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LANGUAGES OF THE WORLD:  
A SEMI-INDIVIDUALIZED INTRODUCTORY  
LINGUISTICS COURSE\*

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Introduction

During the Spring of 1979, four sections of Linguistics 306, a freshman level Introduction to the Study of Language, for non-majors, at the University of Texas, were devoted to 'Languages of the World'. The topic was repeated for one section in Summer 1979 and two sections in Fall 1979, and three additional sections, including one honors section, were 'variations on the theme'. These sections are generally staffed by Assistant Instructors (advanced graduate students), although regular faculty members do sometimes teach the course. Each section has a Teaching Assistant attached to it. The average class size is 30 students; classes meet for three hours a week.

Each student who was enrolled in a 'Languages of the World' section selected a language/nation pair from an extensive sign-up sheet<sup>1</sup>. Throughout the semester, assignments were given in which students answered questions about their language and/or country. Grades on these 'notebook' assignments contributed heavily to the students' grades for the course.

Our motivation in designing the course was simply that most of our students had been taking Linguistics 306 to fill a distribution requirement in Social Sciences or Communication Skills. Most have little interest in the synchronic and diachronic language study traditionally taught in introductory Linguistics courses. The majority of these students will never take another Linguistics course; thus, an in-depth introduction to

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linguistic analysis would not serve their needs. On the other hand, a certain subset of our students WILL continue to take Linguistics courses. Some of these are 'major-shopping'; others are taking a four or five-semester sequence in Linguistics as a substitute for a foreign language requirement. These students need to be given a realistic idea of what to expect in upper division Linguistics courses.

We felt that we could best serve BOTH groups of students by asking each student to master details about one language structure (other than English), and to examine the extent of social and regional variation, or multilingualism, in one country. Through class discussions following each notebook assignment, students would be made aware of the extent of variation among languages in case systems, consonant inventories and literacy rates, etc. Students were expected to give short presentations concerning interesting aspects of their languages.

Many of the students who take Linguistics 306 as a substitute for a foreign language do so because of a previous unsatisfactory experience in a foreign language course in high school or college. As a consequence of their unfortunate experiences, these students are often pessimistic about their abilities to acquire a foreign language, and sometimes scornful of any aspect of another language or culture. Thus, in previous semesters, linguistic examples drawn from other languages had frequently been met with guffaws, disinterest, or disbelief. We hoped that, in developing an interest in and knowledge of some other language and/or country, our students would become more confident of their own abilities to cope with other languages and cultures and less intolerant of anything foreign.

We had initially expected two groups of students to be especially attracted by the format of our course: students who had for whatever reason been fascinated by a given language or country, and students who are preparing for careers that will take them overseas or bring them into contact with other cultures. Included in the first group were students who grew up overseas because their parents were in the military. Included in the second group were students majoring in such areas as International Business or Petroleum Land Management.

In addition to the above two groups of students, we encountered a third group, larger than either of the other two. These are students who took advantage of the extended series of assignments to investigate their linguistic and cultural roots. The following languages have been selected by at least one roots-seeker: Yiddish, Chipewa, Flemish, Italian, Irish, Norwegian, Czech, Spanish, Korean, Nahuatl, Hebrew, German, Swedish, Yoruba and Greek.

### Course Structure

All sections of 'Languages of the World' have covered most of the topics in Fromkin and Rodman, *An Introduction to Language*, second edition. The order in which topics are covered was changed slightly to match the order of the notebook assignments. In addition, all sections were quizzed at intervals and completed five or six problem sets; the notebook assignments took the place of major projects like term papers. At no point did we test the students on the notebook assignments.

### Summary of the Notebook Assignments

Below are summarized the notebook assignments that we used. The complete texts of the assignments are given in Appendix B.

1. Background and Writing System: Where the language is spoken and by whom; how, if at all, it is written.

2. Phonology: preparation of consonant and vowel charts for the language, highlighting systematic differences between it and English.

3. Morphology: morphological categories (case, gender, tense, etc.) and their expression in the language; in general, the complexity of the morphology.

4. Word order typology: the relative orders of major sentence constituents in the language.

5. Meaning: investigation of one of the following—kinship/color terminology, the Whorfian hypothesis, or formal/informal pronominal address/reference systems.

6. Sociolinguistics: Investigation of one of the following: the extent and degree of government encouragement and/or tolerance of bilingualism, or factors influencing the growth of a standard language in the country.

7. Grab-bag: Investigation of one of the following: the history of literature in the language, the extent of dialect variation in the country, the rate of literacy in the country, the development of the language as a pidgin/creole, and the status of the language *vis-à-vis* other major languages in the country.

The assignments that we gave are appropriate in level and depth to a lower division one-semester introductory course. The specific assignments used in an upper division or two semester course would presumably be adjusted to the depth at which topics are normally covered in such a course.

### Language Selection

Before the first semester began, we prepared an extensive list of language/nation pairs and determined the maximum number of students we would allow to work on each pair. This maximum was based on our assessment of how much material would be available in the University of Texas libraries on a given language or nation; instructors at other institutions may need to vary the list to suit the strengths of their research libraries.

Since one purpose of the assignments was to broaden the students' linguistic horizons, we discouraged them from selecting English and the commonly taught western languages. If a student selected a language for which there was little useful material available (e.g., some Amerindian languages, Celtic languages, Dutch, Afrikaans, Korean), we consulted with him/her early in the semester about research tactics, and throughout the semester as difficulties arose. We especially encouraged students to consult with 'experts' in their languages, including graduate students and faculty in Linguistics and foreign language departments. In grading the assignments, we considered difficulties the students were having finding material so that no student would be penalized for having chosen a 'difficult' language.

It is impossible to predict in advance which languages will cause difficulties. In some cases, the difficulties can be avoided only if the student has a reading knowledge of French or Spanish. Consequently, the instructor must be sensitive to the problems that students may have and must seek to differentiate inadequate jobs resulting from laziness on the students' part from inadequate jobs resulting from lack of material.

### Library Orientation

Many of our students are not familiar with the University of Texas library system, and are inadequately prepared to do library research using primary sources. One of the goals of this course was to provide them with basic research skills. Therefore, we arranged with the Special Services Department of the University of Texas General Libraries to provide our students with orientation to the Perry-Castaneda (central) library. The library staff prepared a bibliographic handout listing general handbooks about languages and language families, sources of statistical information, and general linguistics bibliographies.<sup>2</sup> In addition, during the first week of classes, all students were required to take a tour of the library, which introduced them to United Nations statistical publications, Statistical Abstracts from around the world, US government documents, ERIC indices and the Human Relations Area Files. This orientation showed the students potential sources for their assignments, as well as demystifying the library for them; PCL is the largest open stack library in the United States.

### General Problems

Most of the problems encountered in teaching this course can be avoided if the instructor anticipates the difficulties that students will have in researching a particular language/country pair. The instructor should arrange to consult with students about bibliography early in the semester. If the instructor allows the students to choose among several alternative topics for a given assignment, he/she should indicate to the students which topic is most appropriate for a given language/country. Many students in an introductory Linguistics course are unable to evaluate the quality of the source material that they locate. We found that it was helpful to have students bring books that they found to us so that we could help them in this evaluation. We sometimes found it necessary to accompany students to the library, if for no other reason than to recall books that were checked out to faculty members. In general, we found that the more individual consultation we were willing to provide the students with, the more satisfactory the course experience was for them.

### Student Performance

In terms of student performance, the Languages of the World format was an unqualified success. Because such a large portion of the class grade was based on a reasonably well-spaced series of assignments rather than on one large assignment like a term paper, students could not defer their work until the last week of the semester. Therefore, student performance was more consistent and consequently better than in our classes in previous semesters. Although the total amount of time spent on the seven notebook assignments is probably comparable to that spent researching and writing a good five-to-ten-page term paper, the fragmented nature of the assignment was easier for the students to deal with, and a much higher number of them than we had anticipated did truly outstanding jobs. Consequently, the overall grades in the course were high.

Furthermore, students with a special interest in a particular language and/or country were motivated to excel on all of the notebook assignments. And, in most instances, even students who had simply picked a particular language/country pair because no one else had picked it yet exhibited increasing enthusiasm during the course of the semester. Finally, we feel that student performance in all aspects of this introductory Linguistics course was better because each student was able to apply newly acquired linguistic concepts to his/her own language.

### Student Response

In general, student response to the Languages of the World assign-

ments was positive. Some students felt that too much work was required for an elective course. However, even though a few students were initially intimidated by the idea of working with a foreign language, most students remarked that the notebook assignments were a 'valuable learning experience'. Here are some of the comments we received on our Course-Instructor Survey forms:

"I enjoyed doing the notebook because it gave insights into other languages besides English and also made me more aware of differences and similarities between languages."

"The projects were very educational. The third project [morphology] was the most difficult. The fourth project [syntax and word order] was interesting..."

"The Research Project was especially valuable because I learned how to use the UT library system. Before this class I had never walked in a library on campus."

"I totally enjoyed the language assignment. I feel that I have REALLY learned something--not just from reading chapters and memorizing but a language! That's great!"

For two sections, a multiple choice question concerning the assignments was included on the questionnaire: "I found the notebook assignments were rewarding." The responses were as follows:

|                     |    |
|---------------------|----|
| Definitely agree    | 5  |
| Agree               | 10 |
| No opinion          | 5  |
| Disagree            | 3  |
| Definitely Disagree | 2. |

APPENDIX A: Language/Country Pairs

(An \* next to a language indicates that at least some students had difficulty finding adequate material in English for that language.)

SPANISH—Puerto Rico, Southwestern United States, Cuba, Spain, Peru, Mexico, Paraguay, Guatemala, Philippines.

GERMAN—United States (Pennsylvania Dutch and Texas), Switzerland, Germany.

FRENCH—France, Canada, Cameroon, Algeria, Morocco, Tunisia, Lebanon, Haiti, Belgium, Senegal, Switzerland, Zaire.

ENGLISH—United States, Great Britain, India, Republic of South Africa, Australia/New Zealand, Canada, Ireland, Kenya, Jamaica.

\*YIDDISH—United States, Israel, Argentina, USSR.

\*DUTCH—Netherlands.

FLEMISH—Belgium.

\*AFRIKAANS—Republic of South Africa.

ITALIAN—Italy, Argentina, Switzerland.

PORTUGUESE—Portugal, Brazil.

RUMANIAN—Rumanian.

ARABIC—Algeria, Morocco, Tunisia, Libya, Egypt, Sudan, Lebanon, Syria, Israel, Iraq, Saudi Arabia, Gulf States.

CATALAN—Spain.

PROVENÇAL—France.

BASQUE—Spain, France.

ROMANY—England.

AMHARIC—Ethiopia.

HEBREW—Israel.

\*BERBER—Algeria, Morocco.

- HAUSA—Nigeria.  
GALLA—Ethiopia.  
SOMALI—Somalia.  
SWAHILI—Kenya, Tanzania.  
KHOSA(XHOSA)—Republic of  
South Africa.  
DINKA—Sudan.  
KRIO—Sierra Leone.  
DANISH—Denmark.  
FINNISH—Finland.  
WELSH—Great Britain.  
\*GREEK—Greece, Cyprus.  
POLISH—Poland.  
\*CZECH—Czechoslovakia.  
SERBO-CROATIAN—Yugoslavia.  
RUSSIAN—USSR.  
UKRAINIAN—USSR.  
GEORGIAN—USSR.  
ARMENIAN—USSR.  
ALBANIAN—Albania.  
PERSIAN—Iran.  
HUNGARIAN—Hungary.  
\*SCOTS GAELIC—Great Britain.  
\*BRETON—France.  
\*IRISH—Ireland.  
NORWEGIAN—Norway.  
PASHTO—Afghanistan.  
KURDISH—Iran, Iraq, USSR.  
GUJARATI—India.  
LITHUANIAN—USSR.  
ESTONIAN—USSR.  
LAPP—Finland.  
BULGARIAN—Bulgaria.  
ZULU—Republic of South Africa.  
LUO—Kenya, Tanzania.  
SWEDISH—Sweden.  
HINDI—India.  
IGBO(IBO)—Nigeria.  
TUPI—Brazil.  
\*QUECHUA—Bolivia, Peru.  
GUARANI—Paraguay.  
\*NAHUATL—Mexico.  
SRANAN—Surinam.  
PAPAMIENTO—Curaçao.  
HAITIAN CREOLE—Haiti.  
ESKIMO—Greenland (Denmark).  
ALEUT—United States, USSR.  
\*NAVAHO—United States.  
\*HOPI—United States.

|                                    |                               |
|------------------------------------|-------------------------------|
| AYMARA—Bolivia.                    | WOLOF—Senegal, Gambia.        |
| CARIB—Brazil.                      | YORUBA—Nigeria.               |
| PILIPINO—Philippines.              | MALTESE—Malta.                |
| TAGALOG—Philippines.               | SAMOYED—USSR.                 |
| KHMER—Cambodia.                    | TELUGU—India.                 |
| VIETNAMESE—Vietnam, United States. | MAYALAYAM—India.              |
| MUONG—Vietnam.                     | CEBUANO—Philippines.          |
| THAI—Thailand.                     | MAORI—New Zealand.            |
| LAO—Laos.                          | ILOCANO—Philippines.          |
| BURMESE—Burma.                     | HAWAIIAN—United States.       |
| MALAY—Malaysia.                    | GILBERTESE—Gilbert Islands.   |
| BAHASA INDONESIA—Indonesia.        | JAPANESE—Japan.               |
| MACEDONIAN—Greece.                 | CHINESE—China, Taiwan.        |
| NEO-ARAMAIC—Israel, Syria, Iraq.   | *KOREAN—Korea                 |
| NEPALI—Nepal.                      | OSSETIC—USSR.                 |
| TURKISH—Turkey, Cyprus.            | BALUCHI—Iran, Afghanistan.    |
| (LU)GANDA—Uganda.                  | AZERBAIJANI—USSR, Iran.       |
| BAMBARA—Senegal.                   | SINHALESE—Sri Lanka (Ceylon). |
| FULANI—Senegal, Nigeria.           | TAMIL—India.                  |
| CHICHEWA—Malawi.                   | KANNADA—India.                |

In addition to these language/country pairs, students were allowed to select pairs not listed. So, for instance, a student who had grown up in a town with Seneca speakers chose to research Seneca/United States, and a student who had been in the Navy on Guam decided she wanted to learn about a language which she had come into contact with there, Chamorro.

APPENDIX B:  
Notebook Assignments and Bibliography

General Bibliography

(Those items that were listed on the Library Orientation handout are marked with an \*. The annotations accompanying those items are taken from the handout. Although the general bibliography was especially helpful for Notebook #1, it was also useful for other notebook assignments.)

\*Giliarevskii, Rudzher Sergeevich. 1970. *Language Identification Guide*. Moscow: Nauka Publication House.

"Over 225 languages are discussed here, and for each language the alphabet is provided, as is a quotation (untranslated) and short descriptive comments on the language and speakers."

\*Katzner, Kenneth. 1975. *The Languages of the World*. New York: Funk & Wagnalls.

"This entertaining and very readable guide is arranged in three sections. The first consists of broad essays concerning the major language families of the world. The second is composed of descriptive articles on nearly 200 languages, with each article containing a quotation (with translation) from the language. The third section is a country by country survey, which provides basic information on languages spoken in various lands. An index of languages and language families is provided."

\*Nida, Eugene Albert. 1972. *The Book of a Thousand Tongues*, rev. ed. London: United Bible Societies.

"This book contains entries for 1,339 languages and dialects into which some part of the Bible has been translated. Each entry includes a quotation from the Bible in the appropriate language and a brief description of the language's speakers."

Ruhlen, Merritt. 1975. *A Guide to the Languages of the World*. Palo Alto: Stanford University Language Universals Project.

\*United Nations Education, Scientific and Cultural Organization. 1963-. *Statistical Yearbook*. Paris.

"Statistics which are supplied for some 200 countries and territories of the world include: population figures, illiteracy rates, educational attainment of the population, and educational enrollments and expenditures..."

\*Voegelin, C. F. and F. M. Voegelin. 1977. *Classification and Index of the World's Languages*. New York: Elsevier.

"Articles for broad language groupings and language families are arranged alphabetically. Each article provides a brief description of the grouping, including information regarding the number and localities of speakers, and listings of the various language members of the group. There is an index for names of groups, subgroups, individual languages, dialects and tribes. Obviously, this volume is of great value in determining language relationships and affiliations."

Notebook #1

Determine the following information about your language:

1. In what countries is it spoken, besides your country?
2. How many speakers does it have in your country? In other countries?
3. Is it a majority or a minority language? Does it have official status?
4. Is it written? Is it taught in the schools? If so, is it taught to everyone, or only to a minority? Are schools conducted in it?
5. To what extent does it have a literature? Is it a folk literature? Are newspapers published in your language in your country?
6. What other languages is your language related to?

Now, focus on the writing system of your language. Answer ONE of the following questions:

1. If your language is not written, try to find out why not. Is there some other language that is regularly used in your country? Is the government actively trying to suppress the language? If the government is trying to encourage literacy in your language, how much success is the program having? What factors are influencing the program? Are there any outside groups (e.g. Peace Corps, missionaries) helping?

2. If you are doing English, discuss Noah Webster and his influence on American English spelling. How does the spelling of American English differ from that of British English? Give lots of examples. ALTERNATIVELY, you may discuss the Initial Teaching Alphabet and other attempts to facilitate the teaching of reading by using a 'simplified' alphabet.

3. If your language is written in substantially the Latin alphabet, how does the writing system differ from that of English? Are there any letters used for writing your language that English doesn't have? Does English have any 'extra' letters? What kinds of diacritics does the language use to extend the inventory of symbols? Do all of the letters stand for the same sound as in English? Give a complete listing in 'alphabetical' order. Where in the order are the extra symbols added?

4. If your language is ordinarily written in something other than the Latin alphabet, where did the symbols come from? Is there any relationship between your writing system and the Latin alphabet? If so, what? What kind of writing system is it: (alphabetic, consonantal, ideographic, syllabic)? If you have problems deciding, discuss the problems. If it's feasible (if you can do it in less than one page) give a listing of all the symbols. If not, give a reasonable sampling, say, the symbols needed to write your name. In any case, make sure that you

indicate approximately what sound each symbol represents.

If there is more than one writing system used for your language in the same country, discuss the differences. Is one considered simpler than the other? Does one have unfortunate political connotations that cause the government to want to suppress it? Do the differences correspond to ethnic differences in the population?

Notebook #2

Your first concern for this notebook assignment will be to locate a GOOD, UP-TO-DATE source which describes the sounds of your language. This source can be an elementary textbook, a grammar, or a bilingual dictionary of your language. Some of you may have trouble locating such a source. You may need to find, instead, journal articles describing your language, or, perhaps, chapters from an anthology of articles on languages of your language family or geographical area.

1. List the sounds of your language.
2. Give a description of these sounds, as given in your source, e.g. *a* as in 'father', a low, back unrounded vowel. To do this, you may need to use a dictionary, or even a dictionary of linguistics terminology. For every term that you mention that has not been discussed in class, you should give a definition that shows that you understand the use of the term in your source.
3. To the extent that it is possible, interpret the descriptions your source gives in the light of the terms we have used in class and those given in your textbook. So, for instance, 'spirant' = 'fricative'.
4. If applicable, comment on the adequacy of the descriptions given by your source. Some of you will find sophisticated, even overly technical linguistic descriptions; others will find your sources naive and not detailed enough.
5. Make a chart of the sounds of your language based on those given in class and in your textbook. Make sure you indicate which of the stops and fricatives are voiced and which are voiceless. You may need some different categories for your language; for instance, many of you will find that *n*, *t*, *d*, *s*, *z*, *l* (and maybe *r*) are dental rather than alveolar. Similarly, the vast majority of languages will not have an *x* resembling *x* in English. If you have to guess about how to categorize a given sound, justify your guess based on the description that your source gives. This explanation, if needed, should be included in your write-up.
6. Make sure to include a bibliography.

Notebook #3

You will need a handbook or grammar of your language; a dictionary is not enough for this project. A grammar with chapters on various parts of speech with illustrations from the language is the best source.

Give examples from your language of as many of the following types of phenomena as you can locate in your source. (For some of these categories there may be no equivalent in your language.) You must also include English glosses.

1. Give examples of definite article/indefinite article and an accompanying noun. E.g.,

definite: *the boy*                      indefinite: *an apple, a boy*

If your language differs from English in any way describe the difference; e.g., article and noun written as one word, article has allomorphs, different definite or indefinite articles depending on noun class or some other factor, article changes depending on number (singular/dual/plural), or gender (masculine/feminine/neuter).

2. Give examples of how your language expresses different tenses. If your source also discusses ASPECT, you should also give examples. E.g.,

present: *he walks, he is walking*  
past: *he walked*  
future: *he will walk, he is going to walk.*

3. Give examples of noun classes in your language; that is, are nouns divided into categories of gender or some other type of division? Is the division arbitrary, or is it based on innate attributes of the noun, e.g. inanimate versus animate? Give some plural examples too; are the same categories maintained in the plural? [Those of you doing Swahili and Amerindian languages should be on the lookout for noun classes which are not based on gender but on other features. Most of you with Indo-European languages will find that gender is the basis for your noun classes.] E.g.,

|         |                   |                   |                        |                        |
|---------|-------------------|-------------------|------------------------|------------------------|
| Hebrew: | <i>talmid</i>     | <i>talmida</i>    | <i>talmidim</i>        | <i>talmidot</i>        |
| GLOSS:  | 'student'<br>(m.) | 'student'<br>(f.) | 'students'<br>(m. pl.) | 'students'<br>(f. pl.) |

4. If your language does have noun classes, do other parts of speech AGREE with the noun classes, e.g. adjectives, articles, demonstratives, numbers, etc.? Give examples. Is the agreement maintained in the plural? Give examples of plural (and dual if your language has it). E.g.,

|                  |                   |              |                   |
|------------------|-------------------|--------------|-------------------|
| Standard Arabic: | <i>kalb jamil</i> | TRANSLATION: | 'pretty dog (m.)' |
| GLOSS:           | dog pretty        |              |                   |

|                  |                       |                                |
|------------------|-----------------------|--------------------------------|
| Standard Arabic: | <i>kalba jamila</i>   |                                |
| GLOSS:           | dog pretty            | TRANSLATION: 'pretty dog (f.)' |
|                  | <i>kalban jamilan</i> |                                |
|                  | dog pretty            | 'pretty dog (m. dual)'         |

5. Do verbs show AGREEMENT with their subject? (A few of you may also find agreement with the object—if so discuss this too. It will possibly be relevant in Amerindian.) If agreement with the subject varies according to tense and aspect, discuss this too. E.g.,

English: *he/she/it* (= 3 sg.) *walk + s*

[If your language does not show agreement with the SUBJECT but seems to behave very differently than the standard Indo-European examples on the handout and those discussed in class, you should see me to get help.]

6. What other meaning categories can be added to the verb stem, e.g. CAUSATIVE, PASSIVE, REFLEXIVE, RECIPROCAL (and possibly NEGATIVE if it's a 'bound morpheme')? Give examples. E.g.,

Amharic (SEMITIC; national language of Ethiopia):

|                     |   |                    |
|---------------------|---|--------------------|
| <i>gəddələ</i>      | 'he killed'                                     | SIMPLE MEANING     |
| <i>tə + gəddələ</i> | 'he was killed'                                 | PASSIVE            |
| <i>ta + gəddəlu</i> | 'they killed each other'                        | RECIPROCAL MEANING |
| <i>ləbbəsə</i>      | 'he got dressed'                                | SIMPLE MEANING     |
| <i>a + ləbbəsə</i>  | 'he made or caused someone else to get dressed' | CAUSATIVE MEANING  |

7. (A) Give examples of various prepositions plus nouns (e.g. *on, to, in, at, near*). Does the preposition cause the noun to change its form? Do different prepositions affect nouns differently? In some languages certain CASES may co-occur with particular prepositions. Does your language use CASE to express the same thing as is expressed by preposition plus noun in English? (E.g., Latin DATIVE case to express such things as *give the book TO the man*, or in some languages a special case to express LOCATIVE, such as *IN the house*.) PLEASE SEE ME SOON IF YOU ARE NOT SURE IF YOUR LANGUAGE HAS CASE OR WHAT CASE IS.

(B) If your language marks DIRECT OBJECTS in any special way, give examples.

(C) If your language uses CASES, what other cases besides those you discussed in (A) and (B) above are there? Give examples.

8. Give examples of comparatives and superlatives. For example, in English *John is bigger than me*, JOHN is the 'standard' (to which something is compared), and the suffix *-ER* is the 'comparative marker'; the word *THAN* serves to mark the 'object of comparison' (=me).

Does your language have a comparative marker? Does it have an object of comparison marker? Or is the object marked by an ordinary preposition?







Notebook #5

For this assignment, you will do ONE of the three questions. For each question, there are suggestions as to which languages provide interesting forms in answer to that question. It is recommended that you follow these suggestions.

1) (A) Words for members of the family are called KINSHIP TERMS. Often, kinship terms do not match from language to language.

|              |                |  |
|--------------|----------------|--|
| Example One: | <u>English</u> | <u>Latin</u>   |
|              | uncle          | patruus 'paternal uncle'<br>avunculus 'maternal uncle' |
| Example Two: | <u>English</u> | <u>Tamil</u>   |
|              | son-in-law     | maaple 'son-in-law, younger<br>sister's husband'       |
|              | brother-in-law | attimbeer 'older sister's<br>husband'                  |
|              |                | maccina 'wife's brother'                               |

Find out how to express in your language AT LEAST the following kinship terms. If you have a textbook, it may have a section on family members. Otherwise, you will need a dictionary. Be sure to transcribe or transliterate the terms you cite.

|        |           |             |                       |
|--------|-----------|-------------|-----------------------|
| TERMS: | mother    | son         | aunt                  |
|        | father    | daughter    | nephew                |
|        | sister    | grandmother | niece                 |
|        | brother   | grandfather | brother/sister-in-law |
|        | sibling   | grandchild  | son/daughter-in-law   |
|        | parent(s) | uncle       | mother/father-in-law  |

Does your language use the same word for any two (or more) of these relationships? Does it have two or more words corresponding to the same English term? If so, what's the difference? Give examples. Does there seem to be any derivational morphology involved, that is, is the word for *sister*, for example, based on the word for *brother*? Give examples of any derivational morphology.

(B) Read Brent Berlin and Paul Kay, *Basic Color Terms*. List the basic color terms of your language, along with their English equivalents. If your language is not included in the Berlin and Kay survey, look up the English terms in an English-your language dictionary. The following situations are possible:

- (a) your language has an exact equivalent for each English term.
- (b) one English term covers the territory for two or more terms in your language.
- (c) one term in your language covers several English terms.

Show how the English color terms and those in your language match up. Do any of the color terms in your language strongly resemble words for things that are that color?

Example One: English orange, 'fruit' and 'color'.

Example Two: Amharic *səmmayawi*, 'blue'; *səmmaya*, 'sky'.

You would find this out by looking up *səmmayawi* in the Amharic-English half of a dictionary (or textbook glossary) and looking at words near it on the page.

If you do this question, commentary is expected along with the words you cite. Make sure it is clear WHY you are citing each word, WHAT it's an example of, and what it means.

This question is best suited to people who are doing non-Indo-European languages.

2. If you are doing English, American Indian languages, or if you're interested in Anthropology, do the following:

Read the following articles in Benjamin Lee Whorf, *Language, Thought and Reality*:

A. "The relation of habitual thought and behavior to language", pp. 134-159.

OR

"Language, mind, and reality", pp.246-270.

B. "An American Indian model of the universe", pp. 57-64.

AND "Grammatical categories", pp. 87-101.

C. OR "A linguistic consideration of thinking in primitive communities", pp.65-86.

You should end up reading either of the articles in Group A, and the articles in either Group B or Group C.

After you have done the reading, summarize Whorf's ideas about the relationship between thought and language. Do you think his ideas make sense? Why, or why not? Can you think of an experiment that could determine whether Whorf is right or not? Is your experiment realistic and/or feasible?

Your answer should have the form of a coherent four or five page essay. Make sure you differentiate between what Whorf thinks and what YOU think. When you refer directly to something Whorf says, indicate in which article he said it, and on what page.

3. In many languages there are different forms of address depending on the SOCIAL relationship between speaker and addressee. Many European languages have developed 'formal' and 'informal' 2nd person pronouns, e.g. Spanish *tú* (informal) and *usted* (formal). In some Spanish dialects there are even more possible distinctions.

This question is suited for people working on (among others) the following languages: Rumanian, Spanish, French, Russian, Japanese, Korean, Dutch, Swedish, Norwegian, Italian, Afrikaans, Yiddish, and Thai.

(A) Read the article "The pronouns of power and solidarity" by Roger Brown and Albert Gilman, found in:

Giglioli, Pier Paolo (ed.). 1972. *Language and Social Context*. Penguin.

Fishman, Joshua (ed.). 1968. *Readings in the Sociology of Language*. Mouton.

Sebeok, Thomas (ed.). 1960. *Style in Language*. MIT Press.

(B) Describe the situation in your language with respect to the 'pronouns of power and solidarity'. Check all the sources mentioned in Brown and Gilman's bibliography for information on your language. Check also the bibliography (and comments) of the following sources:

Trudgill, Peter. 1974. *Sociolinguistics*. Penguin.

Lambert, Wallace. 1976. *Tu, Vous, Usted: A Socio-Psychological Study of Address Patterns*. Rowley, Mass.: Newbury House.

Compare your language's use of different forms of address with the situation in other languages as discussed in the Brown and Gilman article.

(C) If at all possible, find and summarize any material which explains how and when your language developed the forms of address in use today. You may have to look in books on the history of your language.

(Note to those doing Japanese, Korean, Thai, and perhaps other non-Indo-European languages: You may be dealing with a situation which differs somewhat from that of the pronouns described by Brown and Gilman; structure your discussion according to your language, not according to the situation in Indo-European languages.)

Notebook #6

For this assignment you will be investigating an aspect of language use in your country. You should consult with your instructor as to which option to choose if you are unsure.

A. Bilingualism (You MUST do this if you're doing a minority language.)

To what extent is there bilingualism in your country? Does the government recognize linguistic minorities? To what extent? What kind of commitment has been made toward educating minority children in their native language(s)? Are ALL children included in bilingual education programs, or just minority children? To what extent do political considerations affect bilingual education programs? Is there opposition to the idea? Why? Have there been recent changes in policy or attitude? Are there minority language books and newspapers published in your country? Is there minority language TV and/or radio? Are government documents and announcements bi- or multilingual? Is there a grass-roots movement to encourage or revive the use of a minority language?

B. Legal-Political Aspects of a Minority Language

In what language(s) are governmental proceedings such as legislative debate, bureaucratic regulations, executive orders, etc., carried out? Does only one language have official status, or are secondary languages allowed? In what language(s) are legislative proceedings, laws and regulations published? If minority languages are disallowed in these contexts, is there any attempt on the part of the government or private groups to provide translations for minority speakers and to facilitate the access of minorities to the government?

Are speakers of minority languages allowed to use their own languages in court, in bringing suit, testifying in their own defense, etc.? If not, does the judicial system provide for translation? Are indictments, court records, depositions, etc., allowed in minority languages?

Are public information and warning signs posted in minority languages? Is such posting required? Prohibited?

C. Language Standardization (Recommended for France, Germany, Italy, Arab countries )

Does your country have a distinction between 'standard' language and regional and/or socio-economic variants? How and when did this standard originate? Is there any kind of Language Academy to determine or enforce

this standard? If so, how effective is it? What is the government policy about regional variation? Is there any extralinguistic factor that contributed to the development of the standard (e.g., a great literature, political domination of one region, etc.)?

If you are doing Arabic or Greek, you must deal with the question of DIGLOSSIA.

Notebook #7

There are four questions below, each about some aspect of language. Answer the one that you are most interested in. See your instructor for aid in choosing which question to research. In addition to the topics below, for this assignment you have a 'choose your own' option. If there is some issue about language in your country or about your language in general that you have run into in the course of your research for the previous six assignments, you may write about that instead with your instructor's permission.

A. Investigate the rise of a national literature in your language/country. Was this part of a general nationalist movement? Were there any literary 'giants' who influenced the development of your national literature?

Do not do this question if you are doing the United States, Great Britain, France, Italy, Spain, Germany or Canada, unless you are doing a minority language in one of these countries.

B. Investigate dialect variation in your country. How much variation is there among dialects of your language? Discuss the factors that affected the development of dialects in your country. Is the dialect variation based on geography or social class? If so, which and how? Be specific.

You may answer the question by focusing on a specific dialect in your country. For example, if you are doing the United States, you may report on Black English, Appalachian English, Southern English, dialect variation in New England....

C. What percentage of the speakers of your language in your country can read and write it? How well? Have these figures increased or decreased in the past 25 or 50 years? If it has increased, what has brought about the increase? If they have decreased, what has brought about the decrease? What, if anything, is being done to increase literacy?

D. If your language originated as a pidgin, talk about the historical development, i.e. how did it originate? What are the component languages? What changes have taken place? Is the pidgin/creole becoming more like one or the other of the component languages?

If you are doing Hawaiian, Haitian French, Yiddish, or Black English, you should strongly consider doing this.

E. Is a 'world language' other than the language you are working on

used in your country for education, technology, international commerce, or even for administration or judicial purposes? If so, is the use of this 'language of wider communication' authorized, tolerated, or discouraged by the government? Is there an attempt being made to establish a native language of the area for use in these contexts?

a. If your language is accorded official status, is it successfully competing with the established 'world language'?

b. If your language is not accorded official status, is it in danger of being replaced by a world language or the official native language of your country?

Selected Bibliography for Notebooks #6 and #7

Places to start:

- the card catalog, general books on education in your country;
- the indices on Bilingualism and Second Language Learning in library handout;
- the New York Times Index (also indices to other newspapers);
- the Reader's Guide to Periodical Literature.

The following sources may contain either information on your country or references to books and articles which are relevant to your country and your topic:

- Anderson, Theodore and Mildred Boyer. 1970. *Bilingual Schooling in the U.S.* Washington, D.C.: U.S. Government Printing Office.
- Hertzler, Joyce O. 1965. *A Sociology of Language.* Random House.
- Ferguson, Charles. 1959. Diglossia. *Word* 15.325-340.
- Fishman, Joshua (ed.). 1972. *Advances in the Sociology of Language.* The Hague: Mouton.
- \_\_\_\_\_ (ed.). 1968. *Readings in the Sociology of Language.* The Hague: Mouton.
- Fishman, Joshua, Charles Ferguson and Jyotirindra Das Gupta. 1968. *Language Problems of Developing Nations.* John Wiley and Sons.
- Macnamara, John. 1966. *Bilingualism and Primary Education.* Edinburgh University Press. [Deals mostly with Ireland.]
- Rubin, Joan and Björn Jernudd. 1971. *Can Language be Planned?* University of Hawaii Press.
- Rubin, Joan, and Roger Shuy. 1973. *Language Planning.* Georgetown University Press.
- Texas Education Agency. 1977. *Bilingual Education K-3 Resource Manual.*
- UNESCO. 1965. *Report on an International Seminar on Bilingualism in Education.* London: Her Majesty's Stationery Office.

APPENDIX C:

Library Orientation Handout\*

SELECTED SOURCES - LINGUISTICS

HANDBOOKS AND MANUALS

- P       Katzner, Kenneth. 1975. *The Languages of the World*. New York:  
201       Funk and Wagnalls.  
K35  
REF  
      This entertaining and very readable guide is arranged in  
      three sections. The first consists of broad essays concern-  
      ing the major language families of the world. The second is  
      composed of descriptive articles on nearly 200 languages,  
      with each article containing a quotation (with translation)  
      from the language. The third section is a country by country  
      survey which provides basic information on languages spoken  
      in various lands. An index of languages and language fami-  
      lies is provided.
- P       Voegelin, C. F. and F. M. Voegelin. 1977. *Classification and*  
203       *Index of the World's Languages*. New York: Elsevier.  
V6  
REF  
      Articles for broad language groupings and language fami-  
      lies are arranged alphabetically. Each article provides a  
      brief description of the grouping, including information re-  
      garding the number and localities of speakers, and listings  
      of the various language members of the group. There is an  
      index for names of groups, subgroups, individual languages,  
      dialects, and tribes. Obviously, this volume is of great  
      value in determining language relationships and affiliations.  
      Other classifications of specific language groups are avai-  
      lable in the Perry-Castañeda Library. To find them, look in  
      the subject catalog for the subdivision 'Classification' un-  
      der the desired language group (e.g., 'African Languages -  
      Classification').
- P       Allen, C. G. 1975. *A Manual of European Languages for Librarians*.  
381       London and New York: Bowker.  
E93  
A428       Grammarians, translators and students of linguistics will  
REF       find this extraordinary work useful, as will the librarians

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\*Compiled by John Burlinson, Special Services Department, University of  
Texas General Libraries, January 1979.

to whom it is specifically directed. Articles on 38 languages are arranged by linguistic areas: Germanic languages; Latin and the Romance languages; Celtic, Greek, and Albanian languages; Slavonic languages; Baltic languages; Finno-Ugrian languages, and 'Other languages' (Maltese, Turkish, Basque, and Esperanto). Each article is divided into the following sections: general characteristics, bibliolinguistics, alphabet, phonetics and spelling, articles, nouns, adjectives, numerals, pronouns, verbs, adverbs, prepositions, conjunctions, particles, and word formation.

- P Giliarevskii, Rudzhers Sergeevich. 1970. *Language Identification Guide*. Moscow: Nauka Publication House, Central Dept. of Oriental Literature.  
213  
G4913  
REF

Over 225 languages are discussed here, and for each language the alphabet is provided, as is a quotation (untranslated) and short descriptive comments on the language and speakers.

- P Nida, Eugene Albert. 1972. *The Book of a Thousand Tongues*, rev. ed. London: United Bible Societies.  
352

A2  
N6  
1972  
REF

This book contains entries for 1,399 languages and dialects into which some part of the Bible has been translated. Each entry includes a quotation from the Bible in the appropriate language and a brief description of the language's speakers.

#### STATISTICS

- AZ United Nations Educational, Scientific and Cultural Organization.  
361 1963-. *Statistical Yearbook*. Paris.

U45  
REF

Statistics which are supplied for some 200 countries and territories of the world include: population figures, illiteracy rates, educational attainment of the population, and educational enrollments and expenditures. Statistics are also given on: science and technology, libraries, book production, newspapers, movie houses, radio broadcasting, and television broadcasting. Two other books published by the U.N. also give valuable statistical information for these countries: *Statistical Yearbook* (qHA/12.5/U63/REF), and *Demographic Yearbook* (qHA/17/D45/REF).

#### BIBLIOGRAPHIES

Bibliographies can be very useful to anyone doing research on an unfamiliar topic, since the author has already done some of the preliminary

work of searching and selecting material on a subject. Many of the bibliographies listed below include annotations, or brief summaries or notes of the contents of the items described, and these can be of particular help in enabling one to decide whether or not a certain item is of real interest.

P Permanent International Committee of Linguists. 1934/47-. *Bibliographie Linguistique. Linguistic Bibliography.* Utrecht: Spectrum.  
30  
P481

REF

This annual bibliography is of primary importance in linguistic research. Books, monographs, dissertations, articles and reviews are arranged by topics (such as phonetics and phonology, grammar, historical linguistics, semantics, etc.), and by language groupings (such as Indo-European languages, Asianic and Mediterranean languages, Hamito-Semitic languages, etc.). An author index is provided, and although there is no subject index, a satisfactory subject approach is given through a detailed table of contents. This bibliography is of particular value to all linguistic scholars for its comprehensiveness and its international coverage.

P Mackey, William F. 1972. *Bibliographie internationale sur le Bilinguisme. International Bibliography on Bilingualism.* Quebec: Presses de l'Université Laval.  
115  
M325

REF

"Devoted to bilingualism, biculturalism, and related phenomena," this bibliography lists books and articles on language differences, language acquisition and the development of individual bilingualism, but excludes bilingual dictionaries and materials for the teaching of foreign languages. All entries are arranged alphabetically by author; fortunately, there is a specific subject index provided, appropriately enough, in both French and English.

A related volume, which is also similar in format, is: Afendras, Evangelos A., and Pianarosa, Albertina. 1975. *Le Bilinguisme chez l'Enfant et l'Apprentissage d'une Langue seconde: Bibliographie Analytique. Child Bilingualism and Second Language Learning: A Descriptive Bibliography.* (Quebec, Presses de l'Université Laval.) (P/118/A44/REF.)

q  
P *Dictionary Catalog of the Library of the Center for Applied Linguistics, Washington, D.C.* 1974. 4 vols. Boston: G. K. Hall.  
123

C457

REF

The Center for Applied Linguistics is an independent, non-profit institution concerned with language and linguistics, and it has served as a clearinghouse for linguistic information for many years. Consequently, general works held by the Center's library are complemented by special subject col-

lections, which include materials concerning English as a second language, and many manuscripts and unpublished works which are often unavailable elsewhere.

The card catalog of the Center's library has been photographed and is reproduced in these four volumes; author, title, and subject cards are arranged in one alphabetical sequence.

#### HUMAN RELATIONS AREA FILES

The Human Relations Area Files (HRAF) are a data retrieval system designed to facilitate research, study, and teaching in the social and behavioral sciences, in area studies and in the humanities. HRAF's classification scheme is based on two handbooks: George P. Murdock 1975 *Outline of World Cultures (OWC)*, 5th rev. ed. (New Haven, Conn.: Human Relations Area Files) (H/62/B362/5th/1975/REF), and inventory and classification of the known cultures of the world; and, George P. Murdock 1960 *Outline of Cultural Materials (OCM)*, 4th rev. ed. (New Haven, Conn.: Human Relations Area Files) (H/62/B36/v.1/REF), a comprehensive subject classification system covering all aspects of man's culture.

One complete section of the Files is devoted to language, and it is subdivided by the following topics: speech, vocabulary, grammar, phonology, stylistics, semantics, linguistic identification, and special languages. The Files are located in the Map Room of the Perry-Castañeda Library, PCL 1.306.

#### GENERAL

Accurate, up-to-date information on languages and their speakers can also be obtained by looking in the most recent edition of *Encyclopedia Britannica* (AE/5/E363/REF).

If you have any difficulties in identifying the proper subject heading when you are using the Subject card catalog, consult the two-volume *Library of Congress Subject Headings*. There are copies of these books placed in the card catalog, at the Information Desk and at the Reference Desk.

Footnotes

<sup>1</sup>A complete Language/Country list is in Appendix A.

<sup>2</sup>John Burlinson of the General Library Staff prepared this excellent handout, which is reproduced in Appendix C.