
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<td>------------</td>
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</tr>
</tbody>
</table>

18. Three distinct dialect regions are identified in the Eastern US. What was the source region of settlers for each? *p. 142*

<table>
<thead>
<tr>
<th>REGION</th>
<th>SOURCE OF SETTLERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td></td>
</tr>
<tr>
<td>Southeastern</td>
<td></td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td></td>
</tr>
</tbody>
</table>
19. Finish the two following sentences and fill in the blanks:

In most instances, words which are different in various dialects are words which are related to ___

Language differences, as exhibited in dialects, tend to be greater in ________________ than ________________ because ________________.

20. People from all three eastern regions migrated into the Midwest, Great Plains, and the Western United States. Why, then, is there a relatively uniform form of English (dialect) spoken across this enormous area? (Hint: a single word will do.) ____________________________ p. 143
**INDO-EUROPEAN BRANCHES** p. 143

**Intro**
- English is part of the Indo-European language family
- **Language family definition is:**

  Indo-European is the __________ most extensively spoken language family.

**Indo-European Branches** p. 143-144

1. Within a language family, there is a **language branch** which is a ________________

2. Indo-European is divided into **Eight Branches**: see Figure 5-9 p. 144
   a.  
   b.  
   c.  
   d.  
   e.  
   f.  
   g.  
   h.  

**Germanic Branch of Indo-European** p. 144

3. A **language group** is defined as:______________________________

**West Germanic**

4. Divided into Low and High – West and North Germanic. Complete the chart.

<table>
<thead>
<tr>
<th>Low Germanic/West Germanic</th>
<th>High Germanic/North Germanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>- German</td>
<td>-</td>
</tr>
<tr>
<td>- English</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>- Norwegian</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>- All derived from Old Norse</td>
</tr>
</tbody>
</table>

5. **Indo-Iranian Branch**: Make two bullet charts from the reading.

<table>
<thead>
<tr>
<th>Indic (Eastern Group of Indo-Iranian) 5 facts</th>
<th>Iranian (Western Group of Indo-Iranian) 5 Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
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<td>2</td>
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<td>4</td>
<td>4.</td>
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<td>5</td>
<td>5.</td>
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</tbody>
</table>
6. Using the caption for the map (Figure 5-11) on p. 145, make 5 notes on the language situation in INDIA. Shade and label the map to illustrate your notes.
   a.
   b.
   c.
   d.
   e.

7. **Balto-Slavic Branch:** Answer the questions below. P. 146
   
   A. How did Russian become the most important East Slavic language?

   B. What is the most important West Slavic language?

   C. Describe the controversy between Czech and Slovak languages under Czechoslovakia’s government? What happened?

   D. Why are South Slavic languages, which were once very similar to each other, becoming increasingly different today?

8. **Romance Branch:** Answer the questions. p. 146-147
   
   (a) From what language did all Romance languages descend?

   (b) List the four most important Romance languages.
   i. iii.
   ii. iv.
(c) Make a note about each of the following minor Romance languages:

Romanian

Romansch

Catalan

Sardinian

Ladin

Ladino

(d) What is Francien?

(e) What are the two important dialectical divisions of France today?

(f) What is Castillian?

(g) How many countries in Latin America have Spanish as their official language?

(h) How does Spain maintain control of Spanish?

(i) Why is Portugal upset about the standardization of Portuguese?
4a. What is the name of the (theoretical) common ancestral language of all languages discussed in this key issue of the chapter?

4b. Why is its existence difficult (impossible?) to prove?

5. Contrast the two views of the origin of this language in the table below. Illustrate each theory on the maps below.

<table>
<thead>
<tr>
<th>Kurgan Hearth Theory</th>
<th>Anatolian Hearth Theory (Renfrew hypothesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
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<tr>
<td>b.</td>
<td>b.</td>
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<td>c.</td>
<td>c.</td>
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<tr>
<td>d.</td>
<td>d.</td>
</tr>
<tr>
<td>e.</td>
<td>e.</td>
</tr>
<tr>
<td>f.</td>
<td>f.</td>
</tr>
<tr>
<td>g.</td>
<td>g.</td>
</tr>
</tbody>
</table>

[Maps of Europe and Asia showing different regions]
Classification of Language Families  p. 151

Figure 5-16 p. 152 shows the world’s language families: Fill in the info below.

- Indo-European such as ________ spoken by _____%
- Sino-Tibetan family such as ________ spoken by _____%, mostly in China
- Afro-Asiatic family including ________ spoken by ______ mostly in the Middle East.
- Austronesian family is spoken by ______ %, mostly in the Middle East
- Niger-Congo family is spoken by _____% mostly in ______________________.
- Dravidian family is spoken by _____% mostly in ______________________.
- Altaic family is spoken by _____%, mostly in ______________________.
- Japanese, a separate language family, is spoken by _________%.
- Remaining 5% speak a language ______________________.

Distribution of Language Families  p. 151

Intro
- Nearly ______ the people in the world speak an ______________________.
- The 2nd largest family is ________________________ spoken by ______ of the world.
- Another half-dozen ________ account for most of the ______________________.

Sino-Tibetan Family  p. 151

1. Sino-Tibetan family encompasses languages spoken in ______, the world’s most ____________.

2. There is no single ______________________________.

3. The most important is ________________, spoken by approximately ¼ of the Chinese people.

4. ______________ is now the official language of both the People’s Republic China and ________.

5. The relatively small # of languages in China is a source of ___________________ and ________.

6. The structure of Chinese language is based on ____________ words.

7. The other distinctive characteristic of the Chinese language is the method of writing in ____________
   which are defined as ________________________________.

Other East and Southeast Asian Language Families. Copy down the main points for each.

8. Austronesian

   •
   •
   •
   •
   •
   •
9. Austro-Asiatic
   -
   -

10. Tai Kadai
    -
    -
    -

11. Japanese
    -
    -
    -

12. Korean
    -
    -
    -

Languages of the Middle East and Central Asia  p. 154
13. Afro-Asiatic
    *
    *
    *

14. Altaic
    *
    *
    *
    *

15. Uralic
    *
    *
    *

African Language Families  p. 156
16. Niger-Congo
    *
    *
    *
    *

17. Nilo-Saharan
    *
    *
    *
    *

18. Khoisan
    *
    *
Preserving Language Diversity  p. 156-157

1. Define extinct languages

2. *Ethnologue* considers ________ languages as nearly extinct because of two reasons:
   a. 
   b. 

3. _____ extinct languages are in Africa
4. _____ extinct languages are in the Americas
5. _____ extinct languages in _______, _______ in Europe, and 152 in the ________.

**CASE STUDIES**
- **Nigeria** p. 158 Figure 5-20
- **Celtic Languages**: The struggle for survival of a language family (pp. 157-158)
- **Belgium**: Political and linguistic divides (pp. 159-160)
- **Swahili**: A creolized lingua franca (see reading attached)

**REAL-WORLD EXAMPLES**
- **Hebrew**: an extinct/revived language - p. 157
- **Switzerland**: successful multilingualism - p. 160
- **Basques**: an isolated language - p. 161
- **Icelandic**: an unchanging language - p. 162

Isolated language is ____________________________________________ p. 160

Lingua franca is __________________________________________________ p. 162

Pidgin language is ____________________________________________ p. 16

Six Facts about Nigeria p. 158

a. 

b. 

c. 

d. 

e. 

f. 

Look at the Map on p. 158 and fill in the details.

Ebonics is ____________________________________________

Spanglish is ____________________________________________

Denglish is ____________________________________________
Page 2 – Write a few facts about each Gaelic language

Irish Gaelic

Scottish Gaelic

Cornish

Breton

List Six Important Facts about the Two Languages of Belgium: Walloon and Flemish

a. 

b. 

c. 

d. 

e. 

f. 

p. 160 map Fill in details

Only fill out map with Mrs. Tweed
Six Important Facts about Swahili from attached article

a. 

b. 

c. 

d. 

e. 

f. 

g. 

Do NOT complete the map. Map not available.

<table>
<thead>
<tr>
<th>Language</th>
<th>Facts</th>
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<tbody>
<tr>
<td>HEBREW</td>
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<table>
<thead>
<tr>
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<th>Facts</th>
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<tbody>
<tr>
<td>SWITZERLAND</td>
<td>4</td>
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</table>

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<tr>
<th>Language</th>
<th>Facts</th>
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<tbody>
<tr>
<td>BASQUE</td>
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<tr>
<th>Language</th>
<th>Facts</th>
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<tbody>
<tr>
<td>ICELANDIC</td>
<td>4</td>
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</table>
ABOUT SWAHIL

GENERAL IN

SWAHILI

INTRODUCTION

Swahili (also, and more properly, called Kiswahili) is an African language spoken mainly by the people of eastern and central Africa. That is, people who live in Tanzania, Kenya, Uganda, Rwanda, Burundi, eastern Zaire, northern Zaire, northern Malawi, northern Mozambique, northern Zambia and Somali Republic. Although not widely as in the above mentioned countries, Kiswahili is also used by some people in Congo Brazzaville, southern Sudan, the Comoro Islands, the northern part of Malagasy Republic, and the Persian Gulf states.

Swahili is spoken by an estimated 50 million people and, after Arabic, is the most widely understood language in Africa. It is the official language of Tanzania and Kenya and is used extensively in Uganda and the eastern provinces of Zaire. In Burundi and Rwanda, it is known and used in major urban centers, but is not widely known or extensively used in the monolingual countryside.

In countries that flank the area where Swahili functions as the common mode of communication, use of the language does spill over the border areas in small towns and villages along major transportation arteries, for example, in northern Mozambique, northern Zambia, and southern Ethiopia. Along the East African coastal strip from well into Somalia and as far south as northern Mozambique there are communities of Swahili speakers. Of less significance are small and declining communities in the Comoro Islands, where local Swahili related vernaculars and French are the rule, and along part of the northwestern coast of Madagascar.

In spite of its large number of speakers and the huge area in which the language is spoken, Swahili has less than two million native speakers, most of whom live along the east African coast of southern Somalia, Kenya, Tanzania, northern Mozambique, and on the off shore islands of Lamu, Zanzibar, and Pemba. Most speakers in Tanzania and Kenya acquire Swahili as a second language, being native speakers of other African languages. Many speakers of Swahili, especially those further into the interior of the continent (up country) speak two or more other languages, and use Swahili as a lingua franca. A growing number of first language speakers, however, live in the urban areas of East Africa, where inter-ethnic communities prevail.

ROLE IN SOCIETY

Although English is still an important language in post independence East Africa, Swahili plays an increasingly vital role in the daily commercial, political, cultural, and social life of the region.
in Tanzania, where the language is used throughout the country in government offices, the courts, schools and mass media. It has, in fact, become a more important language than English and, in some cases, is replacing English as the language of choice among the educated. In Kenya, this is less the case, and English still enjoys virtual equal status with Swahili. In Uganda the popularity of Swahili as a national or official language often reflects the attitude of the political faction that is currently in control. Swahili has never enjoyed high status among the major Christian oriented Bantu ethnolinguistic groups of southern and western Uganda, but was an important lingua franca in the northern areas of the country and has always been an important language among the military and police. For a period shortly after the Tanzanian Ugandan conflict the status of Swahili received a boost because people observed how effectively it functioned as the language of their liberators, the Tanzanians. In eastern Zaire it remains an important lingua franca and is spoken by growing numbers of native speakers in parts of the region.

HISTORY

Swahili spread through eastern Africa beginning in the nineteenth century when Arab/Swahili trade expanded along the East African coast, on Zanzibar, and in trading centers in the interior. Long before the arrival of European colonizers, it was the Swahili dialect of Zanzibar Town (Kiunguja) that spread inland and eventually became the basis for Standard Swahili in colonial and post-independence East Africa. Furthermore, Swahili is one of the few African languages the has a precolonial written tradition. A thousand years of contact between Indian Ocean peoples and Swahili resulted in a large number of borrowed words entering the language, mainly from Arabic, but also others such as Persian and various Indian languages. At different periods Swahili also borrowed vocabulary from Portuguese and English. Such borrowing is comparable to the proportion of French, Latin, and Greek loans used in English. Although this proportion for Arabic loans may be as high as 50 percent in classical Swahili poetry (traditionally written in Arabic script), it amounts to less than twenty percent of the lexicon of the spoken language.

The oldest surviving documents written in Swahili date from the early 1700s. They are written in an Arabic script, reflecting the influence of Islamic culture on Swahili society. Most of these documents are transcriptions of Swahili epic poetry, recording on paper an oral tradition of works intended for chanting or singing. The most common of these poems are called Utenzi (Utendi), drawing upon conventions of both Arab verse and Bantu song. Its earliest composers most likely worked in Kenya, in the Lamu Archipelago, using one of the northern Swahili dialects. The tradition later spread south to Mombasa and Pemba, where the focus of the verse shifted from religious legends to social commentary, which continues to be a theme used by contemporary Swahili poets. The classical poetry still plays a major role in Swahili culture; it is recited on special occasions and regularly quoted; newspapers often devote space to poetry that has been submitted by their readership.
Chp. 5 Language Notes