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chp#8

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Eng 522 (Final Term)

Q#1: Language and Society?

It is the descriptive study of ~~the~~ any and all aspects of Society, including Cultural norms, expectation, and context, on the way language is used, and the effects of language use on Society.

Sociolinguistic differ from Sociology of language:

- Sociolinguistic is the effect of the Society on the language.
- Sociology of language focuses on language effect on the Society.

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Q#2 What is Sapir-Whorf hypothesis or Whorfian hypothesis?

Sapir acknowledged the close relationship between language and Culture.

" 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.

Words carrying them a myriad possibilities for connecting us to other human beings.

Q#3 Explain Language Diversity and Contact?

We live in a multilingual world.

Approximately Seven thousand ^{Spoken} languages and innumerable spoken dialects and

sign languages are in use around the world, some with millions of speakers and others with only a few.

Linguistic diversity is an inherently enabling condition to its speakers and humankind. Linguistic diversity is unevenly distributed across

populations and regions.

As noted in Austin (2008), 96% of the world's languages are spoken by just 4% of the world's people. Papua

New Guinea, has a population of

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about 0.4 million but is home to more than 830 spoken languages 17% of the world's total.

96% of the world's people speak at least one of the world's "major" languages— about 275 in all which constitute 4% of all languages spoken.

- Chinese Mandarin has more than a billion speakers.
- English has 760 million
- Hindi has 490 million.
- Spanish has 400 million
- Arabic has 200 million speakers.

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Q#4 Write Language diversity in Pakistan?

The linguistic situation of Pakistan is very complex. ~~There~~ There are various regional languages but Urdu has a unique status. Punjabis are dominated linguistically and culturally by Urdu and English speaking communities. During the recent years children of Punjabis do not have Punjabi as their first language. And Urdu has taken its place.

- Sindhis make up 26.6%
- Baluchis 5.1%
- Pathans 13.1% of population.

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Q#5 Language and Gender?

- **Sex Versus gender:** Sex refers to biological differences.

Gender refers to Cultural Construction of male and female characteristics.

- **Gender Boundries:**

Gender is Culturally Constructed the boundries are Conceptual rather than physical. Boundries requires markers to indicate gender Such as

as : * Voice * Dress * behaviour

* hairstyle * Kindics * Language use.

- **Gender Roles:**

These are tasks and activities Culture assigns to Sexes - expected ways of behaving based on Society's definition of masculine and feminine.

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Gender Stereotypes:

Oversimplified but strongly held ideas of the characteristics of men and woman.

Gender Stratification:

An unequal distribution of rewards (Socially valued resources, power, prestige and personal freedom) between men and woman.

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.

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Gender is an important dimensions of Social inequality.

Men and Woman are Socialized to express themselves in different ways in accordance with Cultural norms that teach and reinforce different gender roles.

Q#8(b) Three Issues Considered Here:

1) Do Women and men Speak differently?

Genderlects: Men often use socially disfavored variants of Sociolinguistics variables. While Women tend to avoid these in favor of socially more favored variants.

2) Use language differently.

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

3) Gender bias in English.

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.

Q#6 Affective tags and its kinds?

Affective tags are used to signal uncertainty on the part of the speaker, but to indicate concern for the addressee.

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Two kinds of effective tags:

- 1) Softeners: Which conventionally mitigate the force of what would otherwise impolite demand.
- 2) Facilitative tags:

Which invite the listener to take a conversational turn to comment on the speaker's assertion.

Q#7 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".

In Pakistani context women use more tag questions which show the social positioning of women in our society.

Q#8 What is implicated in negotiation of identity?

- Gender • race • Class • ethnicity
- Sexual orientation • Age

Q#9 Relation of Language and Identity?

Weedon (1997) states that, It is through language that a person negotiates a sense of self within and across a range of sites at different points in time.

Linguistic identities as double-edged words: They function in a positive and productive way to give people a sense of belonging.

Notions of Language and dialect are closely related to the issues of identity.

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Q#10 Relation of Language and power?

The relation of language and power is ambivalent. Power of language is a matter of the instrumentalisation of language for the purpose of exercising power. The command of language becomes a means of power. Language and speaking must be distinguished in the exercise of power. The possibilities of language from the way in which language is actually used in spoken words. Power of language belongs to language itself. Language is not merely an instrument in the hands of power, but also always a counter-power which cannot be restricted and repressed.

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Q#11 Relation of Language and Law?

The use of language is crucial to any legal system.

Legal language is the type of language used by lawyers and other legal professionals in the course of their work. First scholarly publications about Law and language was David Mellinkoff's monumental work, The language of the Law, published in 1963.

Q#12 Relation of Law and Signs?

Bentham (1782) suggests that a Law is an assemblage of signs. Law is the systematic regulation of the life of a community by standards treated as bindings the members of the community and its institution.

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Q#13 Write the Ways of Communication model?

There are Four ways of Communication model.

(1) the Law that is made will be limited by any limit on the power of the Law maker.

(2) Rules of Law may qualify the law that is made, in a variety of ways that are not susceptible of any general characterisation.

(3) Courts may resolve indeterminacies in the effect of an act of Law making.

(4) A Court departs from what the law maker's communicated, the decision of the Court may have Conclusive legal effect.

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Q#14 Use of technical Words?

Manslaughter: The unlawful killing of one human by another without express or implied intent to do injury.

Legislature: An officially selected body of people vested with the responsibility and power to make law for a political unit, such as a state or unit.

prosecution Attorney: A Lawyer empowered to prosecute cases on behalf of a government and its people. Also called prosecution, prosecutor.

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Q#1 ICT? Define ICT?

ICT is generally defined as technology functioning to support the process of conveying information and communication. The information and communication technologies encompass of hardware and software.

Q#2 Literacy and Multimodality?

A multimodal text conveys meaning through a combination of two or more ~~words~~ modes. For example: A posture conveys meaning through a combination of written language.

The complexity of the relationship between the various meaning or semiotic system in a text increase proportionately with the number of modes involved.

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Define following terms?

• **Written meaning:**

Conveyed through written language via handwriting, the printed page, and the screen.

• **Spoken meaning:**

Conveyed through spoken language via live or recorded speech and can be monologic or dialogic.

• **Visual meaning:**

Conveyed through choices of visual resources and includes both still image and moving images. Visual resources include: framing, vectors, symbols, colour, texture, line, shape, casting etc.

• **Audio-Meaning:** Conveyed through sounds

including choices of music, noises, alerts, use of volume, beat, tempo, pitch and rhythm.

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• Spatial meaning:

Conveyed through design of spaces, using choices of spatial resources including: Scales, proximity, boundaries, direction and Layout.

• Gestural meaning:

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

Q#4 Write types of multimodal texts?

• **Paper-based:** Paper-based multimodal texts include picture books, text books, graphic novels, Comics and posters.

• Live-Multimodal texts:

For Example: Dance, performance, audio, oral storytelling, etc.

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Digital multimodal texts:

It include, film, animation, slide shows, e-posters, digital stories, podcast, webpages.

Q#5 Write Sub-strands of Modes and meaning making?

(1) Expressing and developing ideas:

Students learn how the different meaning making resources can be used to:

Construct the nature of the events.

(2) Interacting and relating with Others:

Students learn how design of interactive meaning in a multimodal text includes

Consideration of the social setting.

Students need to learn how to

express knowledge, skills, feeling, attitudes.

Credibility and power thoughts.

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(3) Text Structure and Organization?

Students learn how different modes are used to structure a text in a particular way to create cohesive and coherence text.

Q#6 Explain blended learning?

There is a prime focus on the fields of knowledge in which citizens acquire the skills and knowledge necessary for effective communication. On the teaching of the foreign language and ICT. Thus one might combined and exploit both fields in the so-called blended learning. Blended learning is perceived as an integration of face-to-face teaching and learning methods with no-line approaches.

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Q#7 Define Autonomous Learning?
Autonomous learning is consist in the need to make teaching more effective and to exploit a student's potential and particularly his/her Creativity. Learner need to be able, to have some choice in what, where, when, and how to study. It requires students to think independently

Q#8 Phases of learning Content?
Two phases of learning Content
(1) **Internalization:** Learners try to Construct in their minds the basic ideas, principles, and theories that are inherent in Content.
(2) **Process of Application:** This is when learners use those ideas, principles, and theories as they become relevant in learning

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Q#9 CMC stands for?

Computer mediated Communication.

Q#10 Writes the types of Call Activities?

- Multiple choice & true/false
- Gap-filling exercise
- matching • Sequencing • games
- Simulations • word processing • Concordancing
- web publishing • online communication.

Q#11 Discuss Roles of the Computer in language learning and teaching?

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

Q#12 Write the Advantages and dis-Advantages of teaching learning?

Advantages:

- Self-paced or learner-centered
- Getting to know the student's individual problem and success with the learning material
- Working with a group of disciplined students

Disadvantages

- Quite a few students feel they learn better when guided step by step through concepts.
- The student must be motivated and disciplined to complete a learning program on his own.
- Development requires teacher input, but a great number of teachers see programs
- Lack of suitable software available for CALL today.

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Q#13 Five areas of instrumental Competence Skills?

- 1) efficient use of CAT (Computer Aided translation) tools
- 2) ability to use internet and communication technologies.
- 3) efficient information mining and terminology management skills.
- 4) Document production skills.
- 5) Ability to use documentation resources.

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Q#1

Gidden's theory of structuration?

Anthony Giddens proposed (1984) theory of structuration. 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. Our social structures do not, indeed cannot, exist outside action but rather can only exist in their continued reproduction across time and space. Giddens' social theory provides us with a framework for understanding the inextricable link between human agency and social institution.

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Q#2 Bourdieu's notion of habitus?

Social theorist Pierre Bourdieu. According to Bourdieu (1977, 2000), habitus is a set of bodily disposition acquired through extended engagement in our everyday activities that dispose us to act in certain ways. For both Giddens and Bourdieu, individual identity is not a precondition of social action but rather arises from it. Recursive process of identity production, individuals are constituted - neither free agents nor completely socially determined products (Ahearn 2000). Our habitus depends on the historically and socially situated condition of its production.

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Q#3 What is Contextualisation Cues?

Grumperz defines these Cues as any verbal sign which when processed in co-occurrence with symbolic grammatical and lexical signs serves to construct the contextual ground for situated interpretations, and thereby effects how constituent messages are understood. The Cues provide individual interlocutors with recognisable markers for signalling and interpreting contextual presuppositions. Grumperz and Roberts (1991) found that differences in cue use between British and Punjabi participants in intercultural counselling sessions.

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Q#4 Write Co-Constructed of a range of identities?

- Culture and ethnicity
- educational identities
- gender
- geographical identities
- non-native speaking status
- professional roles and role relationships
- interpersonal association such as friendship, more locally contingent identities such as by standards and law-breakers.

Chp#11

Q1 Define Culture and thought?

Culture: is something that everybody has.

It always referred to some characteristics shared by a community, especially those which can be distinguished from other communities. Ward goodenough takes culture as socially acquired knowledge.

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Thought: Covers a number of different types of mental activity, and lies in the province of Cognitive psychology.

Q#2 Types of thought?

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 or inferred. It may be either something we know or something we discover add knowledge to our memory so that next time it will be there.

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.

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Q#3 What is the relation between thought and 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.

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Q#4 Discuss three kinds of knowledge?

Cultural Knowledge:

It is learned from the others.

Shared non-Cultural knowledge: It is

shared by people within the same community or the world over, but is not learned from each other.

Non-shared non-Cultural knowledge:

It is unique to the individual.

Q#5 How Sapir-Whorf hypothesis explained linguistic relativity?

First discussed by Sapir in 1929. It was developed by Edward Sapir and

Benjamin Lee Whorf also known as the Sapir-Whorf hypothesis.

~~Sapir~~

Sapir-Whorf hypothesis can be explained

following point:

- Every single language is structurally unique.

- Linguistic relatively opens the window to the realization that languages don't translate to each other.

- Language has a strong relationship with thought. Language and thought are effecting each other.

Eleanor Rosch shows Concepts?

First attraction:

the first attraction of the prototype theory is that it is not too hard to understand how people can learn such concepts from each other.

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Second Attraction:

Second attraction that is allowed for the kind of creative flexibility in the application of concepts which we find in real life.

Third Attraction:

It is the possibility of using the theory in explaining how people categorize the social variable to which they relate-language.

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Q#1 What do you Actually Need to know? knowing a language?

- knowledge about the form of the language.
- knowledge about how the language is used in different situation.
- knowledge about putting the language together in speech and writing words to describe what you know.

Q#2 What is linguistic Competence?

The notion of Competence has its basis outside linguistics. According to Chomsky, Competence is the ideal speaker. It means person's ability to create and understand sentences, including sentences they have never heard before.

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Linguistic Competence is know how to use:

- The grammar
- Syntax
- Vocabulary of the language

3 Write Components of Linguistic Competence?

- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology

4 Competence and native Speakers?

Competence enables native speaker to recognize ambiguous sentences or accept even apparently meaningless sentences as syntactically correct.

Example:

Eight very lazy elephants drank brandy.

Eight elephants very lazy brandy drank.

Q#5 Define Competence?

A Competence is a bundle of Cognitively Controlled abilities or skills in some particular domain. It implies both knowledge and the ability and disposition to solve problems in that domain.

Competence is essentially acquired through practice and experience.

Q#6 Write the Results of Relevant research? (3 results)

- we find a close Correlation among the Competencies relating to the Components of the language system.
- we find on the Contrary, lack of Correlation among the abilities Concerning the language system.

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• We find a significant correlation among all the abilities constituting linguistic competence in the wide sense.

#7 Communicative Competence?

Concept of Communicative Competence introduced by Hymes (1974)

Definition: "It is a knowledge of the rules for understanding and producing both the referential and social meaning of language."

#8 Write two types of Context?

Linguistic Context: Focuses on usage to enable the students to select which form of sentence is contextually appropriate.

Communicative Context: focuses on use to enable the students to recognize the type of communicative function their sentence fulfill.

Q#19 Explain the Component of Communicative Competence proposed by Canale and Swain 1980?

(1) Grammatical Competence:

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

(2) Socio-Linguistic Competence?

Socio-linguistic Competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate

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Social meaning for the Communication Situation.

Strategic Competence:

It is the manner of manipulating language in order to meet Communicative goals and is used to Compensate Communication disruption.

Strategic Competence is made up of Verbal and non-Verbal Communication strategies.

Discourse Competence:

Discourse Competence is the ability we have to Connect Sentences in

stretches of discourse and to form a meaningful whole out of Series of utterances.

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Q#20 Difference between Communicative Competence and Linguistic Competence?

The main difference between the Communicative Competence and linguistic Competence one is that the linguistic Competence belongs to the whole Communicative Competence or language knowledge that the students or native speakers have.

Linguistic is the component from

Communicative Competence in other words.

Q#21 Write the Four Competence areas of Communicative Competence?

Linguistic Competence: Is to know how to use the grammar, syntax and vocabulary of the language.

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- Sociolinguistic Competence
- Discourse Competence
- Strategic Competence

ye hum
u'per psh
chuky hein.

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#12 Define textual Competence of
Bachman's?

It pertains to the knowledge of the
Conventions for Cohesion and Coherence
and rhetorical organization. It also
includes Conventions for language use
in Conventions, involving starting,

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maintaining and closing Conversation.

It has both the part of Canale and Swain discourse Competence and strategic Competence

Q#2 Define Bachman's pragmatic Competence?

It mainly focuses on the relationship between what one says in his or her communicative acts and what functions he or she intends to perform through his or her utterances.

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Q#2 Write Sociolinguistic Aspects?

- Multilingualism and L3
- Language shift • language identity
- The spread of English
- Variation and Variability.

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Q#2 Educational Aspects? **Manu**

- Vocabulary acquisition
- Task based language teaching
- Teacher Education.

Q#3 Writes Examples of Universal processes?

- The ability to introduce a Category from Exposures to examples
- The ability to mentally complete a known pattern when confronted with a piece of it.

Q#4 What is Cross linguistic influence?

CLI has been an important factor to considered in the study of foreign language acquisition In general.

CLI is intended as a more Comprehensive term as it considered interaction between all ~~the~~ existing linguistic system.

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Q#5 Enlist types of linguistic transfer?

- Inter-language transfer (Lexical or morphological)
- Cross linguistic influence.
- Transfer in Second Language Acquisition
- Transfer in Target language Acquisition.

Q#6 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.

Q47 Which factors determines Cross-Linguistic influence?

1. The role of typology.
- 2) The role of Second language L2
- 3) The role of proficiency level.

Q48 Define language attraction?

Language attraction is the process of losing a native, or first language. This process is generally caused by both isolation from speakers of the L1 and acquisition and use of a L2 (SL), which interferes with the correct production and comprehension of the first.

Q49 Types of language attraction

- 1) Lexical attraction
- 2) Grammatical attraction
- 3) Phonological attraction.

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(1) Lexical Attrition? Attrition.

The first linguistic system to be effected by language attrition is the lexicon. The lexical semantic relationship usually starts to deteriorate first and most quickly.

(2) Grammatical attrition?

The disintegration of the structure of a first language in contact situation with the second language.

Phonological Attrition

phonological attrition is the form of the language loss that effects the speaker's ability to produce their native language with their native accent

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Q# 20 Write possible causes of Language attrition.

1) **Assimilation**

It is 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.

(2) **Acculturation:**

It is a process in which changes, culture and system of value of a group happen through interaction with a different language, culture and system of values (Crystal, 1991)

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.

14) Linguistic and Culture 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.

World system theory:

World system model and Neo-Marxist divides the world into three parts viz Core, Semi-periphery and periphery.

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(b) Sociobiology (Reproductive fitness)
According to Sociobiology when one loses its reproductive fitness it ultimately dies out. Pahari language lost its reproductive fitness and speakers gradually abandoned the language.

#11 Write the consequences of the loss of the native language?

(1) Collapse of Culture

(2) The Pahari language as moribund language

(3) Language death (4) Blockage for privileges due to loss of linguistic identity

#12 Write three criteria can be used to identify language

(1) Number of speakers currently living

(2) The mean age of native and fluent speakers

(3) The %age of the youngest generation

acquiring fluency with language in questions:

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Q#13 Multilingualism?

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

Q#14 Define language death?

It 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.

Fishman (1991) defines it as a process whereby intergenerational continuity of the heritage language is proceeding negatively, with fewer speakers, readers, writers."

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Q#15 Define the term linguistic variations?

It 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.

Q#16 Define 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. Lingua Franca is also known as a bridge language and common language use to make communication.

English as a Lingua Franca is a contact language between persons who share neither a common native tongue or nor a common culture.

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Q#17 Differentiate between Receptive and productive Vocabulary?

- (1) Receptive Vocabulary: in broad terms implies the understanding of the meaning of the world encountered in speech or writing.
- (2) Productive Vocabulary. In the same broad strokes, is the portfolio of words available within a learner's inter-language for production.

Q#18 Number of Vocabulary hierarchy/ levels of Vocabulary hierarchy?

- Active recall
- passive recall
- Active recognition
- passive recognition.

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Mamam (53)

#19 Define task-based Language teaching (TBLT)?

Task-based language teaching 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.

20 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.

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G.W

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Q#19 Teacher Education Encompass?

- Teaching skills
- Pedagogical skills
- Professional skills

Q#22 Write teaching skills?

- providing training and practice in the different techniques.
- provide appropriate reinforcement and conduct effective assessment.
- It includes effective classroom management skills.

Q#23 Pedagogical theory?

It includes the philosophical, Sociological and psychological consideration.

Q#24 Professional skills?

It includes the techniques, strategies and approaches.

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Manu

Q#1 Define term planning according to Rubin?

Planning is an activity whereby goals are established, means are selected, and outcomes predicted in a systematic and explicit manner.

Q#2 Define language planning?

According to Wardhaugh (1986)

Language planning as a attempt to interfere deliberately with a language or one its varieties.

According to Wiley's:

Language planning entails the formation and implementation of a policy designed to prescribe, or influence the language and varieties of language that will be used and the purpose ^{for which} they will be used.

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According to Fasold:

Language planning is usually seen as an explicit choice among alternatives. Implies that there has been an evaluation of alternatives with the one that is chosen having been evaluated as the best.

According to Fishman:

Language planning is done at the national level and defines "the organized pursuit of solutions to language problems."

Q#3 Define language policy?

Language policy is about decision-making and goal-setting. Rubin (1971) argues that language policy is a part of language planning.

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Mamun (57)

Q#4 Write the phases of language planning?

- Fact finding
- Policy determination
- implementation and evaluation.

Q#5 Major divisions of language planning?

- policy formulation
- Codification
- elaboration
- Implementation.

Q#6 Define language planning according to Carroll (2001)?

Language planning is the most widely accepted "Umbrell term for the broad range of activities seeking to change language and its use.

Q#6 Approaches to language planning?

Historical Structure approach:

It is not perfect, and behind its claimed critical stance may lurk ideologies and group interests.

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Manu (58)

C.W

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Neo-classical approach:

The neo-classical approach emphasizes the rational decisions of individuals, the historical-structural approach is emphasizes the origins of costs and benefits confronting individual and group.

Q#7 Ferguson (1968) three category model.

- graphization • Standardization
- and modernization

Q#8 Cobarrubias (1983) Four ideologies?

- Linguistic Assimilation
- Linguistic pluralism
- Vernacularisation
- Internationalism

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Mark (59)

Q#9 Explain Haugen's Model?

Haugen Model was first enunciated by Einar Haugen in the mid 1960s. Haugen is a pioneer in the field of LD. The strength of Haugen's model is that it tries to combine the neoclassic model with the historical-structural model.

Chp #15

#2 Define applied linguistics?

It is the branch of the linguistics that deals with the FL and SL education and the study of application of linguistics theories in language related problems.

Applied linguistics as the application of language theories in diverse linguistic related context. Includes Speech pathology, Translation, language

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Q#2 Define Critical applied linguistics?

It actually take the strong version of the new definition of applied linguistics the application of linguist theory is applied Context like translation, speech disorder, Critical pedagogy and others.

It is an emergent approach to language use and education.

Q#3 Major Concerns of Critical applied linguistics?

- Praxis
- Criticality
- Critical Social Study
- Self-reflexivity
- preferred future
- Micro-macro relations
- Heterosis
- problematizing

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Manu (6)

Q#4 Write domains of Critical Applied linguistics?

- Critical discourse analysis and Critical literacy,
- Critical approach to translation
- Critical approach to language teaching
- Critical approach to language testing
- Language planning • policy and right
- literacy and work place language use.

Q#5 Write main features of Pennycook 1999 that suggest to define Critical work in Language?

- (1) The domain- and area of interest
- (2) A self-reflexive stance on Critical theory.
- (3) Pedagogy

Q#6 Define Critical Socio-linguistic?

It is concerned with a critique of ways in which language perpetuates inequitable social relations.