

ELN101 PLA 04

Post-lecture Assignment (PLA) 4: Review of Quiz 1
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For this Post-lecture Assignment (PLA), develop accurate and complete answers to the review questions for Quiz 1 below. Some questions from the list will be on the quiz next week.

- Begin by reading the quiz questions. Pick a few (three to five) questions that you want to study for the purpose of this PLA.
- In the next step, develop your one-paragraph answer (about 50 words) to each question. Make sure your answers are complete and not simplistic (you need specifics to answer each question well). Do not copy and paste from your readings or lecture slides. Answer in your own words.
- Next, locate appropriate class lectures and/or readings to confirm your answers.
- Finally, at the end of the session, save your answers and deposit through Brightspace.
- [Optional] Share your answers with your classmates. Read others' responses and write comments or share your feedback to your peers.

Submit your responses through Brightspace ELN101 Week 04 PLA.

Quiz 1 Practice Questions

1. Explain demographic, historical, or sociopolitical factors that support the claim that the United States is becoming an increasingly bilingual or multilingual nation. Identify one limitation of the claim.
2. Using the demographic information discussed in class, explain why Spanish-speaking communities constitute a particularly large non-English-speaking population in the United States. Identify one limitation of the claim that the Spanish-speaking community is the largest non-English-speaking community.
3. What does the notion of the United States as a **linguistic graveyard** refer to?
4. Briefly discuss the linguistic diversity of your neighborhood. Identify at least three languages or language varieties that are used there and describe one institution, activity, or social setting associated with this diversity.
5. Fishman (2004) discusses minority communities that have maintained their linguistic heritage beyond the third generation. Who were they and what factors does he identify as important for successful language maintenance?
6. What does **language preservation** mean? Which individuals or communities might need language-preservation efforts? Give one specific example.
7. What does **language access** mean? Which individuals or communities might need language-access services? Give one specific example.
8. Distinguish between **language preservation** and **language access**. Explain why a community might need one, the other, or both.
9. Complete the following brief timeline of immigration to New York City. Use the terminology and categories presented in class.
 - Prior to the nineteenth century, the first _____ and _____ settlers resided in New York City.
 - Mass immigration from _____ and _____ took place between the 1830s and the 1940s.
 - Immigration from _____ and _____ began to increase in the 1880s.
 - New immigration from _____, _____, and _____ began after the 1970s.

- Immigration from _____ and _____ increased during the 2010s.
10. Using the immigration timeline discussed in class, identify (at least) two historical periods when migration contributed to the linguistic diversity of New York City.
 11. Why is it difficult to establish a single definition of a **bilingual speaker**? In your answer, discuss proficiency, language use, communicative context, and speakers' linguistic practices.
 12. What is a **balanced, symmetrical, or maximal bilingual**? Explain the concept and provide one specific example.
 13. What is the difference between an **additive bilingual** and a **subtractive bilingual**? Provide one example of each.
 14. What is the difference between an **early bilingual** and a **late bilingual**? Explain how age of acquisition affects this distinction.
 15. What is the difference between a **simultaneous bilingual** and a **successive bilingual**? Provide one example of each.
 16. What is the difference between a **horizontal bilingual** and a **vertical bilingual**? Explain the distinction using an example from a bilingual community.
 17. A child speaks Korean with family members and begins learning English after entering school at age five. Classify this child according to the following dimensions:
 - early or late bilingualism;
 - simultaneous or successive bilingualism; and
 - additive or subtractive bilingualism.

Explain each classification and identify any information that would be needed before making a definitive judgment.
 18. A student speaks Spanish at home but gradually stops using Spanish after entering an English-medium school. What type of bilingual development might this example represent? Explain your answer.
 19. Describe one **political circumstance** that can lead individuals or communities to become bilingual. Provide one specific example.
 20. Describe one way that **natural disasters** can lead individuals or communities to become bilingual. Provide one specific example.
 21. Describe one **religious circumstance** that can lead individuals or communities to become bilingual. Provide one specific example.
 22. Describe one **cultural circumstance** that can lead individuals or communities to become bilingual. Provide one specific example.
 23. Describe one **economic circumstance** that can lead individuals or communities to become bilingual. Provide one specific example.
 24. Describe one **educational circumstance** that can lead individuals or communities to become bilingual. Provide one specific example.
 25. Describe one **technological circumstance** that can lead individuals or communities to become bilingual. Provide one specific example.
 26. What does it mean for two speech communities or language varieties to have **mutual intelligibility**?
 27. How has mutual intelligibility been used to distinguish between a **language** and a **dialect**?
 28. Why is mutual intelligibility an insufficient criterion for distinguishing between a language and a dialect? Give one contradictory or problematic case.
 29. Rewrite each of the following questions so that it is more open-ended and likely to produce descriptive data:
 - a. Do you speak another language at home?
 - b. Do you like using two languages?
 - c. Why do you mix languages?
 - d. Do you have problems speaking English?