

i Instructions

LING1113 – Psykolingvistikk og sosiolingvistikk
Spring 2021

Take Home Exam, Thursday 11th May, 09.00–13.00

Your answers will be saved automatically every 15 seconds. You may navigate between the different questions at any time, but make sure you submit each answer in connection with the right question!

Your answers will be automatically submitted in Inspira when the examination time is up. After starting the exam, you will see your remaining time in the upper left corner.

Practical information about the examination

This exam consists of 13 questions. Please answer **all** 13 questions.

If you should encounter challenges, try to answer as much as you can. Partial credit may be given.

Please pay attention to the instructions and read all questions carefully.

You may answer in English or Norwegian.

Please note: The newest browser versions of Edge and Chrome are affected by a bug in Inspira. You may experience that you delete a whole paragraph when removing content using backspace. This can be undone using the Undo buttons in the essay text editor, or ctrl+z (cmd+z for mac). To avoid the bug completely, we strongly recommend that test takers use the newest version of Firefox (PC and Mac) or Safari (Mac).

Sources and referencing

It is important that you get familiar with the rules for sources and referencing: <https://www.hf.uio.no/english/studies/sources-referencing/index.html>

It is not mandatory to include a bibliography (reference list) if it is a short take-home examination (2-6 hours). Using other people's material without declaring it properly may be considered as cheating or attempted cheating. The consequences of cheating or attempted cheating may be severe for you as a student, please follow the link for more information: <https://www.uio.no/english/studies/examinations/sources-citations/>

Contact information

If you are experiencing technical difficulties during your examination or have further questions, please call 22 84 10 70.

If you have questions regarding the subject or the examination questions, please contact Timo Roettger (**psycholinguistics**) at timo.roettger@iln.uio.no or Seyed Hadi Mirvahedi (**sociolinguistics**) at s.h.mirvahedi@iln.uio.no.

1 Q1









Assume we present listeners with the syllable /pa/ and manipulate the Voice Onset Time (VOT) such that we create a continuum that ranges from VOT = 0ms to VOT = 50ms. Now we present these stimuli differing only in VOT to English listeners in random order and ask them to decide, every time, whether they hear a /ba/ or a /pa/.

(a) What pattern do we expect to find?

(b) Now imagine, we run the exact same experiment with listeners of another language such as Spanish. Do we expect the same pattern? Why?

(max 500 words)

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  | Ω |  |  | Σ |

Words: 0/500










Maximum marks: 9.5

2 Q2

Marslen-Wilson's Cohort model is a serial model of spoken word recognition. Describe the model and how it works.

(max. 500 words)

Fill in your answer here

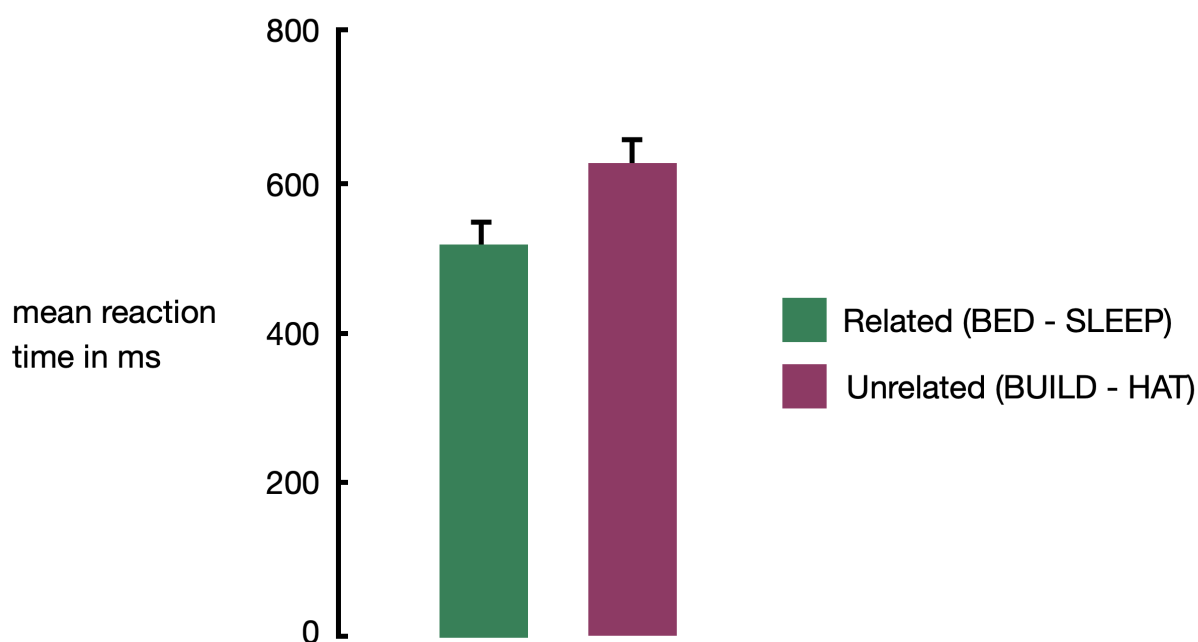
Format ▼ | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  | Ω |  |  | Σ |

Words: 0/500

Maximum marks: 9

3 Q3

Let's imagine that you have collected data with an English lexical decision task from native speakers. In the stimulus set, you included some semantically related words (e.g. SLEEP – BED) that were presented as consecutive items in the task (the word BED was shown right after the word SLEEP). The task also included word pairs (presented consecutively) that were semantically unrelated (e.g. BUILD – HAT). 50% of the items were nonwords. After running the experiment, you compared the average reaction times for the BED-type words (Related) with the average reaction times for the HAT-type words (Unrelated). The results can be seen in the figure.



a) What is this effect called?

b) Present a psycholinguistic explanation for this effect.

c) If you included phonologically similar word pairs (presented consecutively) such as LIKE – LAKE in the same task, as well as phonologically unrelated word pairs (e.g. COOK – BALL), what kind of an effect would you expect to see for the LAKE-type words, compared to unrelated BALL-type words? Why?

(max 800 words)

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x | | | | | | | Ω | | | Σ |

Words: 0/800

Maximum marks: 14

4 Q4












Humans can integrate information of what they hear and what they see at the same time.


(a) What is the name of the perceptual phenomenon that demonstrates an interaction between hearing and vision in speech perception?

(b) Describe the phenomenon and how we can observe it.

(max 500 words)

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |  |



Words: 0/500

Maximum marks: 5

5 Q5

If I present English listeners with an audio recording that starts with a sound that is ambiguous between /g/ and /k/ and I ask them whether they hear one of the two sound sequences in (i) and (ii):

(i) giss or kiss












(ii) gift or kift


a) What answer do we expect English listeners to give?

b) Why?

(max 500 words)

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |  |



Words: 0/500













Maximum marks: 6


6 Q6

The garden path theory claims that an initial “first-pass” structure is built during comprehension using a restricted amount of grammatical information and is guided by certain parsing principles or tendencies, such as the tendency to build the simplest structure possible. What type of evidence might be problematic for this model?

(max 500 words)

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |  |  |



Words: 0/500

Maximum marks: 8

7 Q1

The text below describes the sociolinguistic situation in Iran. Fill in the blanks with a sociolinguistic term. Each box needs to be filled with one word.

With a population of over 80 million, Iran is home to more than 60 languages. Despite its multilingual make-up, however, the country has had only one

language, i.e. Farsi (Persian), for over a century now. This has marginalized all the other languages in formal of language use such as education or governmental public signs. The presence of Farsi-only or Farsi-English bilingual public signs, or what has come to be known in the field as

, both reflects and constructs a power relations between Farsi, English, and other languages. As a result, speakers of minority languages live in a situation; Farsi is used in formal settings while minority languages are used in informal daily conversations. Yet, as some feel pressured to do well in life, the requirement of which is mastery of Farsi, we witness

to Farsi happening in some families; parents speak Farsi to their children at home early on depriving them to develop bilingualism in their mother tongue and Farsi. Nevertheless, although some families of different ethnic backgrounds invest in Farsi more than their mother tongues, they have a strong

. That is, they do not see themselves belonging to the Farsi-speaking community. Considering the three components of ethnolinguistic vitality, namely \pm

, , and

, we can argue that with the government's provision of support in form of education and media, etc. we may foresee a better maintenance of the minority languages.

Knowing of sociolinguistic issues around minority languages, some politicians are often found to do










when they address their fellow minority people; they draw on the different associations of each code so that they express their allegiance to their people who speak a non-Farsi language, and the Farsi speaking ruling government. A study, for instance, shows that a Parliament Member, whose native language was Azerbaijani, switched to Farsi intra-sententially and intersententially many times during a short interview.

Maximum marks: 16

8 Q2

How is 'variety' defined in sociolinguistics. Discuss why sociolinguists have come up with the term 'variety' to refer to 'languages' and 'dialects'.

Fill in your answer here

Format ▼ | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  | Ω |  |  | Σ |

Words: 0/300












Maximum marks: 4


9 Q3

The following sentences were seen on the front page of two different newspapers about a protest. Focusing at least on one grammatical difference and one lexical choice difference in the two sentences, discuss how each sentence constructs a different worldview about what has happened.

- A. Police shoot five people dead in pro-democracy demonstration.
- B. Five rioting blacks shot dead as political leader meet in the capital.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  | 



Words: 0/300











Maximum marks: 6


10 Q4



Watch this short excerpt from Steve Harvey's show, where he meets with his neighbors back in time when he was a child. Focusing on his speech, identify four instances of phonological and syntactic variation that do not take place in Standard English. What variety are these features associated with? Turn on the automated caption for help.

Fill in your answer here

Format ▾ | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |

Σ | 

Words: 0/200

Maximum marks: 4

11 Q5

With one example for each, explain three ways in which language change spreads through a community. Then, define the two ways we can study language change.

Fill in your answer here

Format

**B***I*U x_2 x^2 I_x  Σ 










Words: 0/300


Maximum marks: 5

12 Q6

In recent years, migration to big cities has resulted in emergence of a new variety, e.g. Kebab Norsk in Oslo. Explain what this variety is called in sociolinguistics, and how this variety is formed.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |

Σ |  |











Words: 0/300


Maximum marks: 5

13 Q7

First define linguistic repertoire, and then describe your own linguistic repertoire self-evaluating your speaking proficiency in each of your languages. Then drawing on factors influencing language choice in different contexts as well as our understanding of social networks in sociolinguistics, give examples and explain your own language behavior in different contexts. Provide at least four examples and explanations.

Fill in your answer here

Format | **B** | *I* | U | x_2 | x^2 | I_x |  |  |  |  |  |  |  |  |  |  |

Σ | 

Words: 0/700

Maximum marks: 10