What is your generic term for a sweetened carbonated beverage?
Question 1

1. What is language? Discuss the importance and role of language as an element of culture.
2. Explain the concept of mutual intelligibility.
3. Explain how languages are classified and related.
LANGUAGE

– a set of sounds, combinations of sounds, and symbols that are used for communication.

• How many languages remain in the world?

5,000 - 7,000
• What does language allow us to do that other species cannot?
  – Communicate
  – Reason
  – Create CULTURE
  – Language is the foundation of culture
• **Mutual Intelligibility**: Means two people can understand each other when speaking.
Language Categorilla

• Discuss your observations and answers.
## Top Ten Languages in the World

<table>
<thead>
<tr>
<th>Language</th>
<th>Speakers in Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin Chinese</td>
<td>955</td>
</tr>
<tr>
<td>Spanish</td>
<td>405</td>
</tr>
<tr>
<td>English</td>
<td>360</td>
</tr>
<tr>
<td>Hindi</td>
<td>310</td>
</tr>
<tr>
<td>Arabic</td>
<td>295</td>
</tr>
<tr>
<td>Portuguese</td>
<td>215</td>
</tr>
<tr>
<td>Bengali</td>
<td>205</td>
</tr>
<tr>
<td>Russian</td>
<td>155</td>
</tr>
<tr>
<td>Japanese</td>
<td>125</td>
</tr>
<tr>
<td>German</td>
<td>90.3</td>
</tr>
</tbody>
</table>
The Language Tree

- 19 Language Families
- Each Family has its own branches
- Each branch has its own groups
- Each group has its own language
- Each language has its own dialects
• **Dialects**
  A regional variety of a language distinguished by pronunciation, spelling, and vocabulary.

• **Languages**

• **Language Group**
  Several individual languages within a language branch
  – Share a common origin in recent past
  – Few differences in grammar and vocabulary

• **Language Branches**
  A group of languages that share a common origin but have evolved into different languages

• **Language Family**
  A collection of individual languages with a common ancestor

---

Language Family

A collection of individual languages with a common ancestor
• **Language Branches**
  A group of languages that share a common origin but have evolved into different languages

• **Language Family**
  A collection of individual languages with a common ancestor
• **Dialects**
  A regional variety of a language distinguished by pronunciation, spelling, and vocabulary.

• **Languages**

• **Language Group**
  Several individual languages within a language branch
  – share a common origin in recent past
  – few differences in grammar and vocabulary

• **Language Branches**
  A group of languages that share a common origin but have evolved into different languages

• **Language Family**
  A collection of individual languages with a common ancestor
• **Languages**

• **Language Group**
  Several individual languages within a language branch
  – share a common origin in recent past
  – few differences in grammar and vocabulary

• **Language Branches**
  A group of languages that share a common origin but have evolved into different languages.

• **Language Family**
  A collection of individual languages with a common ancestor
• **Dialects**
  A regional variety of a language distinguished by pronunciation, spelling, and vocabulary.
  *(Australian English)*

• **Languages** *(English)*

• **Language Group**
  Several individual languages within a language branch
  – share a common origin in recent past
  – few differences in grammar and vocabulary
  *(Western Germanic)*

• **Language Branches**
  A group of languages that share a common origin but have evolved into different languages
  *(Germanic)*

• **Language Family**
  A collection of individual languages with a common ancestor
  *(Indo-European)*
# Top Ten Languages Spoken at Home in the United States by Non-English Speakers

<table>
<thead>
<tr>
<th>Language</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>12.2</td>
</tr>
<tr>
<td>Chinese</td>
<td>0.9</td>
</tr>
<tr>
<td>Tagalog</td>
<td>0.5</td>
</tr>
<tr>
<td>French</td>
<td>0.5</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.4</td>
</tr>
<tr>
<td>German</td>
<td>0.4</td>
</tr>
<tr>
<td>Korean</td>
<td>0.4</td>
</tr>
<tr>
<td>Russian</td>
<td>0.3</td>
</tr>
<tr>
<td>Arabic</td>
<td>0.3</td>
</tr>
<tr>
<td>Italian</td>
<td>0.3</td>
</tr>
</tbody>
</table>
Question 2

• Define sound shifts and explain how they can be used to trace a language back to its hearth or original language. Use Proto Indo-European as an example.
Major Language Families
The Indo-European Family

• The single largest language family
  – 150 languages
  – Three billion speakers. (About 50 % of Pop.)
  – Languages include
    • Hindi and Urdu (400 million)
    • Bengali (200 million)
    • Spanish (300 million)
    • Portuguese (200 million)
    • French (100 million)
    • German (100 million)
    • Russian (300 million)
    • English (400 million) in Europe and the Americas.
Similarities Between Spanish And Arabic

• https://www.youtube.com/watch?v=AOe4mkzBdCs
Three Major Branches of Indo-European Language in Europe:
1. Romance Languages

- French, Spanish, Italian, Romanian and Portuguese
- Areas controlled by Roman Empire
- Found in Western Europe, Central/South America
- Local Languages mixed with Latin
2. Slavic Languages

– Russian, Polish, Czech, Slovak, Ukrainian, Slovenian, Serbo-Croatian, and Bulgarian
– Developed as Slavic people migrated into present day Ukraine
– Eastern Europe
3. Germanic Languages

- **English**, German, Danish, Norwegian and Swedish
- Expansion of peoples out of Northern Europe
- Particularly Germanic tribes moving into areas dominated by Rome
- North America and Northern Europe
Patricia Ryan: Don't insist on English! (TED)

• Is the world's focus on English preventing the spread of great ideas in other languages? Explain.

• What is the benefit of other languages when it comes to ideas?
The Sino-Tibetan Family (20% of Population)

- Includes 250 languages.
- Mandarin Chinese = one billion people!
- Southeast Asia and East Asia (China)
- Japanese, Korean
Final 30% of Population

- **Afro-Asiatic** (Hebrew, Arabic)
- **Niger-Congo** (Swahili)
- **The Austronesian Family** (Indonesian, Malay)
**Accent:**

- A distinctive mode of pronunciation of a language. Usually associated with a particular nation, locality, or social class (ex: they have a strong southern accent).
- Refers only to the way words are pronounced.

**Dialect:**

- Has its own grammar, vocabulary, syntax, and common expressions as well as pronunciation rules that make it unique from other dialects of the same language.
<table>
<thead>
<tr>
<th>ARABIC DIALECTS</th>
<th>Speakers in Millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algerian</td>
<td>22.4</td>
</tr>
<tr>
<td>Egyptian</td>
<td>54</td>
</tr>
<tr>
<td>Gulf (Iraq)</td>
<td>3.6</td>
</tr>
<tr>
<td>Hijazi (Saudia Arabia)</td>
<td>6.0</td>
</tr>
<tr>
<td>Mesopotamian (Iraq)</td>
<td>15.1</td>
</tr>
<tr>
<td>Moraccan</td>
<td>21</td>
</tr>
<tr>
<td>Najdi (Saudia Arabia)</td>
<td>10</td>
</tr>
<tr>
<td>North Levantine (Syria)</td>
<td>14.4</td>
</tr>
<tr>
<td>North Mesopotamian (Iraq)</td>
<td>6.3</td>
</tr>
<tr>
<td>Saidi (Egypt)</td>
<td>19.0</td>
</tr>
<tr>
<td>Sanaan (Yemen)</td>
<td>7.6</td>
</tr>
<tr>
<td>South Levantine (Jordan)</td>
<td>6.2</td>
</tr>
<tr>
<td>Sudanese</td>
<td>16.8</td>
</tr>
<tr>
<td>Taizzi-Adeni (Yemen)</td>
<td>7.1</td>
</tr>
<tr>
<td>Tunisian</td>
<td>9.4</td>
</tr>
<tr>
<td>CHINESE DIALECTS</td>
<td>Speakers in Millions</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Gan</td>
<td>20.6</td>
</tr>
<tr>
<td>Hakka</td>
<td>30</td>
</tr>
<tr>
<td>Huizhou</td>
<td>4.6</td>
</tr>
<tr>
<td>Jinyu</td>
<td>45</td>
</tr>
<tr>
<td>Mandarin</td>
<td>845</td>
</tr>
<tr>
<td>Min Bei</td>
<td>10.3</td>
</tr>
<tr>
<td>Min Dong</td>
<td>9.1</td>
</tr>
<tr>
<td>Min Nan</td>
<td>47.3</td>
</tr>
<tr>
<td>Min Zhong</td>
<td>3.1</td>
</tr>
<tr>
<td>Wu</td>
<td>77.2</td>
</tr>
<tr>
<td>Xiang</td>
<td>36</td>
</tr>
<tr>
<td>Yue</td>
<td>55.5</td>
</tr>
</tbody>
</table>
Slang

An informal, often short-lived (generational) kind of language used in place of standard words.

– Write down 3 APPROPRIATE slang words that high school students use nowadays and their meanings.

Oregon jojos (noun): potato wedges.

Guests at the dinner party reported that Joe’s jojos were just so-so.
• **Isogloss**: A geographic boundary within which a particular linguistic feature occurs
• **Dialect Chain**: A set of contiguous (sharing a common border) dialects in which the dialects nearest each other at any place are most closely related.
Language Diffusion
• **Proto-Tongue**

  – Language developed nearly 2.5 million years ago
  – All original speakers communicated in the proto-tongue or original language
  – As speakers diffused through migration, language divergence occurred and new languages and dialects spawned from the proto-language
Language Divergence:

• Occurs when speakers of the same language scatter and develop variations of that original language to meet their needs in new surroundings

• As human groups came into contact with new concepts they created new words to describe them.
• **Language Shift:** When speakers come into contact with other languages, a blending of the two languages can occur
• **Language Replacement**: Occurs when invaders replace the language of those places they conquer.
• **Language Extinction:** When a language is no longer used.

• **EX:** Latin is facing Language extinction because fewer and fewer people are speaking Latin.
Identify FOUR specific regions where there are the most threats of Language Extinction. Why these areas?
Preserving endangered languages: Barry Moses at TED

• Explain how Barry’s Spokane tribe's Salish language became extinct.

• How do we save endangered languages?
Back to the Future of Endangered Languages | Colleen Fitzgerald | TED

• Explain how cultures saved their Endangered Language's?

• Explain the benefits of saving an Endangered Language. Give some examples.
Language Hotspots

These areas have a high number of languages in danger of extinction.

THREAT LEVEL

- SEVERE
- HIGH
- MEDIUM
- LOW
Countries with most languages at risk

- Unsafe*: 9.6%
- Endangered†: 9.4%
- Highly endangered‡: 15.5%
- Extinct§: 3.7%

* Most children speak language but restricted to certain domains
† Children no longer learn language at home
‡ Youngest speakers are grandparents or older
§ Since 1950. No speakers left

Source: UNESCO
Origins of English
**Reverse Reconstruction:** Process to trace the path of a languages diffusion.

- Tracks sound shifts and the hardening of consonants backward to reveal an “original” language.
  - Can deduce the vocabulary of an extinct language.
  - Can recreate ancient languages *(deep reconstruction)*
Proto-Indo-European

- Original Indo-European language
- 6000-4500 BCE
Question 3

• Explain the conquest and agricultural theories of Proto-Indo-European language diffusion.
Diffusion of Proto-Indo-European

• Two Major Theories
  1. Conquest
  2. Agricultural
1. Conquest Theory

• Early speakers of PIE (proto-indo-european) spread from east to west on horseback
• Overpowered earlier inhabitants through warfare and technology
• Sound shifts show long period of divergence moving slowly west
Hearth was Kurgan Empire (modern day Ukraine)
2. Agricultural Theory

- PIE diffused westward with the diffusion of agriculture / farming
- Farming innovation spread – replaces hunting and gathering
- Renfrew Hypothesis
Hearth was Anatolia Region (modern day Turkey)
Question 4

Explain the division of Europe into the following language groups and give specific examples from major groups: Germanic, Slavic, and Romance. Explain the language family associated with these language groups.
Write down **10 details** about the history of the English Language

- [http://www.youtube.com/watch?v=H3r9bOkYW9s](http://www.youtube.com/watch?v=H3r9bOkYW9s)
• 500CE, Rome leaves Britannica leaving some Latin
• Anglo (Germanics tribes) move in from Northern Germany (Angloland – England) bringing native language to the Island
• Christian Church established – continues mixing of Latin and Anglo/English
• Vikings invade – mix some vik language in
• Normans (French) Invade – French becomes language of power, English language of the poor and powerless
• 100 year war – French out – English the language of power
• Shakespeare developed words for English
• King James Bible encourages more English phrases
• English becomes language of science
• English Empire – Colonize and spread English around world – mixing thousands of languages with English
Over centuries English is established as a dominant language in

- Literature (Shakespeare)
- Science
- Religion (King James Bible)
- Dictionaries (standardized which makes spread easier)
- Economics (Capitalism)
- Internet
• http://www.pbs.org/wgbh/amex/weshallremain/native_now/language

• http://www.pbs.org/wgbh/amex/weshallremain/native_now/language_cherokee
Language and Government
Official Language

• Language adopted by the government. Usually selected by elite and becomes the language of courts and government.

• Often language of the majority
Official Language

- Language adopted by the government. Usually selected by elite and becomes the language of courts and government.

- Often language of the majority

Standard Language:

- a language that is published, widely distributed, and purposefully taught.

- Government usually plays a big role in standardizing a language.
**Monolingual State:** a country in which only one language is spoken

Ex: **Japan** (due to strict immigration laws) & **France** (fight to preserve monolingual state)

**Multilingual State:** a country in which more than one language is in use

EX: **India** (*Hindi and Bengali*), **Peru** (*Spanish and Quechua*), **United States** (English and Spanish)
Only 18% of Americans report speaking a language other than English, while 53% of Europeans (and increasing numbers in other parts of the world) can converse in a second language.
Most Students in Europe Must Study Their First Foreign Language by Age 9 and a Second Foreign Language Later

Compulsory age for studying first foreign language, by country

- Require study of **two** foreign languages
- Require study of **one** foreign language

<table>
<thead>
<tr>
<th>Compulsory age for studying 2nd foreign language</th>
<th>Austria (15)</th>
<th>Croatia (9)</th>
<th>Italy (13)</th>
<th>Liechtenstein (15)</th>
<th>Luxembourg (7)</th>
<th>Norway (16)</th>
<th>Portugal (12)</th>
<th>Spain (7)</th>
<th>Sweden (8)</th>
<th>Denmark (14)</th>
<th>Hungary (13)</th>
<th>Iceland (10)</th>
<th>Latvia (12)</th>
<th>Lithuania (12)</th>
<th>Slovenia (12)</th>
<th>Turkey (9)</th>
<th>Netherlands (10)</th>
<th>UK (11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Pupils in Scotland (a part of the UK) and Ireland are not required to study a foreign language. The German-speaking Community in Belgium studies their first foreign language at age 3 and a second at 13; the Flemish Community does so at ages 10 and 12; and the French Community begins their first foreign language at age 8 or age 10 and are not required to study a second foreign language. In Estonia, pupils must study a second foreign language between ages 10 and 12. In Finland, pupils must start learning a foreign language between ages 7 and 9; in Sweden, between ages 7 and 10.

Source: Eurostat

PEW RESEARCH CENTER
Percentage of Bilingual Speakers in the World

- Luxembourg: 99%
- The Netherlands: 91%
- Germany: 67%
- Sweden: 97%
- Denmark: 88%
- Poland: 57%

Source: European Commission, “Europeans and their Languages,” 2006

Percentage of US Population who spoke a language other than English at home by year:

- 1980: 10.97%
- 1990: 13.82%
- 2000: 17.89%
- 2007: 19.73%

Source: U.S. Census Bureau, 2007 American Community Survey
Multilingual State Conflicts

**Cyprus (Greek vs. Turkish)**

- Greek majority and Turkish minority. “Green line” separates the two cultures.

**Belgium (Dutch vs. French)**

- Dutch in the north competes with French speakers in the south for power. Brussels (Capital) is in the South but with a majority French population.
Case Study: Quebec

• What the Power of Place on French vs. English in Quebec and answer questions based on the content.
Lingua Franca

- A common language used among speakers of different languages for the purposes of commerce and trade.

- **EX:**
  - English is considered the lingua franca of academics
  - Swahili is the Lingua Franca of Eastern Africa where there are hundreds of native languages
• **Pidgins:** When people who speak two or more languages are in contact and they combine parts of their language in a simplified structure and vocabulary
  
  – Is a second language for everyone who uses it
  – Often used in business or work supervision
  – Very simplified – think 2-3 year old speech

**Ex.** *Chinook Jargon* was once used by *American Indians and European traders in the Pacific Northwest*
• **Creole**: Language that evolves when a pidgin becomes the first language of a group of speakers.
  – May lose their mother tongue from disuse
  – More complex grammatical structure and enhanced vocabulary
  – Think 4-5 year old speech

Example: **Sango**: an African creole based on languages of Central African Republic, on the Arabic of Uganda; and the languages of Democratic Republic of the Congo and the Republic of the Congo.
Question 5

• Define toponyms – explain and give examples of postcolonial and post revolution toponyms.
• **Toponym**: the name by which a geographical place is known. Reflects cultural identity.

• Study of toponyms can give you insight into immigration patterns, colonial influence, religion, language and cultural diffusion.
  — “burg” = city – German roots
  — Hamburg – City in Germany
  — Pittsburgh – City in United States

• **EX: Santa Barbara, California:**
  — *Santa Barbara reflects both the Spanish-Portuguese Language and Catholic influences:* “Santa Barbara” is Spanish for *Saint Barbara*, a Catholic Saint
• Place names often consist of two parts
  a generic classifying part - River
  a specific modifying, or particular part - Red

In English the specific usually comes first
  Red River
  Two Oregon Examples

In French the generic usually comes first
  River Rouge
  Two examples - anywhere
Postcolonial Toponyms

- After colonies became independent countries they often changed place names.

- **EX:** Zimbabwe was officially adopted after Britain's grant of independence in April 1980. Prior to that point, the country had been called Southern Rhodesia since 1898.
Post Revolution Toponyms: Place names changed after a revolution.

– St Petersburg was changed to Leningrad after the Russian Revolution and has now been changed back after the fall of communism/Soviet Union in 1990’s
Memorial Toponyms: Change in place name to memorialize an important person or event.

• Ex. To remember somebody:
  Examples: FDR Drive, Washington Monument

• 3 Examples in Oregon?
• **Sound Shifts**: Slight change in a word across languages over time. Used to find linkages among languages.

  eg. Milk = lacte in Latin
       latta in Italian
       leche in Spanish
       lait in French
Country Profiles for Unit 7

• South Africa-02/24(Friday)
• Mexico- 02/28(Tuesday)

• For the Unit 6 Exam:
  – Know the main languages spoken in the 10 countries you have done so far...
Case Study: Quebec

• Watch the **Power of Place** on French vs. English in Quebec and answer questions based on the content.

• Share Responses
Debates

• Flip to debates in notebook
Question 6

CURRENT EVENT: Locate a current events article (occurring within the past year) from a newspaper, news site (ex. NPR or BBC), or news magazine that relates to language. CITE your source by telling me the name of the article, source of the article, and when it was written. The event must be outside the United States. You will write two paragraphs:

• Paragraph one (4-6 Sentences) will explain the event – the who, what, where, why and when.
• Paragraph two (4-6 Sentences) will draw connections between the event and FIVE Terms from Unit 5.