

# File Compile By Second Batch

## ENG 512

### Management language three other name.

Language management – also known as

- language planning
- language intervention
- language engineering
- language treatment
- referring to direct efforts to manipulate the language situation

### Factors when one language is imposed by a state.

Powerful groups impose their language on the less powerful. In some countries, children are schooled in a language spoken only by a powerful minority within the country, and not by the majority of speakers. This educational practice privileges those who spoke the imposed language at home, severely curtailing educational opportunities for those who were schooled in a language they did not understand. This guarantees that the power stays in the hands of the Indigenous elite

### Difference macro and micro alternation

Duverger (2005) makes a useful distinction between micro-alternation and macro-alternation in bilingual education. Macro alternation refers to a certain number of courses, or of lessons which form a didactic unity, taught primarily in one or the other language and where the use of a given language across the curriculum is clearly identifiable and highly visible. Micro-alternation occurs when a course, which is predominantly handled in one language, makes use of elements of the other language.

As Duverger (2005) says, “Macro-alternation is programmed, institutionalized, demanding; micro-alternation adds suppleness, flexibility, and efficiency. The combination of the two is subtle.”

### Two teachers two classroom with example

This is the strictest of this teacher-determined separation. It combines teacher-determined with time determined separation. Here one teacher teaches in one language at some time of day, while at the same time another teacher teaches in the other language. At an alternate time, the two teachers switch children. For example, in a bilingual Chinese–Italian school, teacher A teaches group A in Chinese which consists

of twenty-five children. At the same time, teacher B teaches another twenty-five children in Italian, group B. At some determined time (afternoon, the next day, the next week) teacher A teaches group B in Chinese, whereas teacher B teaches group A in Italian. This arrangement is known as side-by-side and requires, at the primary level, two teachers who are bilingual but who in effect function as a monolingual teacher.

### Language borrowing with example

when bilinguals communicate with each other they can make simultaneous use of the resources of each of their languages, for example by borrowing words from one language while using the other (loan words) or by developing mixed or switched codes which are governed by their own specific rules. There is an attempt to correlate the degree of balance of bilinguals with a high level of competence in rule-governed code-switching

### Why code switching impose on teachers in education program

Random code-switching is often the way in which bilingual teachers use languages in transitional bilingual education classrooms. That is, they use two languages to teach the same content concurrently with frequent shifting back and forth between the two languages within a lesson, and with little thought as to why they are doing so. The teacher switches languages to imitate the language which the child has used. Yet, other times, teachers code-switch to engage emotionally with the child or take disciplinary actions.

### Why a 2nd language is important in his or her early age.

Many have proposed that there are advantages to the early introduction of a second language in school (Cenoz and Genesee, 1998: 28). This is based on the widespread belief that earlier is better for bilingualism yet, there seem to be no age-related differences in the process of language learning

Long, 1990; Scovel, 1988), empirical evidence in favor of a critical period for L2 acquisition has been equivocal, with some studies claiming evidence for the critical period and others evidence against it.

Whereas some report the impressive progress of students starting at the secondary level, others find that students starting at kindergarten do better. But the differences between early onset and late onset of bilingualism in school are negligible by the time students are in secondary school

### What should be the ratio of time allocation across two languages in the curriculum?

Developmental bilingual education programs also often use a sliding allocation. The initial instruction usually follows a 90:10 relationship with the minoritized language used for 90 percent of the curricular time while it is strengthened As the power of the

languages equalize, the other language may be allocated equal time in the curriculum but there are also developmental bilingual education programs which are 50:50 or that allocate the two languages in different combinations.

### Which concerns should be encouraged to access multiple linguistic and cultural resources?

Culturally appropriate computer programs in the indigenous languages of Pakistan will support and strengthen these languages. They will bring them more prestige and may, perhaps, encourage people to feel that they too can be used in modern domains. The major Pakistani languages are too large to be endangered. However, they need to be given more prestige to take their rightful role in the domains of power.

### Two teachers two classrooms advantages and disadvantages

One advantage of the side-by-side teaching arrangement is that teachers use only one language in teaching, and only need to prepare in one language. Another advantage is that the teachers' bilingualism and illiteracy do not need to be fully developed. That is, it is possible to use two bilingual teachers who are only receptive bilinguals, able to understand the children and texts, but not completely literate to teach in two languages. The disadvantage of this arrangement at the elementary level is that teachers teach two groups of students, and thus, have to teach double the number of children. For example, teacher A above will teach a total of fifty children, instead of twenty-five

### Powerful description of two languages use

Fu (2003) provides a powerful description of how two languages— Chinese and English— can be used to expand the oral and written abilities of Chinese immigrant children new to the United States. By encouraging students to use Chinese in writing English, not only do students new to English develop writing faster, but explicit cross-linguistic analysis can occur. Chinese students in this school become aware of the fact that English, unlike Chinese, has verb tenses, and that English verbs, unlike Chinese, change endings and they are explicitly made aware of the fact that English has subject and object forms of pronouns, whereas Chinese does not but besides all these comparisons, Chinese children are taught to reflect on their own development as Chinese readers, on the role of graphic memory in remembering Chinese characters and in the relationship between shape and meaning. Chinese children reflect on the other strategies they use as English readers, phonics and meaning-based approaches.

### How languages affect politics

Language is 'intimately related to the distribution of social power and hierarchical structures in society. Language not only facilitates access to knowledge but also mediates participation in and engagement with the social world. It filters control over resources, demarcates the horizons of what is both knowable and achievable, and delimits freedom of choice and effective opportunities for wider participation and

access to valued goals. The multidisciplinary study explores the political implications of languages in education in private and government schools, and their role in structuring inequality in terms of widening participation and access.

### Monoliterate bilingualism in Mali with example

This bilingual arrangement requires that literacy be reserved only for the dominant language. The local vernacular is never read or written; it is merely used to support understandings and instruction. An example of this monoliterate bilingual arrangement is the one used in Mali. Since 1994, Malian teachers have used what they call *pédagogie convergente* (convergent pedagogy) in which there is convergence, or simultaneous use of both the children's mother tongues and French. During the first stages and until fifth grade, when French becomes the medium of instruction, the thirteen national languages, Bambara and Fulfulde being the most prevalent, are used to encourage dialogue and storytelling, with French only used in written expression (Traore, 2001).

### Term translanguaging

. When describing the language practices of bilinguals from the perspective of the users themselves, and not simply describing bilingual language use or bilingual contact from the perspective of the language itself, the language practices of bilinguals are examples of what we are here calling translanguaging. Translanguaging is multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds. Translanguaging therefore goes beyond what has been termed code-switching, although it includes it, as well as other kinds of bilingual language use and bilingual contact.

Translanguaging for us extends what Gutiérrez and her colleagues have called "hybrid language use," that is, a "systematic, strategic, affiliative, and sense-making process"

### Place determined

This refers to situations where one particular classroom is used for instruction in one language, and a different classroom for instruction in the other. This is the structure used in many European classrooms and also in many Canadian immersion bilingual education programs. In each room, only one language is displayed and used by the teacher and the children. Most secondary schools also use this arrangement. In some classrooms, the left side is for one language, the right for the other. In others, different colors are used for the two languages. For example, in the United States it is quite common, as we have said, for teachers to write in blue for English and red for Spanish. of multilingualism in general.

### Advantages and disadvantages;

The advantage of this arrangement is that it provides a "language-surround," a context

in which children's language development is supported by enabling them to only hear, see, read, and write in that particular language.

The disadvantage is that the children have to change rooms, difficult in early primary education. Another disadvantage is that it discourages contrastive analyses of the two languages, a strategy that might be useful in the later stages of bilingual development

### Language ideology

Language ideologies represent the cultural system of ideas about social and linguistic relationships, in addition to political and moral interests. Attitudes, values, and beliefs about language are always ideological, and are enmeshed in social systems of domination and subordination of groups, relating to ethnicity, class, and gender. One of the most popular ideologies is precisely that there is, or that there has to be, a link between language and identity

### Language and identity

There is a reciprocal role between language and identity; that is, language use influences the identity formation of the group, while at the same time, the identity of the group influences the patterns of attitudes and language uses. Individual and social identity are mediated by language with speakers creating speech acts as acts of projection in which "the individual creates for himself the patterns of his linguistic behavior so as to resemble those of the group or groups with which from time to time he wishes to be identified, or so as to be unlike those from whom he wishes to be distinguished.

### Recursive bilingualism

The concept is used in cases when bilingualism is developed after the language practices of a community have been suppressed. When a community engages in efforts to revitalize their language practices, this is called recursive bilingualism as, for example in the case of the Maori of Aotearoa/ New Zealand, individuals are not starting from scratch and adding simply a second language. The ancestral language continues to be used in traditional ceremonies and by many in the community to different degrees. Therefore, bilingualism is not simply additive, but recursive.

### (BICS) explain

Cummins (1981b) has called this use of language, language practices that are supported by meaningful interpersonal and situational cues, "contextualized language." Contextualized language, supported by paralinguistic cues, is what one uses for basic interpersonal communication, what Cummins calls "BICS."

### Benefits of translanguaging

Cen Williams sees four advantages to translanguaging which are deeper understanding of the subject matter, development of competence in the weaker language,

home–school co-operation, and integration of fluent speakers with early-level learners (as discussed by Baker, 2001).

### Subtractive bilingualism

When monoglossic ideologies persist, monolingualism and monolingual schools are the norm, it is generally believed that children who speak a language other than that of the state should be encouraged to abandon that language. In this model, the student speaks a first language and a second one is added while the first is subtracted. The result is a child speaks only the second language. This bilingualism is characterized by increasing loss of linguistic features of the first language.

### Two language system?

Through a longitudinal study of simultaneous French-German bilingual children, he argues that grammatical processing is in fact possible much earlier than is usually assumed on the basis of analyses of monolingual child language. He further speculates that this early development of grammatical processing ability could be explained by the fact that the task of acquiring two language systems as the child is thought to have developed or to be developing two separate representations of his/her language systems or, alternatively, to have overcome the linguistic confusion characteristic of the earlier stage. He or she begins to switch systematically between languages as a function of the participants, the setting, the function of the message (e.g. to exclude others), its form (e.g. narration), and to a lesser extent, the topic of conversation. Simultaneously requires more attention to problems of form, rather than relying on semantic-pragmatic strategies alone.

### 5 models of bilingualism

#### Models of Bilingualism;

- **Subtractive Bilingualism**
- **Additive Bilingualism**
- **Recursive Bilingualism**
- **Dynamic Bilingualism**
- **Plurilingualism**

### Responsible code switching

Responsible code switching means to carefully control the quantity and quality of switching between languages in the classroom so as to serve the objective of the lesson.

It has been found that teachers use code-switching to focus or regain students'

attention and to clarify or reinforce lesson material. However, that teachers must monitor both the quantity and the quality of their code-switching

## GIDS

In Fishman's Graded Intergenerational Disruption Scale (GIDS) (1991), the higher the score, the lower the language maintenance prospects of a group. The GIDS provides a way by which ethno linguistic groups can assess the threatened state of their languages

## Explain the 2 stages Difference between translanguaging and code switching according to Baker

According to Baker (2001), translanguaging, developed specifically as a curriculum arrangement by Cen Williams in Wales, involves the hearing, signing, or reading of lessons in one language, and the development of the work (the oral discussion, the writing of passages, the development of projects and experiments) in another language. That is, the input and output are deliberately in different languages.

Baker (2001) clarifies that translanguaging is not about code-switching, but rather about an arrangement that normalizes bilingualism without functional separation. What makes translanguaging different is that the assignment of one language to be input or output is systematically varied so that students get an opportunity to use both languages receptively (understanding and reading) and productively (reading and writing). Baker adds that this kind of deliberate and systematic concurrent use of two languages is especially useful at the secondary and tertiary level. In most bilingual curriculum, translanguaging is even more flexible than what Cen Williams describes.

## What role does the teacher play in bilingual education?

Despite curricular arrangements that separate languages, the most prevalent bilingual practice in the bilingual education classrooms is that of translanguaging. Here, students use language appropriately. Although teachers may carefully plan when and how languages are to be used.

Pedagogically, teachers plan content and language objectives concurrently. The method promotes the use of language that is slow and simplified, with guarded vocabulary and short sentences, while the grade level curriculum is used, although modified. Teachers generally use thematic instruction. Immersion methodology is also used throughout the world for revitalization of languages but the immersion instruction method is also used in countries that do not support bilingualism and has become most popular in monolingual instruction for immigrants and refugees, under the label "sheltered instruction."

## Advantages of translanguaging

Cen Williams sees four advantages to translanguaging which are;

- deeper understanding of the subject matter
- development of competence in the weaker language

- home–school co-operation
- Integration of fluent speakers with early-level learners.

### Attrition of language perpetuates

For some, code-switching refers to the bilingual's ability to select the language in response to external cues and according to the properties of the linguistic system; code-mixing on the other hand, refers to combining elements from each language because the speaker does not know how to differentiate between them (Meisel, 1989). Code mixing is usually accompanied by reduction in the linguistic forms and the uses of that language as a result of a process of language attrition or loss.

### How Translanguage is done. Give Example

When describing the language practices of bilinguals from the perspective of the users themselves, and not simply describing bilingual language use or bilingual contact from the perspective of the language itself, the language practices of bilinguals are examples of what we are here calling translanguageing. We borrow this term from Cen Williams (cited in Baker, 2001) who used it to name a pedagogical practice which switches the language mode in bilingual classrooms, for example, reading is done in one language, and writing in another.

### Benefits of children learning Second language.

Bilingual children tend to have more metalinguistic skills and divergent thinking than monolingual children, thus enabling them to play with words and sounds of words much more than those who are monolingual.

### View and preview

Five flexible multiple bilingual arrangements can develop the multiplicity of multilingual practices that are important today. The second arrangement is what we call preview, view and review. How multiple languages are used for each of these the sections that is for introducing a lesson, studying a lesson and then reviewing the content itself.

### Mother tongue in politics.

Another common concept now challenged is that of mother tongue. The United Nations defines mother tongue as "the language usually spoken in the individual's home in his early childhood, although not necessarily used by him at present." This directive states that member states should promote the teaching of the mother tongue and the culture of the country of origin in the education of migrant workers' children.

### How monolingual communities change their style.

It is well recognized that bilingual communities code-switch as a way to achieve their full range of expression. That is, just as monolingual communities' style-switch from

more formal to more informal registers, bilingual communities code-switch because they have at their disposal more than one code.

### Define strict separation.

Bilingual education programs following additive bilingual frameworks usually follow this structure. This is usually what happens, for example, in prestigious bilingual education, immersion bilingual education, and maintenance bilingual education programs.

Decisions as to how the languages are to be separated follow one of four strategies: time-determined separation; teacher-determined separation; place-determined separation; subject-determined separation.

### Threshold hypothesis

Transmission pedagogy is built on a western empirical tradition which views knowledge as separate from the knower and as a collection of facts and concepts. Learning is viewed as the consumption, storage, memorization, and reproduction of information. Thus, students are perceived as empty vessels or buckets that have to be filled, as they receive knowledge from teachers and textbooks. Teacher's breakdown information in to small pieces and proceed in a linear fashion, attempting to cover content and going from the most basic to the most complex. Constructivist pedagogy, on the other hand, is built on the conviction that learning should involve social negotiation and interaction with others in authentic contexts that are relevant to the learner. In this tradition, teachers serve primarily as facilitators of learning (Cummins, 2001; Villegas and Lucas, 2001). (From handouts)

The **threshold hypothesis** is a hypothesis concerning second language acquisition set forth in a study by Cummins (1976<sup>[1]</sup>) that stated that a minimum threshold in language proficiency must be passed before a second-language speaker can reap any benefits from language. It also states that, in order to gain proficiency in a second language, the learner must also have passed a certain and age appropriate level of competence in his or her first language. (This is goggled. Because I couldn't find more relevant content from handouts.)

### Three aspects of translanguaging

Translanguaging is thus the only discursive practice that can include all family members

Translanguaging is an important practice among language minority children who serve as translators for their parents who do not speak the majority language.

Translanguaging are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds.

### Bilingual education curriculum

The languages of a bilingual education curriculum can be arranged either by strictly separating them or by using the two languages flexibly. Flexible language arrangements

can be of two types – those which lead to convergence, which is the result of the dominance of one language over the other, and those which lead to multiplicity of languages. Thus, we treat three different types of language arrangements: strict separation; flexible convergence; flexibility multiplicity

### Five language shift principles with one example

Language shift is defined as the change from the use of one language to the use of another language across generations; language attrition is a shift occurring within one individual.

Language behavior is based on the following five principles:

- (1) There is a constant interaction between the societal and the individual dynamics of language.
- (2) There are complex mapping processes between the form of language behavior and the functions it serves.
- (3) There is a reciprocal interaction between culture and language.
- (4) Self-regulation characterizes all higher-order behaviors, and therefore language.
- (5) Valorization is central to these dynamic interactions.

When enough individuals start changing their language behavior (e.g. using French instead of English), this will in turn modify language use.

### We can decide that code switching method is best to use in the classroom by looking at in classroom.

It has been found that teachers use code-switching to focus or regain students' attention and to clarify or reinforce lesson material. Code-switching is a scaffolding technique in bilingual classrooms, making the additional language more comprehensible. It is not necessarily code-switching that is bad, but rather how language is used, and by whom, that shapes the students' perceived value of the two languages in a bilingual classroom affect the outcome.

### Three aspects of BICS

Three aspects of BICS;

- BICS describes the development of conversational fluency (Basic Interpersonal Communicative Skills) in the second language
- Language practices that are supported by meaningful interpersonal and situational cues, "contextualized language."
- Contextualized language, supported by paralinguistic cues, is what one uses for

basic interpersonal communication,

### How bilingualism deal's in 21th century

The norms in the organization of work and methods of production brought about by new communication technology and globalization have greatly impacted languaging practices in the twenty-first century. National economies have become far more integrated in the global economy: money and workers have become much more mobile; the pace of technological change has accelerated. Increasingly, every language community must become aware of its position in a “dynamic world system of languages” characterized by vast and expanding differences in status and use. Many websites are using multilingual strategies. Although English is widespread other languages are used more and more.

Sociopolitical and socioeconomic changes have also resulted in dramatic population shifts and this immigration is characterized by transnationalism; that is, the ability to go back and forth to the country of origin, aided by improved transportation and technology. All these population movements bring about changes in language use, and amplify the presence of bilingualism, as other languages are also becoming important. (From lesson 22)

In the linguistic complexity of the twenty-first century, bilingualism involves a much more dynamic cycle where language practices are multiple and ever adjusting to the multilingual multimodal terrain of the communicative act. With language interaction taking place on different planes including multimodalities, that is, different modes of language (visuals as well as print, sound as well as text, and so on) as well as multilingualism, it is possible for individuals to engage in multiple complex communicative acts that do not in any way respond to the linear models of bilingualism proposed above. (From lesson 28)

### Five language goals with one example

People use language for many purposes;

- for expression
- for interaction
- to express reference
- to express feelings
- to show which community they belong

For example, Urdu has become an important identity marker for Pakistanis after independence. Some languages have acquired a sanctity dimension for example Arabic for Muslims.

## Term semilingualism

The obsession with monolinguals as the norm of reference has led to the proposal of the concept of semilingualism, referring to the unequal performance of bilingual children in their two languages when compared to monolingual children (see Skutnabb-Kangas and Toukoma, 1976). The development of sociolinguistics has expanded our understandings of the languaging practices of bilinguals; that is, their discursive practices, and how these in turn are affected by social and political constraints. This increased understanding has led scholars to abandon the concept of semilingualism, no longer considering it a useful characterization.

## Name the all goals of language policy (Ager, 2001)

Ager (2001) discusses seven goals of language policy:

1. Identity, as when states impose certain languages as a link to specific identities. For example, France has maintained that it is a perfect hexagon and that only French is tied to French identity, thus silencing, until very recently, the other languages of France – Basque, Breton, Catalan, Corsican, Flemish, German, and Occitan
2. Ideology, as when states or groups impose different languages or standards as a result of an ideology. An example is the United States' recent federal law, No Child Left Behind, mandating students' annual progress reports that are based on written Standard English assessments (Menken, 2005, 2008).
3. Image creation, as when states try to ensure that a favorable view is taken of their history and language by projecting its language. It is well known, for example, that the British Council and the U.S. government have supported the greater use of English in international communication (Phillipson, 1992).
4. Insecurity, as when states or groups are wary of others and their languages.
5. Inequality, as when states or groups act on language in order to correct inequalities in society. This is the case, for example, of non-sexist language that came to be used especially during the 1970s and 1980s
6. Integration with a group. This was the case when, for example, in Wales, following the Education Act of 1870, Welsh children were not only required to learn English in school, but prohibited from speaking Welsh.
7. Instrumental motives, as when groups or individuals acquire a second language because it will give them advantages, usually economic ones, in the market or in careers. This is the case especially of English throughout the world.

## Briefly explain the term "Flexible Multiplicity"

The conception of bilingualism as linear and solely as  $1 + 1 = 2$  rejects any bilingual languaging which violates traditional concepts of language as an autonomous system. We argue that flexible bilingual arrangements in the classroom are not in themselves bad. The problem is that often these practices are put to the service of the majority language, as we have seen before, encouraging switching towards the dominant language only, and used progressively to take space and time away from the language until it disappears completely. Bilingual practices in the bilingual classrooms, and in

particular code-switching, have been looked upon as bad practice. Scholars and educators have repeatedly held that code-switching violates diglossia and creates a linguistic hegemony that favors the language of power, thus leading to language shift. Duverger (2005) makes a useful distinction between micro-alternation and macro-alternation in bilingual education. Macro alternation refers to a certain number of courses, or of lessons which form a didactic unity, taught primarily in one or the other language and where the use of a given language across the curriculum is clearly identifiable and highly visible. This does not mean that the “other” language may never occur in the slot where one language is the preferred mode. The “other language” could occur as complementary information, additions, openings, or extensions of subject matter, but should be limited and carefully controlled by the teacher. This type of alternation is useful in cases where one wants to underline the bilingual nature of a program.

**How does language change due to recursive bilingualism.**

### **Recursive Bilingualism**

The concept is used in cases when bilingualism is developed after the language practices of a community have been suppressed. When a community engages in efforts to revitalize their language practices, this is called recursive bilingualism as, for example in the case of the Maori of Aotearoa/ New Zealand, individuals are not starting from scratch and adding simply a second language. The ancestral language continues to be used in traditional ceremonies and by many in the community to different degrees. Therefore, bilingualism is not simply additive, but recursive. These bilingual individuals and communities often move back and forth along a bilingual continuum and in so doing, the language is not added whole, but in bits and pieces, as ancestral language practices are reconstituted for new functions. Indeed in these cases bilingualism is recursive because it reaches back to the bits and pieces of an ancestral language as it is reconstituted for new functions and as it gains momentum to thrust itself forward towards the future.

**What is CLIL/EMILE research in Europe.**

In recent years, CLIL/EMILE research in Europe has shown how code-switching, if properly understood and suitably applied, can in fact enhance cognitive skills for the content-matter of non-language subjects such as mathematics or history.

**Computer assisted instruction benefits.**

Computer assisted instruction is beneficial when the history teacher shows a video documentary in one language with subtitles in another. Sometimes, students work side by side in different languages, through computer-assisted instruction. In the primary classroom they often listen to books on tape in the two languages, sometimes different students listening to different languages, other times the same students going back and forth to one or the other language in co-linguaging ways.

### Give an example of hegemonic of language.

Erikson (1996: 45) defines “hegemonic practices” as “routine actions and unexamined beliefs that are consonant with the actions, entirely without malevolent intent, that nonetheless systematically limit the life chances of members of stigmatized groups.” Our routine language practices become “regulatory” mechanisms which unconsciously create categories of exclusion. Thus, our discursive practices are one of the most obvious examples of hegemony in which we all, and especially educators, participate

### Which is the one disadvantage of using Subtractive bilingualism?

In this model, the student speaks a first language and a second one is added while the first is subtracted. The result is a child speaks only the second language. This bilingualism is characterized by increasing loss of linguistic features of the first language.

### Bilingualism

Bilingualism is not about  $1 + 1 = 2$ , but about a plural, mixing different aspects or fractions of language behavior as they are needed, to be socially meaningful. Because the range of the linguistic repertoire of bilinguals is more differentiated than that of monolinguals, the linguistic choices for bilinguals are also greater. Gumperz (1982) has shown how language use of bilinguals has much to do with the desire to be socially distinct, as well as assimilating.