Registration Number:

Date & session:

**ST. JOSEPH’S UNIVERSITY, BANGALORE – 27**

**MA (ENGLISH) - III SEMESTER**

**SEMESTER EXAMINATION: OCTOBER 2023**

**(Examination Conducted in November/December 2023)**

**EN 9518: LINGUISTICS III**

**(For current batch students only)**

**Time- 2hours Max Marks- 50**

**This paper contains 3 printed pages and 4 parts**

1. You are **not permitted** to use a dictionary.
2. Please stick to the suggested word limit wherever possible.

**Part A**

**Answer ANY ONE of the following questions in 250 words: (1 x 15 = 15)**

1. What is the Sapir-Whorf hypothesis? Give two words from your language which, according to you, are difficult to translate into English. Why would a speaker have difficulty while translating these words? How do your examples fit into the hypothesis?
2. English (or another language of a coloniser country) is commonly used as a lingua franca in many countries with a colonial past. What are some factors that lead to such policies? Explain using examples you are familiar with and present your views on this matter.

**Part B**

**Answer each of the following questions in about 100 - 150 words each:**

**(2 x 10 = 20)**

1. Read the following passage from an article titled *“Words that hold us up:” Teacher talk and academic language in five upper elementary classrooms*:

Academic language is one of the key factors affecting the “achievement gap” between high- and low-performing groups of students in U.S. schools (Wong Fillmore, 2004). Many students perform poorly because they cannot handle the unique linguistic demands of each academic content area (e.g., science, mathematics)....the language demands encountered by ELLs (English Language Learners) in mainstream classrooms hinder their opportunities to learn content material and demonstrate subject matter knowledge, skills, and habits of mind.

Based on the views expressed above, what are your thoughts on ‘academic terminology/language’ used in your classrooms (linguistics and others) in the Indian context, where University classes are linguistically as well as socially diverse? Use the concepts you have learnt throughout the course to elaborate.

1. Read the following quote by Paul Theroux:

A foreign swear-word is practically inoffensive except to the person who has learned it early in life and knows its social limits.

Explain this statement based on your understanding. List three swear-words/taboo words from your language and explain the social attitudes that lead to their usage in various contexts.

**Part C**

**Answer ANY ONE of the following questions in 5 - 8 sentences (1 x 5 = 5)**

1. Read the following excerpt from Chaucer’sby The Wife of Bath from *The Canterbury Tales*. Each line from the original text is followed by its translation.

**"Experience, though noon auctoritee**

"Experience, though no written authority

**Were in this world, is right ynogh for me**

Were in this world, is good enough for me

**To speke of wo that is in mariage;**

To speak of the woe that is in marriage;

….

**Housbondes at chirche dore I have had fyve –**

I have had five husbands at the church door –

Why is the language used in the original text different from modern English? Pick out examples and explain how the lexical items, morphology and syntax from these lines are different from present-day English.

1. Recall the language documentation task you had done in the course of the semester. Write a note about some aspects of documentation that you learned during the process. What is the need for such efforts in relation to language preservation? Mention a documentation effort that you are aware of.

**Part D**

**Answer the following question in about 100 - 150 words each:**

**(1 x 10 = 10)**

1. Read the following excerpt from a 2013 Bon Appetit article titled *On the Etymology of the Word Apricot*:

“From that early beginning, though, "apricot" took a strange path to our tongues. Typically, Latin words follow a pretty direct path from Latin, to French, to English, but "apricot" took a little jaunt south. First, the Greeks picked it up as *berikokkia*, which Arabic, then, turned to *al-burquq* (whence the "a" in the "apricot"). Then, it worked its way through the Arabic presence in Spain to the Spanish *albaricoque*, then over the Pyrenees into the French *abricot* (since, as any French speakers know, the French love just dropping letters wholesale). The form that first came to English, *"abrecock,"* was closer to the Spanish version, but eventually we got the message from our friends across the Channel and changed that hard final K (not least, one imagines, because *"abrecock"* sounded a little dirty) to the final T we have today.”

1. Which sociolinguistics phenomena is the above passage describing? Explain in the light of the classroom discussions we have had.
2. According to the passage, how is the word *apricot* different from words like *alchemy* and *algebra*?