



ENG512

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.

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- 1- In language learning habit formation is a process in **(Behaviourism)**
- 2- As we translanguage, we Support system. **(maximize)**
- 3- Students work side by side in different languages, through..... **(computer-assisted instruction)**
- 4- IN Co-languaging, where the content is presented to different language groups through **(facilitative PowerPoint)**
- 5- Which of the following is not a part of curriculum arrangement developed by Cen Williams. **(Listening)**
- 6- European commission presented Erasmus in... **(1987)**
- 7- Equity of time mean equal distribution of.... **(time)**
- 8- which of the following is not in adults bilingual development? **(simple communication)**
- 9- when monoglossic ideologies persist, monolingualism and monolingual schools are the.... **(norm)**
- 10- Early scholars of bilingualism, only considered..... Control of two languages as a sign of bilingualism. **(native-like)**
- 11- CALP abbreviation **(Cognitive academic language proficiency)**
- 12- Every language community must become aware of it's position in a dynamic world system of language due to.... **(Globalization)**
- 13- in which country ethnic language are considered as home languages? **(Singapore)**
- 14- which of the following languages were taught in 4000 to 5000 ages. **(Greek- Latin)**

1. BICS (Basic Interpersonal Communicative Skills)

BICS are language skills used in everyday social interactions. These skills develop quickly in learners and include conversational fluency. They differ from CALP (Cognitive Academic Language Proficiency), which takes longer and involves academic language use.

2. Translanguaging – Definition, Characteristics, 3 Ways, Role in Bilingual Acquisition

Definition: Translanguaging is the dynamic process where bilinguals use their full linguistic repertoire to make meaning and communicate.

Characteristics:

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- Fluid use of languages
- Emphasis on meaning-making
- Supports bilingual identity

3 Ways:

1. Instruction in one language, discussion in another
2. Reading in one language, writing in another
3. Teachers using students' L1 to explain L2 content

Role: It helps bilinguals access deeper comprehension, express ideas clearly, and affirm identity in multilingual settings.

3. Code-switching – Definition, Note, Difference from Translanguaging

Definition: Code-switching is the alternate use of two or more languages within a conversation or sentence.

Note: It is often intentional and follows grammatical rules of each language. Used to express identity, clarify meaning, or show solidarity.

Difference:

- **Code-switching** implies shifting between distinct language systems.
 - **Translanguaging** treats the bilingual's language use as a unified system for meaning-making.
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4. Macro and Micro Alternation – Definitions and Differences

- **Micro-alternation:** Switching between languages within a sentence or utterance.
- **Macro-alternation:** Switching languages between turns or tasks (e.g., speaking one language in the classroom and another at home).

Difference: Micro is within utterances; macro is across contexts or turns.

5. Flexible Convergent Bilingualism and Flexible Multiplicity

- **Flexible Convergent Bilingualism:** Languages are used flexibly and convergently for meaning-making, not strictly separated.
 - **Flexible Multiplicity:** Involves the flexible use of multiple languages depending on context, audience, and identity expression.
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6. Cross-linguistic Awareness

Understanding how two or more languages interact. Helps learners apply knowledge from one language to learn another (positive transfer).

7. Language Shift and Maintenance

- **Language Shift:** When a community gradually stops using one language in favor of another.
 - **Language Maintenance:** Efforts to preserve a language through use, teaching, and cultural reinforcement.
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8. Linguicism – Definition, Causes

Definition: Discrimination based on language or language variety.

Causes: Power hierarchies, colonial legacies, global English dominance, and state policies favoring one language.

9. Language Policy – Dimensions, Components, Models

Dimensions:

- Status planning
- Corpus planning
- Acquisition planning

Components:

- Goals
- Implementation strategies
- Evaluation

Models:

- Monolingual
 - Bilingual
 - Multilingual policies
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10. Subtractive Bilingualism – Meaning, Pakistani Context

Occurs when learning a second language leads to loss or erosion of the first language.
In Pakistan: Often seen when Urdu or English replaces regional languages, especially in education, marginalizing mother tongues.

11. Elective Bilingualism – Note + Three Characteristics

Voluntary acquisition of a second language, typically in environments where bilingualism is valued.

Characteristics:

1. Motivated by personal/professional goals
 2. First language remains dominant
 3. Often additive (L2 added without L1 loss)
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12. Monoliterate Bilingualism – Explanation with Mali Example

Knowing two languages but being literate in only one.

Mali Example: Children may speak both a local language and French but are only taught to read and write in French.

13. Semilingualism – Definition

A controversial term describing someone with limited proficiency in both languages. Usually due to interrupted or inadequate exposure to both.

14. Intentionality Model for Language Acquisition

Language acquisition is driven by the learner's intention to communicate, and is shaped by interaction, input, and feedback.

15. Transitional Bilingual Education

Aims to shift students from learning in their native language to the dominant language (e.g., English), often at the cost of full bilingualism.

16. Transformative Pedagogy / Education

Empowers learners by integrating social justice, critical thinking, and students' linguistic and cultural experiences into teaching practices.

17. Language Standardization

Process of developing and promoting a uniform variety of a language for public, official, or educational use.

18. Language Hegemony – Example from Daily Life

Dominance of one language over others (e.g., English used in Pakistan for jobs/education while regional languages are undervalued).

19. Language Academies – Role in Language Construction

Institutions (e.g., French Academy) that regulate, standardize, and develop national or official languages through planning and reform.

20. Constructive Language / Constructive Approaches

Language is viewed as a tool to construct social reality. Constructive approaches emphasize interaction, context, and learner identity.

21. Linguaging in the 21st Century – Factors Affecting

- Globalization
- Digital communication
- Migration
- Multilingual education
- Translingual practices

22. Language Development as a Choice

Acknowledges that individual and institutional choices shape language acquisition and use, especially in multilingual societies.

23. Language Ideology

Beliefs and attitudes about languages and their speakers. Can reinforce inequality or promote inclusivity.

24. Equity of Time

Ensuring equal instructional time is provided for both languages in bilingual programs for balanced development.

25. View and Preview – Definition

View: Observe and absorb language/data

Preview: Brief look at upcoming content to activate prior knowledge or prepare for learning

26. Lexical Borrowing

Adopting words from one language into another (e.g., “pizza” from Italian into English).

27. Phonological Borrowing – Definition and Examples

Borrowing of sounds or pronunciation patterns (e.g., English adopting French intonation in some borrowed words like “garage”).

28. Meaning Borrowing

Borrowing conceptual meaning or idioms from another language, even if words aren't adopted directly.

29. Pidgin and Creole

- **Pidgin:** A simplified language formed for communication between speakers of different native languages.
 - **Creole:** A pidgin that becomes a native language with its own grammar and vocabulary.
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30. Communicative Approach – Methods and Strategies

Focuses on real-life communication.

Two methods:

1. Task-based language teaching (TBLT)
2. Content-based instruction (CBI)

Learning methods: Role-play, dialogues, discussions, interactive tasks

31. Review in Flexible Bilingual Arrangements

Assessment of how effectively bilingual teaching adapts to students' needs using translanguaging, code-switching, or language mixing.

32. Need for Bilingual Languages in the 21st Century

- Global communication
 - Cultural preservation
 - Economic mobility
 - Cognitive advantages
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33. Review in Classroom Arrangements

Involves evaluating classroom strategies for bilingual learners: seating, groupings, language pairing, time distribution, etc.

34. Material Development Considerations for Bilingual Programs

- Culturally relevant content
 - Availability in both languages
 - Support for translanguaging
 - Scaffolded language difficulty
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35. Threats Faced by Students Using Mother Tongue in Classroom

- Mockery or marginalization
 - Teacher discouragement
 - Policy disapproval
 - Loss of self-confidence
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36. Note on Racism and Bilingualism

Bilingual speakers may face racism based on their accent, language, or ethnic background, especially in monolingual-dominant societies.

37. 20th Century English Development

Marked by the spread of English as a global language through colonization, technology, media, and international organizations.

38. 5 Models of Bilingualism

1. Subtractive
 2. Additive
 3. Elective
 4. Circumstantial
 5. Receptive Bilingualism
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39. Models of Teaching and Learning in Bilingual Education

- Transitional
 - Maintenance
 - Immersion
 - Two-way bilingual
 - Content and Language Integrated Learning (CLIL)
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40. Immersion Model – Goal

Develop proficiency in a second language by teaching subjects entirely in that language, aiming for bilingualism and biliteracy.

41. 5 Flexible Bilingual Arrangements

1. Translanguaging
 2. Code-switching
 3. Concurrent use of L1/L2
 4. Context-based language allocation
 5. Learner-choice in language use
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42. Three Types of Language Policy

1. **Status Policy** – Determines which languages are official
 2. **Corpus Policy** – Regulates grammar/spelling
 3. **Acquisition Policy** – Focuses on language teaching and learning
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43. Three Factors of Language Management

1. **Language Practices** – Actual use of language(s) in a community
 2. **Language Beliefs/Ideologies** – Attitudes toward specific languages
 3. **Language Management** – Deliberate efforts (policies, teaching) to influence language use
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44. Macro Alternation

Compilation

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Macro alternation refers to using different languages for different larger tasks, times, or subjects (e.g., using Urdu for social studies, English for science). It enables structured bilingual learning.

45. Co-Languaging – Two Classroom Examples

1. A teacher explains a math concept in English but allows students to discuss it in their mother tongue before answering in English.
 2. Students read a passage in Urdu and write a summary in English, using both languages to support understanding.
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46. IRE (Initiation, Response, Evaluation) Model

A classroom interaction model:

- **Initiation:** Teacher asks a question
 - **Response:** Student replies
 - **Evaluation:** Teacher gives feedback
- Criticized for being too teacher-centered and limiting dialogue.
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47. Transmission Approach – Note

Traditional model where teachers "transmit" knowledge to passive learners. Opposed to constructivist approaches that emphasize active learning and participation.

48. How does translanguaging help in bilingual acquisition?

It allows learners to draw on all their linguistic resources, enhancing comprehension, vocabulary building, and confidence in both languages.

49. How does macro alternation facilitate bilingualism?

It supports cognitive separation of languages, develops distinct skills in both, and reinforces contextual language use.

50. How can older students make better progress in second language learning?

Older learners have:

- Better cognitive strategies
 - Meta-awareness of language
 - Motivation and self-regulation
- But they may face inhibition or fossilization of errors.
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51. How do Kuntz-Kangas divide languages in terms of linguisticism?

Languages are categorized by power/status:

- **Dominant:** Official, prestigious languages
 - **Minority/Indigenous:** Often devalued or excluded
- This division highlights language-based discrimination.
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52. Why is code-switching awareness important in teacher education?

It helps teachers:

- Recognize students' linguistic strengths
 - Reduce stigma
 - Design inclusive and flexible pedagogy
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53. How does globalization affect language education?

- Promotes dominant languages like English
 - Threatens minority languages
 - Increases need for multilingual skills
 - Encourages cross-cultural communication
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54. Why do minority home languages differ from school standard languages?

- Curriculum is based on dominant/national languages
- Policy ignores linguistic diversity
- Cultural mismatch between home and school environments

55. Why are bilinguals more metalinguistically aware than monolinguals?

They constantly compare and contrast languages, developing greater sensitivity to grammar, meaning, and language structure.

56. What are two reasons for using standard language in schools?

1. Facilitates uniform assessment
 2. Ensures access to broader academic and professional opportunities
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57. What does “understanding power dynamics” mean? Give examples.

Recognizing how language, race, class, or gender affect access, authority, and inclusion.

Example: English speakers dominating classroom discussions; regional languages being devalued.

58. What should be kept in mind when preparing bilingual education programs?

- Cultural relevance
 - Language goals (maintenance vs shift)
 - Teachers’ language competence
 - Equity of time and resources for both languages
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59. Which key components are needed to study language maintenance or shift?

- Intergenerational transmission
 - Institutional support
 - Language attitudes
 - Domains of use
 - Media and education availability
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60. Why have languages acquired a “sanctity” dimension?

Languages are linked to identity, religion, and heritage. People view them as sacred parts of culture and community.

61. Who said children are better language learners than adults?

Common view supported by the **Critical Period Hypothesis** (e.g., Lenneberg), which suggests children have an innate advantage in acquiring languages.

62. What is concurrent translation in random code-switching?

Switching languages within the same sentence or utterance, often without a fixed pattern. Used naturally by bilinguals for clarity or emphasis.

63. According to Baker (2001), what is the difference between translanguaging and code-switching?

- **Code-switching:** Alternating between two distinct language systems.
 - **Translanguaging:** Integrating all linguistic resources into a unified system of meaning-making.
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64. 5 Factors of Identity

1. Language
 2. Culture
 3. Gender
 4. Ethnicity
 5. Social Class
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65. Political Advantages of Mother Tongue

- Increases civic participation
- Preserves cultural identity
- Promotes inclusivity in governance
- Supports minority rights

66. Home-School Cooperation Through Translanguaging

Using home language in school encourages family involvement, enhances comprehension, and bridges home-school cultural gaps.

67. Rules of Language Academies

They set norms for:

- Vocabulary development
 - Grammar
 - Orthography
 - Language purity and reform
(E.g., L'Académie française for French)
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68. Understanding Power Dynamics (See #57 above – repeated)

69. Globalization and Language (See #53 above – repeated)

70. Assignment on Proficiency

Proficiency reflects how well a person can use a language in speaking, reading, writing, and listening. It guides placement and instruction level in bilingual education.

71. Milai Example / Mali Example

Used to illustrate **monoliterate bilingualism**: children in Mali may speak local languages and French but are only literate in French.

72. Standard vs. Non-standard Languages

“All languages are equal linguistically.”

Non-standard languages (e.g., dialects) are just as valid but are often stigmatized due to social power dynamics.

73. Bilingualism in Children – Enjoyment and Comparison with Adults

Children enjoy learning languages through play and interaction. Compared to adults, they are more flexible, less inhibited, and acquire accents more easily.

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