Instuderingsfrågor till Introduction och Conclusion i Li Wei *The Bilingualism Reader*

Introduction

1. Vad tror folk i gemen om vilka personer som ska räknas som tvåspråkiga? Hur ser det vardagliga begreppet "tvåspråkig" ut?

2. Vilka dimensioner/egenskaper används för att karakterisera tvåspråkiga individer inom vetenskapen?

3 Varför är det viktigt att tänka på frågan "vad är ett språk?" när man definierar tvåspråkighet?

4. Varför ifrågasätter LW bilden av tvåspråkiga som "två enspråkiga i en och samma person"? VIlka konsekvenser bör ställningstagandet ha för forskning?

5. Vad har hänt under 1900 och 2000-talen med attityder till tvåspråkighet?

6. Finns det problem med LW:s argumentation för tvåspråkighets fördelar?

Conclusion

1. Vilka av de frågor som LW ställer i kapitlet är relevant för annan lingvistisk forskning?

2. Vilka av de 8 principerna på s. 503 anser du är mest trovärdiga? Vilka är du skeptisk till?

3. Varför tror du att frågorna (i 1 ovan) finns i just den här antologin?

Ferguson (1959) *Diglossia*

1. Why are diglossic situations interesting for linguists?
2. Ferguson says that diglossia can have different historical roots. Can you think of a way to arrange the characteristics of diglossia on an implicational scale? Or a time line?

3. In what type of society would we expect to find diglossia?
4. Can you think of another society that exhibits diglossia (or something close to it). If not, which of the 3 conditions (p. 43) do not apply?

Fishman (1967) *Bilingualism +/- diglossia; Diglossia +/- bilingualism*

1. How does Ferguson's concept of diglossia differ from Fishman's?
2. Think of other communities (including historical ones, if you wish)which are multilingual in Fishman's broad sense (p. 49) Which of the three categories (1-3) do they belong in? What about category 4? Can you think of any communities that belong there? Do Fishman's predictions seem to hold true for your examples?

Fishman (1965) *Who speaks what language to whom and when?*

1. How does Fishman define *domain*?
2. How does *group, situation* and *topic* relate to *domain?*
3. Why do you think the concept has been criticized in recent years?
4. Have you heard the phrase "domain loss" in the language political debate in Sweden in recent years? (If not, you can google it.) Relate this concept to Fishman's article and conclusions.

J-P. Blom & J. Gumperz (1972) *Social meaning in linguistic structures*

1. What social factors are claimed to determine which of the two varieties are used in conversation in Hemnesberget? What is the meaning B & G attach to using the local dialect, in terms of social categories and contexts?

2. What do B & G mean by situational and metaphorical switching?

3. This article is often seen as the first in the field of interactional sociolinguistics. How does this subfield differ from other types of sociolinguistics? Why do you think Li Wei includes it in a *bilingualism* reader?

Myers Scotton, C. (1988) *Code-switching as indexical of social negotiations*

1. What is the unmarked code choice for instruction at this department and this university on the undergraduate level? What is the motivation for this unmarked choice, do you think? How are other possible choices interpreted in terms of rights and obligations?
2. Can you think of a speech situation in which code-switching is the "unmarked choice"? What makes this switching different from metaphorical switching/code-switching as a marked

choice?

3. Are there any situations involving code-switching that you know of which are *not* explainable by Myers Scotton's markedness model?

Auer, P. (1995) *The pragmatics of code-switching*

1. What two approaches to code-alternation are outlined and then rejected by PA?

2. Why does PA argue that a sequential analysis is necessary? Why does he claim that code-alternation is a contextualization cue?

3. What types of CS does Auer distinguish? Do you recognize some or all of these from interactions you participate in?

Li Wei, L. Milroy, Pong Sin Chang (1992)

1. How do the authors use social network analysis as a basis for the study of language choice?
2. How do the authors interpret the differences in language use across generations? Why do the argue that network explains more about habitual language choice than generation?
3. How do the authors connect social framwork (e.g. Højrup's life modes), social network and language choice? Can the connection be extended to code-switching patterns?

B. Rampton (1995)

1. Is there an "ethnicity predicated on difference and diversity" in Sweden at the moment? (or elsewhere in Europe – besides Gt. Britain)
2. How does Rampton define "crossing"? Why does he choose to see these practices in a new way, not simply as sociolinguistic variation? What similarities and differences does it have with (other examples of) code-switching we've seen in previous chapters?
3. Can the use of "Rinkeby Swedish" or other alleged multiethnolects by monolingual young people be considered as "crossing"? Why and/or why not?

Poplack (1980)

1. How does Poplack define *integration*?
2. What is the free morpheme constraint? The equivalence constraint?
3. Give some examples from languages you know which illustrate insertional and alternational code-switching.
4. What are Poplack's arguments for intrasentential code-switching being an indication of a single grammar, or at least a good knowledge of two language systems?
5. What are Poplack's arguments for considering CS a discourse mode in its own right?

Volterra & Taeschner (1978)

1. What are the three stages of bilingual development outlined by V & T?
2. What evidence is provided for the progression they outline?
3. What further background information would have been helpful in order to evaluate V & T's conclusions? (If you can't answer this question yet, wait until you've read Genesee's article, chapter 14).

Genesee (1989)

1. What methodological problems does Genesee find with previous research on children's simultaneous development of two languages (including Volterra & Taeschner)?
2. What evidence does Genesee provide for his conclusion that children develop two languages in parallel?

Meisel (1994)

(don't worry if you don't understand 100% of the argumentation based on recent grammatical theory. Just try to get as much as possible out of the article, based on your own background knowledge.)

1. How does Meisel define code-mixing, code-switching and fusion?
2. (If possible: What grammatical constraints does Meisel claim govern code- switching in adults?)
3. How do young children code-switch, according to Meisel? What evidence does he provide for this conclusion? Do you have any comments on his methodology?

Kroll & de Groot (1997) *Lexical and conceptual memory.* (N.B. It may help to read the "postscript" to this article before reading the article – gives some background.)

1. What do K & de G mean by lexical vs conceptual memory? (It is important to understand this distinction in order to understand the article.)
2. What do the "word association model" and "concept mediation model" imply about how words are stored and retrieved in bilingual memory?
3. What impovements does the "revised heirarchical model" offer, according to K and de G?
4. What does the "conceptual feature model" add?

Grosjean (2001) *The bilingual's language modes*

1. What does Grosjean mean by the language mode?

2. Why is it crucial to state both the base language and the activation level when describing the language mode?
3. Why does Grosjean claim that a bilingual mode will arise when a bilingual child is interacting with a bilingual parent (or adult)?
4. What evidence does Grosjean provide for the existence of the bilingual's language mode?
5. Why is language mode important in (psycholinguistic) research on bilingualism?

Abrahamsson & Hyltenstam (2004), *Mognadsbegränsningar och den kritiska perioden för andraspråksinlärning*

1. Beskriv Lennebergs (1967) hypotes om en kritisk period för tillägnande av språk (the critical period hypothesis, CPH). Svara dessutom till följande delfrågorna:
    1. Vad var centralt i Lennebergs hypotes angående nivån av språkbehärskning före och efter denna period och som forskning inte alltid tagit hänsyn till?
    2. Vad ska forskarna bevisa om de antar att hypotesen är falsk?
    3. Har ni lärt er ett språk i barndomen och ett annat senare i livet (med eller utan undervisning)? Vilket var lättare att lära sig? Jämför era egna erfarenheter.
2. Vad är skillnaden mellan hypotesen om en kritisk period och hypotesen om en känslig period samt mellan de två varianter av CPH, dvs. träningshypotesen och mognadshypotesen?
3. Med utgångspunkt i gur 7.2 (s.234) förklara Johnsons och Newports (1989) studie samt de slutsatser de drog angående sambandet mellan startålder och slutlig behärskningsnivå.
4. Vad var enligt författarna problem med studierna som hävdade motbevisa mognadsbegränsningar (i delen 'även vuxna kan uppnå slutnivå')? Ge några exempel.
5. Hyltenstam och Abrahamsson har gjort studier om mycket tidiga inlärares slutnivåer. Vilka slutsatser dra dem?
6. Vad är den sammansatta bilden författarna målar om relationen mellan startålder och slutlig behärskningsnivå vid inlärningen av ett andraspråk? Ta som utgångspunkt författarnas modell s.247. Försök att svara tillsammans och bidra var och en genom att belysa en aspekt av modellen i taget.

Chapter 21 – Paradis – Language lateralization in bilinguals

(N.B. This chapter will be more understandable if you read the chapter by Obler et al (chapter 20) first. Sorry - we don't have any questions about this article at the moment.)

1. What claims have been made by others about cerebral lateralization among bilingual individuals?
2. What evidence has been produced to support these claims?
3. Why is Paradis critical to these studies?
4. What does he consider to be the prudent conclusion to make about lateralization in bilinguals?