

**FINAL EXAMINATION**

**BACHELOR OF EDUCATION (HONOURS) IN TEACHING ENGLISH AS A  
SECOND LANGUAGE (TESL)  
BACHELOR OF ARTS (HONOURS) IN APPLIED ENGLISH LANGUAGE  
STUDIES**

**COURSE : SOCIOLINGUISTICS**

**COURSE CODE : LNG3263**

**DURATION : 3 HOURS**

**INSTRUCTIONS TO CANDIDATES:**

1. This question paper consists of **THREE (3)** parts : PART A (10 questions)  
: PART B (7 questions)  
: PART C (2 questions)
2. Answer ALL questions in the answer booklet.
3. Make sure that this examination pack consists of:
  - a. The Question Paper
  - b. An Answer Booklet
4. Do not bring any materials into the examination hall.
5. Write your answer using permanent ink.

**MYKAD/ PASSPORT NO :** \_\_\_\_\_

**ID. NO. :** \_\_\_\_\_

**LECTURER :** \_\_\_\_\_

**SECTION :** \_\_\_\_\_

---

**DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO**

---

*This question paper contains 8 printed pages, including the front page*

**PART A: MULTIPLE CHOICE QUESTIONS**

Choose the best answer for each question.

1. Which of the following best describes a social dialect?
  - A. A dialect used by a specific ethnic group.
  - B. A language that develops due to migration.
  - C. A variety of language used in formal settings.
  - D. A dialect associated with a specific social group.
  
2. How does age commonly influence language use within a speech community?
  - A. Language use remains stable throughout a person's life.
  - B. Middle-aged speakers always speak the standard variety.
  - C. Older speakers use more slang and innovative expressions.
  - D. Younger speakers are more likely to adopt new linguistic forms and informal styles.
  
3. According to sociolinguistic studies, women are generally found to \_\_\_\_\_
  - A. use language with politeness strategies.
  - B. use more non-standard forms than men.
  - C. interrupt others more frequently in conversation.
  - D. avoid using standard language forms in all situations.
  
4. Which of the following examples reflects a linguistic gender stereotype?
  - A. Changing language use based on topic.
  - B. Using regional slang in informal contexts.
  - C. Speaking differently with friends and colleagues.
  - D. Believing that women talk too much while men are more silent.
  
5. When speakers modify their speech to become more similar to their interlocutor, this process is known as \_\_\_\_\_.
  - A. divergence
  - B. style-shifting
  - C. convergence
  - D. register variation

6. Which of the following best describes the relationship between discourse patterns and culture?
- A. Culture shapes how people communicate.
  - B. Culture only affects pronunciation, not communication style.
  - C. Discourse patterns are universal and not influenced by culture.
  - D. Discourse patterns determine the grammar rules of a language.
7. Which statement best reflects the complex relationship between linguistic categories and cultural cognition?
- A. Linguistic categories are fixed systems that cultures must adapt to.
  - B. Cultural differences have minimal impact on linguistic categorization.
  - C. Cultural practices shape the way linguistic categories divide and interpret reality.
  - D. Linguistic categories arise purely from universal human perception, unaffected by culture.
8. Which statements are **TRUE** about the connection between language, culture, and cognition?
- i. Language can shape habitual thought patterns.
  - ii. Cultural practices influence how people use and interpret language.
  - iii. Language, culture, and cognition continuously influence one another.
  - iv. Cognitive processes are completely independent of language and culture.
- A. i and ii
  - B. ii and iii
  - C. i, ii and iii
  - D. i, iii and iv
9. Which of the following statements best describes the relationship between gender and politeness in sociolinguistic studies?
- A. Men are naturally more polite than women.
  - B. Both genders use politeness in exactly the same way.
  - C. Politeness is a biological characteristic, not a social one.
  - D. Women are often perceived as using more polite language due to social expectations.

10. Which of the following features typically characterize a register?

- i. It is associated with a specific field or occupation.
- ii. It changes depending on the speaker's emotions.
- iii. It reflects the purpose and topic of communication.
- iv. It includes specialized vocabulary and expressions.

- A. i and iii
- B. ii and iv
- C. i, ii, and iii
- D. i, iii and iv

(TOTAL: 10 MARKS)

## PART B: STRUCTURED QUESTIONS

Answer ALL questions.

1. Define the term **stereotype** in the context of communication. (2 marks)
2. Discuss how stereotypes can influence intercultural communication in both positive and negative ways. Provide relevant examples to support your discussion. (8 marks)

3. 

You are observing a group discussion among university students where both male and female participants are involved. During the discussion, you notice that male students tend to interrupt more frequently, speak in longer turns, and use assertive tones, while female students often use polite forms, hedges (e.g., "maybe," "I think"), and supportive responses like nodding or saying "yes" and "right."

**Required:**

Based on the situation above:

- i. How gender differences influence communication styles? (3 marks)
- ii. Identify and discuss **ONE (1)** sociolinguistic theory that explains the observed language behavior between males and females. (4 marks)
- iii. How can understanding gendered communication styles help to promote effective communication in academic or workplace settings? Provide examples. (3 marks)

(Total: 10 marks)

4. Discuss **FIVE (5)** factors that contribute to gender differences in language use. Provide an example for each factor. (10 marks)

5. During a university open day, Amira, a student representative, speaks to three different people:
1. Her **close friend** who comes to visit the campus.
  2. The **Dean** of the faculty.
  3. A group of **new students** she is guiding.
  4. A canteen worker when ordering food.
- Amira changes the way she speaks in each situation.

**Required:**

- i. Define the term **register** and explain its importance in communication. (2 marks)
  - ii. Identify and describe the types of **registers** Amira might use in each situation mentioned above. (4 marks)
  - iii. Explain **FOUR (4)** factors that influence her choice of register in these situations. (4 marks)
- (Total: 10 marks)

6. During a team meeting at a university project discussion, Aina, a student leader, says to her group members:
- "Hey guys, you've done an amazing job on the slides! Maybe we can polish the introduction a bit together so it'll look perfect. What do you think?" The group smiles and agrees enthusiastically.

**Required:**

- i. Identify the politeness strategy used by Aina in the situation. (2 marks)
- ii. Explain how this strategy reflects positive politeness in sociolinguistics. (4 marks)
- iii. Discuss why using positive politeness strategies is important in maintaining good social relationships within group communication. Provide examples. (4 marks)

(Total: 10 marks)

7. Marshall McLuhan once said, "*The medium is the message.*" This idea relates to linguistic determinism, which suggests that language shapes how people think and perceive the world.

**Required:**

- i. Compare how **linguistic determinism** and **McLuhan's** concept of "*the medium is the message.*" Explain the relationship between communication and perception.  
(5 marks)
- ii. Discuss **FIVE (5)** examples or ways language or media influence how people think, behave, or interpret reality.  
(5 marks)

(Total : 10 marks)

(TOTAL: 60 MARKS)

**PART C: LONG ESSAY**

Answer ALL questions.

**QUESTION 1**

Discuss how discourse patterns reflect cultural values and communication styles. In your answer, provide relevant examples to show how cultural differences in discourse may lead to misunderstanding or effective communication.

(15 marks)

**QUESTION 2**

During a classroom discussion, a lecturer notices differences in how students from different socioeconomic backgrounds express their ideas. Students from urban, middle-class families use more abstract vocabulary and complex sentence structures when explaining their opinions, while students from rural, working-class backgrounds tend to use shorter sentences, simpler words, and focus more on personal experiences rather than abstract concepts.

**Required:**

Discuss how social class influences language use and cognitive development, referring to at least two sociolinguistic theories or studies that explain the relationship between social class, language, and cognition. In your answer, explain how teachers or communicators can help bridge linguistic and cognitive differences among social classes to promote equal participation.

(15 marks)

(TOTAL: 30 MARKS)

**(TOTAL: 100 MARKS)**

**END OF QUESTION PAPER**