



ENG522

Treasure for Final-Term

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

LANGUAGE IN SOCIETY

Topic-035: Language and Society

It is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society. Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, while the sociology of language focuses on language's effect on the society.

Sociolinguistics overlaps to a considerable degree with pragmatics. It is historically closely related to linguistic anthropology and the distinction recently.

It also studies how language varieties differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes. As the usage of a language varies from place to place, language usage also varies among social classes, and these sociolects are studied in sociolinguistics.

Linguistic structure and/or behavior may either influence or determine social structure. This is the view that is behind the Whorfian hypothesis. The claim that the structure of a language influences how its speakers view the world is today most usually associated with the linguist E. Sapir and his student B.L. Whorf. However, it can be traced back to others, particularly to W. von Humboldt. Today the claim usually referred to as the Sapir-Whorf hypothesis or the Whorfian hypothesis.

Sapir acknowledged the close relationship between language and culture maintaining that they were inextricably related so that you could not understand or appreciate the one without knowledge of the other. "Human beings do not live in the objective world alone or alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection.

The fact of the matter is that "the real world" is to a large extent unconsciously built up on the language habits of the of the group... "Words carrying them a myriad possibilities for connecting us to other human beings." (Duranti)

In short, language and society have strong influence on each other. Both are part and parcel of each other so we cannot strongly oppose the influence of one on another.

Topic-036: Language Diversity and Contact

Linguistic diversity is an inherently enabling condition to its speakers and humankind—a resource to be protected and promoted—as each language is the repository of immense knowledge built over centuries of development and use. Linguistic diversity is unevenly distributed across populations and regions.

Topic-037: Language and Gender

Sex Versus Gender: Sex refers to biological differences while gender refers to the cultural construction of male and female characteristics.

**ENG522_Applied Linguistics
Treasure for Final-Term**

“The ways members of the two sexes are perceived, evaluated and expected to behave.” (what different cultures make of sex.)

Gender Boundaries: We demand that the categories of male and female be discrete. Since gender is culturally constructed the boundaries are conceptual rather than physical. The boundaries are dynamic, e.g. now it is acceptable for men to wear earrings. Boundaries require markers to indicate gender such as: □ Voice □ Physique □ Dress □ Behaviour □ Hair style □ Kinetics □ Language use

Gender roles: These are asks and activities a culture assigns to the sexes – expected ways of behaving based on society’s definition of masculine and feminine

Gender stereotypes: Oversimplified but strongly held ideas of the characteristics of men and women.

Gender stratification: An unequal distribution of rewards (socially valued resources, power, prestige, and personal freedom) between men and women, reflecting their different positions in social hierarchy – a division in society where all members are hierarchically ranked according to gender

Gender ideology: A system of thoughts and values that legitimizes sex roles, statuses and customary behavior.

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!

Phonological variations

What motivates boys to choose /in/ and girls /ing/ /in/ form is used in informal settings and /ing/ in more formal contexts. The /ing/ variant therefore carries social meaning – i.e. it symbolizes formality, so/ing/may also be associated with compliance and politeness formality, politeness, etc.

Men	Women
Less use of post-vocalic /-r/	greater use of post-vocalic /-r/
dis and dat	this and that
Double negation	single negation

Grammatical Variants: Boys used non-standard form more than girls.

Compilation

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Treasure for Final-Term

Grammatical Variants

1. non-standard -s	They calls me all the names under the sun
2. non-standard has	You just has to do what the teachers tell you.
3. non-standard was	You was with me, wasn't you?
4. negative concord	It ain't got no pedigree or nothing.
5. non-standard never	I never went to school today.
6. non-standard what	Are you the little bastards what hit my son over the head?
7. non-standard do	She cadges, she do.
8. non-standard come	I come down here yesterday.
9. ain't = auxiliary have	I ain't seen my Nan for nearly seven years.
10. ain't = auxiliary be	Course I ain't going to the Avenue.
11. ain't = copula	You ain't no boss.

Jenny Cheshire – adventure playground use. Boys used non-standard form more than girls

Intonation: Intonation refers to the combination of rhythm, volume and pitch overlaying entire utterances.

- In general women use wider range of pitches and more rapid shift in volume and velocity.
- In other words women talk melodically and faster than men who are more monotone and slower.

Tag questions: Women use more tag questions than men. Affective tags "are used not to signal uncertainty on the part of the speaker, but to indicate concern for the addressee":

- 1) Open the door for me, could you?
- 2) His portraits are quite static by comparison, aren't they?

Affective tags are further subdivided into two kinds:

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

Explanation for differences: Following points express the causes behind these differences:

- 1) Subordinate groups must be polite
- 2) Woman's role as guardian of society's values
- 3) Vernacular forms express machismo - men who act like women are strongly criticized, men consciously or unconsciously strive toward speech norms that reject styles associated with women ``Covert prestige`` (speaking white) • because women model their behaviour on middle class styles men covertly prefer "working class" speech

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Treasure for Final-Term**

- 4) Women have less access to power and status: they 'make up' for this by their preferences for the prestige (standard) linguistic forms. This is thought to give them respect and some status.
- 5) Women are more conscious of prestige norms and strive to use them because they are judged by their social self-presentation and are aware of strong social sanction if they do not conform – linguistic insecurity

Gender Identity and Language in Pakistan

The study of gender and language in sociolinguistics started with Robin Lakoff's 1975 book named 'Language and Woman's Place'. Prominent scholars in this regard include Deborah Tannen, Penelope Eckert, Janet Holmes, Mary Bucholtz, Kira Hall and Deborah Cameron. Robin Lakoff identified a "women's register", that is used to maintain women's (inferior) role in society. She argued that women tend to use linguistic forms that reflect and reinforce a subordinate role. Examples in this regard include minimal responses, 'mm' and 'yeah' etc. Another example is of the use of questions. For instance, for men a question is a genuine request for information and for women it can often be a rhetorical means of engaging the other's conversational contribution or of acquiring attention. There can also be examples of turn-taking. Women's desire for turn-taking gives rise to complex forms of interaction in relation to the more regimented form of turn-taking commonly exhibited by men. Another example can be of 'tag questions'. In Pakistani context women use more tag questions which shows the social positioning of women in our society.

Topic-038: Language and Identity

What is implicated in this negotiation of identity?

- gender
- race
- class
- ethnicity
- sexual orientation
- age

Lesson-09

ICT AND LANGUAGE TEACHING

Topic-042: Literacy and Multimodality

Modes

The following overview of how meaning can be composed through different semiotic resources for each mode (spoken language, written language, visual, audio, gestural, and spatial) is informed by The New London Group (2000), Cope and Kalantzis, (2009), and Kalantzis, Cope, Chan, and Dalley-Trim (2016).

Currently, there is extensive pedagogic support for teaching meaning making through spoken and written language, and some resources developed to support teaching meaning making in the visual mode, through 'viewing'. However, as yet there are few resources available for teaching young students how to comprehend and compose meaning in the other modes.

Written meaning

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Conveyed through written language via handwriting, the printed page, and the screen. Choices of words, phrases, and sentences are organised through linguistic grammar conventions, register (where language is varied according to context), and genre (knowledge of how a text type is organised and staged to meet a specific purpose).

Spoken (oral) meaning

Conveyed through spoken language via live or recorded speech and can be monologic or dialogic. Choice of words, phrases, and sentences are organised through linguistic grammar conventions, register, and genre. Composing oral meaning includes choices around mood, emotion, emphasis, fluency, speed, volume, tempo, pitch, rhythm, pronunciation, intonation, and dialect.

Visual meaning

Conveyed through choices of visual resources and includes both still image and moving images. Visual resources include: framing, vectors, symbols, perspective, gaze, point of view, colour, texture, line, shape, casting, saliency, distance, angles, form, power, involvement/detachment, contrast, lighting, naturalistic/non-naturalistic, camera movement, and subject movement.

Audio meaning

Conveyed through sound, including choices of music, ambient sounds, noises, alerts, silence, natural/unnatural sounds, and use of volume, beat, tempo, pitch, and rhythm.

Spatial meaning

Conveyed through design of spaces, using choices of spatial resources including: scale, proximity, boundaries, direction, layout, and organisation of objects in the space. Space extends from design of the page in a book, a page in a graphic novel or comic, a webpage on the screen, framing of shots in moving image, to the design of a room, architecture, streetscapes, and landscapes.

Gestural meaning

Conveyed through choices of body movement; facial expression, eye movements and gaze, demeanour, gait, dance, acting, action sequences.

Types of multimodal texts

Multimodality does not necessarily mean use of technology, and multimodal texts can be paper-based, live, or digital.

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

Types of CALL Programs

CALL programs/materials include:

- CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes (see CD-ROM examples for language learning)

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- 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

Types of CALL Activities

- multiple-choice & true/false quizzes
- gap-filling exercise/cloze
- matching
- re-ordering/sequencing
- crossword puzzles

Roles of the computer in language learning and teaching

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

How computers can be used in the language class

1. Teaching with one computer in the class

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

2. Teaching in the computer network room (network-based language teaching)

- 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.

Teaching Learning Advantages and disadvantages

Advantages

- Self-paced or learner-centered
- An active process CALL material is consistent within individual courses.

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- 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 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.

Topic-045: ICT in Translation and Interpreting

On the basis of the above-mentioned models, we can say that “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.

Lesson-10

LANGUAGE AND IDENTITY

Topic-048: Agency, Identity and Language Use

While our social identities and roles are to a great extent shaped by the groups and communities to which we belong, we as individual agents also play a role in shaping them. However, unlike the more traditional ‘linguistics applied’ view, which views agency as an inherent motivation of individuals, a sociocultural perspective views it as the ‘socioculturally mediated capacity to act’ (Ahearn, 2001: 112), and thus locates it in the discursive spaces between individual users and the conditions of the moment. In our use of language we represent a particular identity at the same time that we construct it. The degree of individual effort we can exert in shaping our identities, however, is not always equal. Rather, it is ‘an aspect of the action’ (Altieri, 1994: 4) negotiable in and arising from specific social and cultural circumstances constituting local contexts of action.

Giddens’s theory of structuration

While current conceptualisations of agency and language use in applied linguistics draw from several sources, one of the more significant is Anthony Giddens’s (1984) theory of structuration. According to Giddens, individual agency is a semiotic activity, a social construction, ‘something that has to be routinely created and sustained in the reflexive activities of the individual’ (Giddens, 1991: 52). In our locally occasioned social actions, we, as individual agents, shape and at the same time are given shape by what Giddens refers to as social structures –

**ENG522_Applied Linguistics
Treasure for Final-Term**

conventionalised, established ways of doing things. In our actions we draw on these structures and in so doing recreate them and ourselves as social actors. Our social structures do not, indeed cannot, exist outside action but rather can only exist in their continued reproduction across time and space. Their repeated use in recurring social practices, in turn, leads to the development of larger social systems, 'patterns of relations in groupings of all kinds, from small, intimate groups, to social networks, to large organizations' (ibid.). The mutually constituted act of 'going on' in the contexts of our everyday experiences – the process of creating and being created by our social structures – is what Giddens refers to as the process of structuration.

Bourdieu's notion of habitus

habitus is a set of bodily dispositions acquired through extended engagement in our everyday activities that dispose us to act in certain ways. We bring them with us to our social experiences, and are inclined to make sense of our experiences, and coordinate our actions with others in particular ways. It is through our lived experiences as individual actors that our habitus is continually being reconstituted.

Topic-049: Research on Language Use And Identity

Interactional sociolinguistics

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

Lesson-11

LANGUAGE, THOUGHT AND CULTURE

Topic-051: Language, Thought and Culture: Introduction

Language is both unique and autonomous

- There are similarities between language and other phenomena rather than the differences.
- There are close connection between phenomena rather than their independence.
- Many of the properties of language are also properties of culture in general.

To avoid confusion we must start with some matter of terminology:

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

Methods used in both cultural anthropology and linguistics:

Firstly, we can observe people's natural behavior and draw our conclusion about the knowledge that must underlie it.

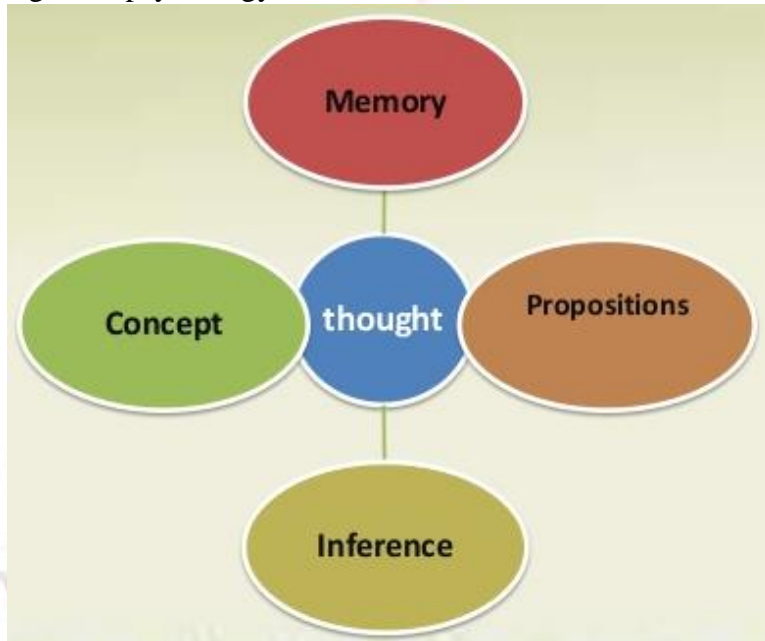
Secondly, we can arrange interviews & ask people more or less direct questions about their knowledge, taking their answers with a pinch of salt if need be.

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.

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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.

What is the relation between thought & culture?

Culture, if defined as socially acquired knowledge, it can be taken as one part of memory, namely the part which is acquired socially; it can be distinguished from propositions which are known to be true from one's own experience and those which have been learned from other people.

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

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.

The classical theory of **concept** is that each one consists of a set of features (criterial features) which are necessary and sufficient for something to count as an instance of that concept. (For example, see the diagram on the concept of 'bird.)

Topic-052: Linguistic Relativity

Maha Malik's Compilation

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.

Lesson-12

LANGUAGE AND COMMUNICATION

Topic-059: Linguistic Competence

Linguistic competence is to know how to use:

- The grammar
- Syntax and
- Vocabulary of a language

Components of Linguistics Competence

Linguistic competence includes components such as:

- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology

Components of Communicative Competence

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

1. Grammatical Competence
2. Sociolinguistic Competence
3. Strategic competence
4. Discourse competence

1. Grammatical Competence

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence—grammar semantics, and phonology.

2. Sociolinguistic Competence

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. It involves:

- Sociocultural Rules of Use: Appropriateness
- Rules of Discourse: Coherence and cohesion of groups of utterances.

3. Strategic Competence

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It is the manner of manipulating language in order to meet communicative goals and is used to compensate communication disruption caused by lack of communicative competence and to strengthen communicative effects.

Strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence.

4. Discourse Competence

Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.

Why is Communicative Competence Important?

Knowing the dimensions of competence is an important first step toward developing competence. Communication competence is needed in order to understand communication ethics, to develop cultural awareness, to use computer-mediated communication, and to think critically.

Difference between Communicative Competence and Linguistic Competence

The main difference between the Communicative competence and the Linguistic one is that the linguistic competence belongs to the whole Communicative Competence or Language Knowledge that the students or native speakers have. So, Linguistic is a component from Communicative competence in other words.

"Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

Linguistic competence is to know how to use the grammar, syntax, and vocabulary of a language.

Sociolinguistic competence is to know how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

Discourse competence is to know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.

Lesson-13

PSYCHOLINGUISTICS, SOCIOLINGUISTICS AND EDUCATIONAL ASPECTS

Topic-064: Language and Cognition

Approaches to Language and Cognition

Examples of possible universal processes are:

- The ability to induce a category from exposure to examples (category induction), and;
- The ability to mentally complete a known pattern when confronted with a piece of it (pattern completion).

Topic-065: Language Transfer and Cross Linguistic Influence (CLI)

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.

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- **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).

Why does Transfer Occur?

Two possible points can be considered in this regard:

- Learning is facilitated if the learner is able to relate a new item or task to existing previous knowledge.
- Learner will constantly seek to facilitate the language-learning task by making use of previously acquired linguistic knowledge.

Factors that Determine CLI

Following are the factors that trigger one language to be activated over another when it comes to learning a foreign language:

1. The role of typology: The role of typology is considered to be one of the most influential factors when it comes to transfer. It is intuitive to assume that when it comes to CLI; speakers will borrow more from a language that is typologically closer to the target language.
2. The role of L2: Learners tend to use the L2 (or languages other than the L1) as the source of cross-linguistic influence, for example studies on non-Europeans who acquire their second European language support this idea.
3. The role of proficiency level: In TLA proficiency must be considered, not only in the target language, but also in the other non-native language(s) known by the speaker. High proficiency in a background language would make this language more likely to play a role in the acquisition of a new one.

Topic-066: Language Attrition & Language Loss

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.

Types of Language Attrition

1. Lexical attrition
2. Grammatical attrition
3. Phonological attrition

1. Lexical Attrition

The first linguistic system to be affected by first language attrition is the lexicon.

The lexical-semantic relationship usually starts to deteriorate first and most quickly, driven by Cross Linguistic Interference (CLI) from the speaker's L2, and it is believed to be exacerbated by continued exposure to, and frequent use of, the L2.

2. Grammatical Attrition

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

3. Phonological Attrition

Phonological attrition is a form of language loss that affects the speaker's ability to produce their native language with their native accent.

Possible Causes of Language Attrition

1. Assimilation

Assimilation is a process in which a group gradually gives up its own language, culture and system of values and takes on those of another group with a different language, culture and system of value through a period of interaction (Crystal, 1991) Paharis at Khopasi came to unending interaction with Brahmins and Chhetris and they needed to use Nepali language while talking to Newars and Tamangs. They assimilated the language first then their culture gradually. As a result, they lost their language.

In Nepalese society, we mostly observe linguistic assimilation, the process of interaction between different group of behavior of the majority. Despite being a multi-lingual nation. Nepali language has been given power, recognition while the remains minority languages and their communities are impoverished and marginalized. As a result linguistic minorities have remained socially excluded from harnessing national benefits in fields such as politics, economy, education, employment and so on. Promotion of one language, one religion, one dress and mono-cultural nationalism by the state not only hurt the culture of these people but it effectively marginalized them in economic political and social realms(Bhattachan, 1995).

2. Acculturation

It is a process in which changes in language, culture and system of value of a group happen through interaction with a different language, culture and system of values.(Crystal, 1991) Paharis at Khopasi acculturate Brahmins language and culture. They called Brahmin purohit to perform rites and rituals that changed their cultural values and system. It led them to abandon their native language.

3. 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. The social distance between two different group or communities influence communication between them and may affect the way one group learns the language of another(for example, an immigrant group learning the language of the dominant group in a country). Social distance may depend on such factors as differences in the size, ethnic origin, political status, social status of two groups (Crystal, 1991). For the case of Pahari they found themselves far from their own language as they were surrounded by Nepali native speakers. They could not use their own language in interaction and gradually they forgot their own language.

4. Linguistic and cultural hegemony

Linguistic hegemony is achieved when dominant groups create a consensus by convincing others to accept their language norms and usage as standard or model. Hegemony is ensured when they can convince those who fail to meet those standards to view their own language. Schools have been the principle instruments in promoting a consensus regarding the alleged superiority of standardized language (Wiley, in Mckay and Hornberger, 2007, p.113).

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Similarly cultural hegemony is a philosophic and sociological concept, originated by the Marxist philosopher Antonio Gramsci, that a culturally diverse society can be ruled or dominated by one of its social classes. It is the dominance of one social group over another e.g. The ruling class over all other classes. The ideas of the ruling class to be seen as the norm, they are seen as universal ideologies, perceived to benefit everyone whilst only really benefiting the ruling class. (wikipedia.com). For the case of Paharis, they failed to meet the standards to view their own language and school going children found/realized the superiority of Nepali language in the past. As a result, they abandoned their native language. Nepali, as national language and dominance of Hindu culture gave them way out to abandon their culture as well. As a result, they lost their native language.

5. World system theory

World system model and Neo-Marxist divides the world into three parts viz core, semi-periphery and periphery. Standard variety i.e. Nepali lies in core and other ethnic language lies in semi-periphery and language of minorities lies in periphery. Pahari people at Khopasi were in minority and their language was dominated by Nepali language. A.G. Frank's bi-polar division as Metropolis and Satellite also matches in the case. Pahari language was in Satellite and standard variety i.e. Nepali was in Metropolis.

6. Sociobiology (Reproductive fitness)

According to sociobiology when one loses its reproductive fitness it ultimately dies out. Similarly, Pahari language lost its reproductive fitness and the speakers gradually abandoned the language. Those Paharis who could speak Pahari language felt that they could not express them full with the help of their own language and they might have adopted words from Nepali language. During the study, old people speaking Pahari told that they did not have many words to address nature and happenings. It shows that this language lost its productive fitness and its speakers felt disadvantaged. So they did not practice it and gradually lost their own language.

Consequences of the loss of the native language

The consequences of the loss of native language are as follows:

1. Collapse of culture

They no longer use their language in rites and rituals and their culture is in verge of extinction. They started calling Brahmin Purohitas to perform religious rites and rituals and they no longer celebrated their own festivals on their own. With the loss of language, they lost their own culture and 80% Paharis do not know their culture.

2. The Pahari language as moribund language

Krauss defines language as moribund language if children are not speaking them now, endangered if children will probably not speaking the in 100 years. Pahari language in the study area is going to be moribund language as Pahari children do not have any interest in learning their language and even the Paharis over 50 years of age can not speak Pahari language. Krauss has suggested three main criteria that can be used to identify language as endangered. They are:

i. The number of speakers currently living

ii. The mean age of native and/or fluent speakers

iii. The percentage of the youngest generation acquiring fluency with the language in question

3. Language death

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Language death is a process that affects speech communities where the level of language variety is decreased, eventually resulting no native or fluent speakers.

Similarly the most common process leading to language death is one in which a community of speakers of one language becomes bilingual in another language and gradually shifts allegiance language the second language until they cause to use their original(heritage) language. This is a process of assimilation which may be voluntary or may be forced upon a population. Speakers of some languages particularly regional or minority languages may decide to abandon them based on economic or utilitarian grounds, in favor of language regarded as having greater utility or prestige.

A language is often declared to dead even before the last native speakers of the language die. If there are only a few elderly speakers of a language remains and they no longer use that language for communication then the language is effectively dead.

4. Blockage for privileges due to loss of linguistic identity

They are not speaking their language and it has been a half-century since they abandoned their culture. They have changed their surname also. If they speak their language, it will be their ethnic identity but they are now unknown to their own language. As a result, special provision announced by the government for minorities' will be blocked for them. Sudden setback to Pahari from Harisharan and Shrestha in the last six or seven months have shown that they wanted to get the privilege but remarkably they are still hesitating to revitalize their own culture and language. For them surname may help to deserve the privileges announced by the government.

Topic-067: Sociolinguistic Aspects

- Multilingualism and L3
- Language shift
- Language identity
- The spread of English and English as a lingua franca
- Variation and Variability

Multilingualism and L3

Multilingualism is the situation in which a person has command of, or a community uses, two or more languages.

Multilingualism on the Macro-Level

Multilingualism is a worldwide phenomenon and, perhaps surprisingly, monolingual persons or societies are exceptional. The misbelief that mono-lingualism is the rule is due to the fact that there are only few countries where more than one official language is spoken.

Reasons for Multilingualism

Multilingualism arises when languages get into contact. The reason for language contact is the simple need of communication between human beings with different linguistic backgrounds. Further reasons for multilingualism are trade, religion, multilingual federations and political union

Language Shift

Language death is the culmination of a process whereby a speech community moves from primary use of one language to another in a process that is known as language shift.

Language Identity

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Consistent with its view of language as universal, abstract systems, the more traditional 'linguistics applied' approach to the study of language use views individual language users as stable, coherent, internally uniform beings in whose heads the systems reside.

Variation and Variability

Human behavior is characterized by variation i .e. each human individual has a large repertoire of motor, cognitive, and social actions that can be arranged in virtually endless combinations. This repertoire allows for a flexible adjustment to changing conditions, including the creation of new solutions. The term linguistic variation (or simply variation) refers to regional, social, or contextual differences in the ways that a particular language is used. Variation between languages, dialects, and speakers is known as inter-speaker variation.

English as a Lingua Franca

The term lingua Franca was originally formed, by Arabic, Lisan-al-farang, the Arabic speakers used it to communicate with the European travelers. A lingua franca also known as a bridge language and common language used to make communication possible between people who do not share a native language in particular when it is a third language, distinct from both native languages. The term lingua franca usually means "any lingual medium of communication between people of different mother tongues, for whom it is a second language.

English as a lingua franca is a "contact language" between persons who share neither a common native tongue nor a common culture, and for whom English is the chosen as language of communication. The way English is used as a lingua franca is heavily dependent on the specific situation of use. Speakers accommodate to each other's cultural backgrounds and may also use a common language understandable for both. Speakers accommodate to each other's cultural backgrounds and may also use a common language understandable for both.

Topic-068: Educational Aspects

1. Vocabulary Acquisition
2. Task Based Language Teaching (TBLT)
3. Teacher Education

1. Vocabulary Acquisition

Acquiring wider and deeper vocabulary knowledge is paramount in the pursuit of becoming a proficient foreign language speaker.

2. Receptive and Productive vocabularies

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.

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)

2. Task Based Language Teaching (TBLT)

Task Based Language Teaching (TBLT) is an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. TBLT seeks to develop students' inter-language through providing task and then using language to solve it.

Benefits of TBLT

- TBLT makes the performance of meaningful tasks central to the learning process.
- Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

Why do we Use a Task-based Approach

- Tasks can be easily related to students' real-life language needs.
- They create contexts that facilitate second language acquisition.
- Tasks create opportunities for focusing on form.
- Students are more likely to develop intrinsic motivation in a task-based approach.
- A task-based approach enables teachers to see if students are developing the ability to communicate in an L2

3. 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.

- Teacher education encompasses:
- Teaching skills
- Pedagogical theory and
- Professional skills

Teaching Skills

Teaching skills would include:

- Providing training and practice in the different techniques.
- Approaches and strategies that would help the teachers to plan and impart instruction.
- Provide appropriate reinforcement and conduct effective assessment.
- It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.
- Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.

Compilation

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LANGUAGE PLANNING AND LANGUAGE POLICY (LPP)

Topic-071: Language Planning VS Language Policy

process of language planning has four major divisions: “policy formulation, codification, elaboration, and implementation” (Fishman, et al, 1971: 293).

Topic-074: Language Planning: Haugen’s Model

There are more than one LP models available to researchers. For example, in his discussion of what he calls language development with reference to language planning, 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 decision-making 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 non-indigenous language as official language).

Ferguson’s and Cobarrubias’ models have received good attention from scholars researching LP. However, it is the Haugen Model that has dominated discussions on LP since it was first enunciated by Einar Haugen in the mid 1960s. Haugen is a pioneer in the field of LP. In one of his earliest works on LP, Haugen deals with what he calls the “taxonomy of linguistic description” which is “greatly hampered by the ambiguities and obscurities attaching to the terms ‘language’ and ‘dialect’” (Haugen, 1997 [1966]: 341). After clarifying the difference between language and dialect, he almost imperceptibly introduces his model of standardization by saying that a so-called “underdeveloped” language is the one which “has not been employed in all the functions that a language can perform in a society larger than that of the local tribe or peasant village (1997 [1966]: 344).

After giving examples of the development of different languages, he defines his model: (1) selection of norm, (2) codification of form, (3) elaboration of function, and (4) acceptance by the community.

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]).

Lesson-15

CRITICAL APPLIED LINGUISTICS

The emergence of various “critical” perspectives in applied linguistics since the mid-1980s has been welcomed by some and rejected by others. Some of these perspectives have emerged under overt banners of criticality:

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First, critical applied linguistics needs to be understood as far more than just a critique of normative applied linguistics.

Second, although the notion of *critical* is one that is greatly struggled over, critical applied linguistics needs both to avoid a normative politics, and to promote a particular political vision of what is meant by critical.

Third, critical applied linguistics is more than just the sum of related critical approaches to language domains (CDA, critical literacy, and critical pedagogy).

Fourth, critical applied linguistics is also more than just the addition of a political/critical approach to applied linguistics; rather, it raises a host of different questions to be addressed, such as identity, sexuality, power, and performativity.

And **fifth**, it therefore not only suggests a broad conception of applied linguistics, but it also pushes those boundaries further by drawing on a range of theoretical and empirical domains.

Topic-079: Major Concerns of Critical Applied Linguistics (Superbly important)

Praxis 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 linguistics 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.

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.

Critical social study 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, suppression, colonization, subduing and etc. are some of the critical cases that critical applied linguistics majorly deals with. Thus using critical approaches, critical applied linguistics 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.

Critical school theory: 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.

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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.

Self-reflexivity refers to the self-introspection quality of the subjects, critical applied linguistics. In the cases of human being, self-reflexivity 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.

Preferred future 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.

Micro-macro relations refer to the application of critical applied linguistics in the study of the larger social problems. Here, micro stands for conceptual and methodological narrowness 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.

Hetrosis 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.

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.

Topic-080: Domains 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, 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.

CDA AND CRITICAL LITERACY: CDA stands for Critical Discourse Analysis. CDA deals with the study of the text in relation to the context. Critical discourse analysis deals with the study of how language or text is used in a context holding discursive social relation, power, domination, hegemony, control, sexual, racial, subjugation and cultural discriminations are being perpetuated with in the community. Critical literacy does have broader social foundations as do CDA.

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CRITICAL TRANSLATION: the other most important domain of textual analysis related to critical applied linguistics is translation. Here, the concern of critical applied linguistics is not to study or make critical comments on certain translation works. It is not concerned with the correction of technical problems that occurred as a result of lack of knowledge or experience in translation work. But it is much concerned with the politics of translation, the ways in which translation and interpretation of the original texts of the target languages were related to concerns such as class, gender, difference, ideology, and social context. Translation holds a number of discursive practices and social relations.

CRITICAL APPROACH TO TEACHING: Here, this concept deals with critical observation of language teaching practices. It was based on the assumption that language teaching is not free from political conceptions. This is because schools are social institutions where people can interact and learn from one another. Classroom learning is a talk. So what is there in the society is there in the school. Language pedagogical contexts are mainly associated with class difference-the way in which the target language teachers treat her foreign students, the way foreign students in the target classes evaluate themselves in relation to their identity is the major indication of the language classes. Gender is also an aspect of critical aspect of language teaching. It mainly refers to how females are being treated in the classroom, the due respect they have, the extent to which their sound, needs and interests in a class is considered.

CRITICAL APPROACH TO TESTING: Language testing has been resistant to critical challenges for long ago. But, since recently, scholars reported what they saw as crucial features of critical language testing. Critical language testing (CLT) starts with the assumption that the act of language testing is not neutral. Rather it is a product of cultural, social, political, educational and ideological agenda that shape the life of individual participants, teachers and students. Thus several features of CLT were mentioned: test takers are seen as political subjects in political context, tests are deeply embodied in cultural, educational, and political arena where different ideological and social forms are in straggle making it difficult to consider that a test is just a test.

LANGUAGE POLICY AND RIGHT: Language policy and rights are close elements. Language policy always favors the rights of one language and at the same time disfavors the others. Both policy and rights are political in concept. Language policy making is the duty of the politicians, so that the way they decide how to use one language either in the office, community, or educational context are all a matter of politics.

LANGUAGE, LITERACE AND WORKPLACE: It refers to the use of language in work places. The ways on which different professionals use language to communicate in the workplace reflects discursive relation.

Dominance, power, suppression and other forms of discursive relations were reproduced in professional workplace.

Topic-083: Critical Approaches to Language Education

Pennycook, 1999 suggested that we can identify three main features that define critical work in language teaching:

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