Language & Immigration, Quiz 2

Here's the simple purpose of this quiz: For the rest of your life, you're going to hear people say things about language and immigration and the class should have prepared you to present clear, accurate information to other people on the topic.

You need to send this to me electronically before Friday’s class. I can’t accept late exams on this since we’ll be talking about some of this material in class on Friday.

Short answer 10 pts ea. Answer 5 — NO MORE THAN 5.

You can write up to 200 words per answer but good answers may well be shorter. Please be sure to give good, clear examples.

1. How does public education provide for Spanish-speaking children coming into school in Wisconsin?
2. How do contemporary settings of language and immigration in Wisconsin like that of the Hmong or Spanish differ from historical ones? What could we learn from the past for understanding the present?
3. African-American Vernacular English is grammatically more complex than Standard American English in the sense that it makes distinctions grammatically that Standard English doesn’t. Give two examples of this and talk about why this is socially important.
4. In terms of language maintenance and shift, how is the situation of Pennsylvania German different from that of most other immigrant languages in Wisconsin? Why?
5. Give some examples of features from immigrant languages that survive and don’t survive in contemporary Wisconsin English. What factors contribute to these different fates of certain features?
6. How does Crawford understand language policy in the United States? What advantages and disadvantages does that situation bring with it?
7. Provide a brief overall assessment of US English as they present themselves on their website.
8. What is the value of heritage language education, for the speakers and for society? (If you don’t think there is value, lay out that case.)