

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang Akademik 2001/2002

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**HET 521 – Psychology and Sociology of Language**

Masa : 3 jam

**THIS EXAMINATION PAPER CONTAINS FOUR [4] QUESTIONS IN TWO [2] PAGES.**

Answer **ALL FOUR [4]** questions. Equal marks are allocated to all questions.

1. **EITHER**

*"In a vibrant multicultural society like Malaysia, it is inevitable that the vernacular languages find their way into the English language and influence the way English is spoken by Malaysians"*  
(Sue Kim, 1998).

Assess this observation in relation to the variety/varieties of English in Malaysia.

**OR**

*"In Malaysia, it may be true to say that the status of English as the 'second most important language' appears to depend crucially on the dynamics of the interplay of government policies and directives and the effects of all these on the linguistic market place where they are inevitably pitched against the normal sociolinguistic forces of language choice and use, change and variation"*  
(Venugopal, 127: 2000).

To what extent is Venugopal right? Give your reasons.

[25 marks]  
...2/-

2. *"Every linguistic interaction, however personal and insignificant it may appear, bears the traces of the social structure that it both expresses and helps to reproduce. Sociolinguistic competence accordingly goes beyond formulations of grammatical and communicative competence. It includes the right to speak, to make oneself heard, believed, obeyed, and so on"* (Mesthrie 342:2000).

What opinions do you have on this matter, and what evidence seems to you to support those opinions?

[25 marks]

3. Discuss two of the following:

- [a] Garden path model and constraint satisfaction model
- [b] Localisation and lateralization of function
- [c] FLA and SLA

[25 marks]

4. "Theories of language development differ in the weight that they ascribe to various dimensions that characterise language" (Berko Gleason, 1998).

Discuss this point by comparing and contrasting two of the five approaches to child language acquisition with respect to the dimensions of nativism-empiricism, structuralism-functionalism, and active-passive children.

[25 marks]