



ENG522

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik
Applied Linguistics

Q. Major concerns of Critical Applied linguistics (1-9)

1. Praxis

It refers to the integration and cooperation of desire and action or theory and practices. In the traditional view, theory or action is superior and highly respected than practices or desire. The relationship between the two was unequal. The role of practice and desire were suppressed with stereotyped vision. But critical applied linguistic pays due focus on both theory and practice and desire and action. So the unequal power relation between theory and practice as well as desire and action were abolished in the case of critical applied linguistics.

2. Criticality

Critical applied linguistics is the most critical discipline in dazzling things from diverse angles. Criticality is concerned with critical study of social problems. In fact criticality refers to the logical and examined reflection of things. It is systematic, critical, objective analysis of facts and problems from various angles. As to the beliefs of critical applied linguistics, criticality can be taught in classroom situation. Critical reading, listening, speaking and writing can be taught in language classes. Thus the concept of criticality in applied linguistics also works with the subject itself. Criticality is not just a matter of mapping micro applied linguistics in to the macro social relation, but sustainable critical study of the areas of critical applied linguistics and all social relations and problems.

3. Critical social study

it refers to the careful examination of social relation. Critical applied linguistics was based on the assumption that social relation is full of pains and suffrages. So it needs critical examination. The power imbalance, difference, injustice, hegemony, supuration, colonization, subduing and etc. are some of the critical cases that critical applied linguistic majorly deals with. Thus using critical approaches, critical applied linguists studies the social problems. The study describes, explains, expresses and interprets the social problem. Then it calls for the political interventions. In studying the painful social relation, critical applied linguistics sides the victimized group in the social relations.

4. Critical school theory

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The basic foundation of critical applied linguistics lies on the philosophies of school of critical social theories. The schools were established in Frankfurt, Germany and founded by the famous German scholars, Marxist and neo Marxist thinkers. The theory was based on the existence of pains in social life and concerned with the study of those problems and sought solutions for the same. Frankfurt critical school theory was emanated with sympathy for the people victimized in the social relations. The school deals with detailed study of the society and describe, present and interpret the social problems. The school then calls for the political measures to be taken to solve the problems. A number of fields were based on the assumptions of critical school theory including critical applied linguistics, history, anthropology, sociology, political sciences culture studies, communication studies, medial studies and others.

5. Self-reflexivity

It refers to the self-introspection quality of the subjects, critical applied linguistics. In the cases of human being, selfreflexivity deals with an act of listening deep in to our own soul, evaluate ourselves in multiple perspectives as our lives, our success, failure, performances and relations with others. Critical applied linguistics does not only concern with the study of other social and related issues in a critical way. It also critically evaluates itself whether it is well doing its roles or not. So, critical study of the discipline works with itself as well.

6. Preferred future

It refers to one of the concerns of critical applied linguistics. Critical applied linguistics deals with critical social studies. In so doing it does not only study the problem plainly just for the sake of studying. But through description, expression, explanation and interpretation of the problems, it works on how to establish harmonious life among individuals, groups, societies and the nations. Thus, the preferred future for all was the main concern and dream of critical applied linguistics. The subject believes that humans are created equally irrespective of nothing else, and life is too short so that everyone needs to entertain life equally, peacefully, richly, abundantly and harmoniously.

7. Micro-macro relations

It refers to the application of critical applied linguistics in the study of the larger social problems. Here, micro stands for conceptual and methodological narrowness

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of applied linguistics in studying the wider, macro social relations and problems. The concept of the relation is to entail the incompleteness of critical applied linguistics in studying the society. It claims that the social problems are intricate so that it needs collaboration with related disciplines including feminism, subalterns, American dreams, post colonialism, gender studies, culture studies, media studies and so forth. Moreover, it needs to work with more autonomous and independent disciplines including sociology, anthropology, history, communication and literature studies and so forth.

8. Heterosis

It refers to the autonomy and ideological approaches. The concept was that critical applied linguistics is a sovereign field of study in its own right, but it needs to be integrated with other fields which were based on critical theory. Feminism, postmodernism, colonialism, subaltern studies and others. On top, it needs to be integrated with independent fields as sociology, anthropology, sociolinguistics, culture studies, media and communication studies and other related fields. Therefore, the complex social matters could be explained so further.

9. Problematizing the givens

The approach here deals with constant questioning of the givens. Some practices which lasted for so long within the community seem as if they have divine role and supernatural origins. Thus, critical applied linguistics deals with these practices, beliefs, attitudes, rituals and all very critically. For instance the relation between men and women pertaining to social relation seems as if it is divine and natural. But in reality not, for it is just a social practice that has sent its root deep in the society and looked as if it is from heavenly father. Thus, such issues are critically dealt in critical applied linguistics. In critical applied linguistics, nothing resists critical scrutiny related to social relations. The socioeconomic, political, cultural; the power relation, injustice, right and wrongs, subjugation, suppression, segregation, subdued acts in terms of sex, disability, religious, economic and cultural issues are critically studied.

10. Enlist the domain of critical applied linguistics

Domains in the context of critical applied linguistics refer to the major sub-fields of the discipline of critical applied linguistics. The foremost domains of critical applied linguistics subsumes the proceeding major domains: CDA and Critical Literacy,

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Critical Approach to Translation, Critical Approach to Language Teaching, Critical Approach to Language Testing, Language Planning, Policy and Right, Language, Literacy and Work Place Language Use.

11.Linguistic Relativity

The linguistic relativity hypothesis, the proposal that the particular language we speak influences the way we think about reality, forms one part of the broader question of how language influences thought.

12.Genderlects

Men often use socially disfavored variants of sociolinguistic variables while women tend to avoid these in favor of socially more favored variants.

| Men | Women |
|---|--|
| What a terrific idea! | What a divine idea! |
| Shit! You've put the peanut butter in the fridge again! | Oh dear! You've put the peanut butter in the fridge again! |

13.Forms of Speech Production

The cues encompass various forms of speech production including the lexical, syntactic, pragmatic and paralinguistic.

14.What are the components of communicative competence?

Canale & Swain 1980, articulate the concept of communicative competence into components as follows:

- Grammatical Competence
- Sociolinguistic Competence
- Strategic competence
- Discourse competence

15.Difference between memory and inference **OR** Culture and Thought **OR** Concepts and non-culture Concepts **OR** Inference and Preposition

Culture is something that everybody has. The term used differently by different anthropologists , but it always refers to some characteristics shared by a community,

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especially those which can be distinguished from other communities. So it refers to all that human beings learn to do, to use, to produce, to know, and to believe as they grow to maturity and live out their lives in the social groups to which they belong.

Thought covers a number of different types of mental activity, and lies in the province of cognitive psychology.

Memory is the process in which information is encoded, stored)

Inference is a mental process by which we reach a conclusion based on specific evidence.

Propositions may be either remembered (already stored in memory) or inferred (worked out) it may be either something we know or something we discover add to our memory so that next time it will be there as knowledge.

Concepts may either exist in our memory as a category used in thinking, or may be created as a new category which could then be stored away in memory. as general categories in term of which propositions are formulated and experience is processed.

Non culture concept is one which we build without reference to other people, as a convenient way of interpreting our experience

16.Kinds of knowledge

Cultural knowledge is learned from other people. Shared non-cultural knowledge is shared by people within the same community or the world over, but is not learned from each other. Non-shared non-cultural knowledge is unique to the individual.

17.Role of computer in language teaching and learning

The following roles can be seen:

- computer as tutor for language drills or skill practice
- computer as a tool for writing, presenting, and researching
- computer as a medium of global communication

18.Affective tags

Affective tags "are used not to signal uncertainty on the part of the speaker, but to indicate concern for the addressee":

- Open the door for me, could you?

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- His portraits are quite static by comparison, aren't they?

Affective tags are further subdivided into two kinds:

- Softeners like the first example above, which conventionally mitigate the force of what would otherwise be an impolite demand.
- Facilitative tags like the second example, which invite the listener to take a conversational turn to comment on the speaker's assertion.

19. Grammatical Attrition

Grammatical attrition can be defined as "the disintegration of the structure of a first language (L1) in contact situations with a second language (L2)"

20. Name of the features of Pennycook

- The domain or area of interest – to what extent do particular domains define a critical approach?
- A self-reflexive stance on critical theory – to what extent does the work constantly question common assumptions, including its own? And transformative
- Pedagogy – how does the particular approach to education hope to change things?

21. Difference between gender and sex

Sex refers to biological differences while gender refers to the cultural construction of male and female characteristics. "The ways members of the two sexes are perceived, evaluated and expected to behave." (what different cultures make of sex.)

22. Components of linguistic competence

Linguistic competence includes components such as:

- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology

23. Types of multimodal texts

- Paper-based multimodal texts include picture books, text books, graphic novels, comics, and posters.

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- Live multimodal texts, for example, dance, performance, and oral storytelling, convey meaning through combinations of various modes such as gestural, spatial, audio, and oral language.
- Digital multimodal texts include film, animation, slide shows, e-posters, digital stories, podcasts, and web pages.

24.Types of CALL programs

- CALL-specific software: applications designed to develop and facilitate language learning, such as CDROMs, web-based interactive language learning exercises/quizzes (see CD-ROM examples for language learning)
- Generic software: applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint, see an e-book made by students "Many Moons"), and spreadsheet (Excel), that can be used to support language learning (see examples of using Excel for language learning & teaching)
- Web-based learning programs: online dictionaries, online encyclopedias, online concordancers, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.
- Computer-mediated communication (CMC) programs: synchronous - online chat; asynchronous - email, discussion forum, message board

25.CALL activities

- multiple-choice & true/false quizzes
- gap-filling exercise/cloze
- matching
- re-ordering/sequencing
- crossword puzzles
- games
- simulations
- writing & word-processing
- concordancing
- web quests/searching
- web publishing
- online communication (synchronous and asynchronous)

26. Types of linguistic transfer

- **Inter-language Transfer (lexical or morphological)**

The interaction of a non- primary language with a third or subsequent one

- **Cross Linguistic Influence**

All existing linguistic systems play an equally important role in the acquisition process of a target language.

- **Transfer in Second Language Acquisition (SLA)**

Only the primary language plays a role in the acquisition process of a foreign one.

- **Transfer in Target Language Acquisition (TLA)**

Transfer in TLA considers all of the previously known languages to play an equally important role when it comes to possible interactions between the target language and the existing one(s). The presence of more linguistic systems in the mind of an L3 learner will not only increase the number of potential interactions that can take place, but also alter the course of these interactions.

27. Ferguson's Model

Ferguson (1968) comes up with his three-category model: graphization (choice of an alphabetic system, spelling, punctuation, and capitalization), standardization (developing the so-called 'best' variety that will be the language of a speech community), and modernization (expansion of the lexis of a chosen variety so that it can keep up with the ever-increasing needs of society). For Cobarrubias (1983), there are four ideologies which can have great impact on decisionmaking in language planning in a particular society: linguistic assimilation (everyone in society should learn its dominant language), linguistic pluralism (the recognition that more than one language can be given its due status), vernacularisation (restoration or revival of an indigenous language for national or official purposes), and internationalism (implementation of a nonindigenous language as official language).

28. Usage of computer in language class?

1) Teaching with one computer in the class

- Delivery of content (PowerPoint, wordprocessor, Webpages, etc.)
- Classroom activities/discussions mediated by the computer
- Interactive whiteboard

2) Teaching in the computer network room (networkbased language teaching)

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- Task-based group work /activities
- Computer-mediated communication (CMC): asynchronous/synchronous
- Tandem learning

3) Self-access learning (independent learning) - drills and exercises - word processing - resource searching

4) Distance learning (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.) - delivering online course content - CMC activities: email, discussion forum, chat rooms - tandem learning - community building

29.Methods used in Cultural Anthropology and linguistics

Firstly, we can observe people's natural behavior and draw our conclusion about the knowledge that must underlie it. Secondly, we can arrange interviews & ask people more or less direct questions about their knowledge, taking their answers with a pinch of salt if need be. Thirdly, we can use ourselves as informants. Fourthly, we can conduct psychological experiments of one kind or another, such as measuring the length of time; it take people to perform certain tasks in order to develop a measure of the relative complexity of the knowledge involved.

30.Strength of Haugen's Model

The strength of Haugen's model is that it tries to combine the neoclassic model with the historical-structural model. He brings in the neoclassic model when he claims that LP is about systematizing a language in which the written word, which is taught, has complete precedence over the spoken word; to him a language must be based on its literary form (Haugen, 1972 [1962]).

31.Skills of instrumental Competence

“instrumental competence” requires mastering skills in five areas:

- efficient use of CAT (Computer Aided Translation) tools (including “general” and “specialised” translation technologies),
- ability to use the Internet and communication technologies,
- efficient information mining and terminology management skills,
- document production skills,

- ability to use documentation resources.

32.Sapir-Whorf Hypothesis

The Sapir-Whorf Hypothesis can be explained in the following points: Every single language is structurally unique.

- Linguistic relativity opens the window to the realization that all languages do not translate to each other.
- Language has a strong relationship with thought. Language and thought are affecting each other.

33.Advantages and disadvantages of teaching learning

Advantages

- Self-paced or learner-centered
- An active process CALL material is consistent within individual courses.
- Getting to know the students' individual
- Problems and successes with the learning material.
- Working with a group of disciplined students.
- Focusing on the important or more difficult material
- Working with a group of disciplined students.
- Focusing on the important or more difficult material during class time or tutoring sessions.

Disadvantages

- Quite a few students feel they learn better when guided step by step through a concept.
- The student must be motivated and disciplined to complete a learning program on his own
- A good CALL program, as with all CBE programs, is very expensive to develop.
- Development requires teacher input, but, a great number of teachers see programs
- There is also a lack of suitable software available for CALL today.

To conclude we can say that using Computers to assist language learning and teaching is the certainty and necessity of technological development. However, CALL is not always better than traditional language learning and teaching method.

34. Language Attrition

Language attrition is the process of losing a native, or first, language. This process is generally caused by both isolation from speakers of the first language ("L1") and the acquisition and use of a second language ("L2"), which interferes with the correct production and comprehension of the first. Such interference from a second language is likely experienced to some extent by all bilinguals, but is most evident among speakers for whom a language other than their first has started to play an important, if not dominant, role in everyday life; these speakers are more likely to experience language attrition. It is common among immigrants that travel to countries where languages foreign to them are used.

Types of Language Attrition

- Lexical attrition
- Grammatical attrition
- Phonological attrition

Causes of language attrition

➤ **Assimilation**

Assimilation involves a group gradually adopting the language, culture, and values of another group through interaction (Crystal, 1991).

➤ **Acculturation**

Acculturation involves changes in a group's language, culture, and values through interaction with another group (Crystal, 1991).

➤ **Social distance**

The feeling a person has that his or her social position is relatively similar to or relatively different from the social position of someone else.

35. Enlist the names of the steps of Haugen's model

- selection of norm,
- codification of form,
- elaboration of function, and
- acceptance by the community.

36. Three ways of using computer in English language class room?/ How computer is used in language class. Describe

- Teaching with one computer in the class
- Teaching in the computer network room (network-based language teaching)
- Self-access learning (independent learning) - drills and exercises - word processing - resource searching
- Distance learning (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.)

37. Linguistics competence/ Linguistic competence all about three things NAME

The notion of 'competence' has its basis outside linguistics. It plays an important role both in professional life and in disciplines concerned with the professional personality such as sociology, pedagogy, psychology, personnel management. According to Chomsky, competence is the ideal speaker/hearer, i.e., an idealized but not a real person who would have a complete knowledge of language. This means a person's ability to create and understand sentences, including sentences they have never heard before. Linguistic competence is to know how to use:

- The grammar
- Syntax and
- Vocabulary of a language

38. Components of Linguistic competence

Linguistic competence includes components such as:

- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology

39. Agency, language identity

Our social identities and roles are shaped by the groups and communities we belong to, but we also influence them as individuals. Unlike traditional views that see agency as an inherent individual motivation, a sociocultural perspective views it as the capacity to act within sociocultural contexts (Ahearn, 2001: 112). Through language use, we both represent and construct our identities. The effort we can exert in shaping our identities varies depending on specific social and cultural

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circumstances (Altieri, 1994: 4). Individual identity is always evolving, influenced but not determined by our social identities. In any communicative event, we can adopt unique stances and use language in novel ways, though our linguistic flexibility is influenced by historical and sociopolitical forces. Therefore, individual agency is not inherent or separate from action but exists through routine actions within social contexts, involving both material conditions and social experiences (Duranti, 1997: 45).

40. Differentiate between Sociolinguistics and Sociology of Language?

Sociolinguistics: It is the effect of the society on the language

Sociology of language: It focuses on effect of language on society.

41. Ferguson comes up three learning planning define graphization

- graphization (choice of an alphabetic system, spelling, punctuation, and capitalization),
- standardization (developing the so-called 'best' variety that will be the language of a speech community), and
- modernization (expansion of the lexis of a chosen variety so that it can keep up with the ever-increasing needs of society).

42. Domains of critical applied linguistics.

The foremost domains of critical applied linguistics subsumes the proceeding major domains:

- CDA and Critical Literacy,
- Critical Approach to Translation,
- Critical Approach to Language Teaching,
- Critical Approach to Language Testing,
- Language Planning,
- Policy and Right,
- Language,
- Literacy and
- Work Place Language Use

43. Define Habitus.

Bourdieu's notion of habitus refers to the deeply ingrained habits, skills, and dispositions that individuals acquire through their life experiences, particularly through socialization in their early years. It is a system of embodied dispositions that guide how individuals perceive, think, and act in the world. Habitus is shaped by

one's background, including class, family, education, and culture, and it operates unconsciously, influencing behavior in a way that feels natural. This concept explains how social structures are internalized and how they manifest in individuals' practices and attitudes, perpetuating social norms and inequalities without conscious intent. It highlights the dynamic interplay between individual agency and social structures, showing how our actions are both structured by and structure the social world.

44. Types of vocabulary

- Receptive and productive vocabularies are two terms important for a more global understanding of vocabulary learning. Receptive vocabulary, in broad terms, implies the understanding of the meaning of a word encountered in speech or writing.
- Productive vocabulary, in the same broad strokes, is the portfolio of words available within a learner's inter-language for production.

45. Vocabulary Hierarchy

These concepts have been made more detailed and precise by Laufer and Goldstein (2004) who defined vocabulary into a hierarchy of four levels:

- Active recall (being able to use the target word)
- passive recall (understanding the meaning of the target word)
- Active recognition (recognizing the word when given its meaning)
- Passive recognition (the ability to recognize meaning when given options)

46. Divisions of process language planning

- policy formulation,
- codification,
- elaboration, and
- implementation

47. Define classical theory of concept

The classical theory of concept is that each one consists of a set of features (critical features) which are necessary and sufficient for something to count as an instance of that concept.

48. Describe Giddens's theory of structuration

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According to Giddens, individual agency is a social activity that people must regularly create and maintain through their actions (Giddens, 1991: 52). When we act, we both shape and are shaped by social structures—established ways of doing things. These structures only exist because we continually recreate them through our actions over time and space. This repeated use of structures in our daily activities leads to the formation of larger social systems, like groups, social networks, and organizations. The ongoing process of creating and being created by these social structures is what Giddens calls the process of structuration. While Giddens doesn't focus specifically on identity and language use, his ideas help us understand the strong connection between individual actions and social institutions.

49.CAT & CLIL

- CAT (Computer Aided Translation)
- CLIL (Content and Language Integrated Learning)

50.Teacher education

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

51.Pronunciation Test

Pronunciation is the way in which a word or a language is spoken. The purpose of testing pronunciation is not only to evaluate knowledge and award grades, but also, and probably more importantly, to motivate students to be sensitive to this aspect of English. The ideal way of testing pronunciation is to actually listen to the learner. But since this is not always possible or suitable, the alternatives can be used for testing segments and word stress.

52.Group affiliation and identity

The question of group affiliation and identity can determine the choices a speaker makes out how to speak, and for the bilinguals or multilinguals, which language to use

53.Linguistic Diversity

Linguistic diversity is an inherently enabling condition to its speakers and humankind—a resource to be protected and promoted—as each language is the

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repository of immense knowledge built over centuries of development and use. Linguistic diversity is unevenly distributed across populations and regions.

key issue in linguistic diversity in education:

the status of a language mirrors the social, economic, and political standing of its speakers.

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