

ENG512 Objectives (new)

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1. Language codes are

Secure static equal **complex**

2. According to Cumminsin academic language practice is essential

Social Curriculum medium of instruction Teacher history

3. Linguistic hierarchies are imposed in

Plurilingualism Feminism **Linguicism** Translanguaging

4. Technology-enabled communication facilities ...language Practice

High Low Simple **Complex**

5. Code switching respond to external cues

6. Formal learning content

Home **School** market radio

7. Not true for adult bilingualism

Different path way No age related Acquisition **L2 encouragement**

8. The process of language policy ...notinteraction linear

9. 100 percent use of children second language at time beginning of instruction **Immersion bilingual education**

10. Co language the medium of instruction can be decided by language

Office domestic native ancient

11. Translation means to use exactly the sameof the language that convey

Pronoun **Vocabulary** Pitch Intonation

12. Purpose of translanguaging

Preciseness Strict Variability **Understanding**

13. CS stands for **Code Switching**

14. BICS stands for **Basic Interpersonal Communication skill**

15. In an autonomous region of Italy bilingual education for all was introduced at at Kindergarten in 1983.

16. In fifth grade dual-language classroom in US, children learn social studies in **Spanish**

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17. **Co-language** is also used when the history teacher shows a video document in one and subtitle in another.
18. **Social linguistic** is important principle for equity between languages and cultural background to be recognized as knower.
19. Mother tongue = Vernacular **UN**.
20. Immersion bilingualism began with 100% use of major majority child's second language.
21. In philipines the gist of the lesson in Filipino or **ENGLISH**
22. Standardization is not an **inherent** characteristic of language.
23. Code switching can be a resource to solve problems but the teacher must monitor the.....

Quantity Quality Use of CS **All the given**

24. Which theoretical framework is used in flexible convergent teaching

Additive Recursive Dynamic **Sbtractive**

25. at which age the bilingual children can choose to speak one language or other language

1 year 2 3 **4**

26. in US,..... the language is becoming popular with the dominizing of the term bilingualism

StandardFirst French **Heritage**

27. Bilinguals have a high degree of..... Control over various language simultaneously

Cognitive Imaginary Behavioral Physical

28. which of the following was a reaction to immersion program

Monolingualism **Bilingualism** Structuralism Socialism

29. which of the following theoretical framework is used in immersion model

Sbtractive **Additive** Captive Reductive

30. bilinguals have..... Metalinguistic skill

Lower **High** Norml Zero

31. the term relates to sounds of a language

Semantic **Phonology** Syntax Grammar

32. transnationalization means belonging to different

Culture Families **Nationalities** Races

33. most often, bilingual.... Schools use subject determined arrangement

Sendry Private Primary Elementary

34. in a pedagogy, code switching offers.....

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Scaffolding Lang use Methodology Conceptuality

35. flexible bilingual arrangement uses different....

Context Subject Shifts Natives

36. code switching is.... In flexible multiplicity

Prohibited Accepted Discouraged (actual word bad planned)guess Ignored

37. which of the following is not an advantage of translanguaging

Surface understanding Competence in weaker lang

Home-scool co operate Mixing of speaker

38. Mostly invisible bilingualism is observed in hospital?

Cinemas schools hospitalshotels

39. Translanguaging happens through language

Shift death borrowing sharing

40. Which discuss the fluences and changes occurring in the use of two languages?

Subtractive bilingualism paralingualism additive

41. Language shift ultimately shift to the

Death diversity revitalization barrier

42. Place-determined separation used in the

German Spanish US Europe

43. Most often, place-determined separation is done in conjunction with an arrangement that is determined.

Teacher subject space time.

44. when you teach according to the cognitive approach your focus is on

grades behavior strategies context

45. Which of the following is not true for social justice?

language tolerance Equity Group work assessment

46. equal cultural and linguistic space for all relates to social

injustice Justice hierarchy practice

47. language dominance is a -----

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psychological construct **sociological issues** traditional norms financial problem

48. which of the following can cause the language death

plurilingualism dynamic bilingualism **subtractive bilingualism** Additive bilingualism

49. revitalization moves towards the ----- use of the language

fake new **ancient** mixed

50. which of the following languages is used for writing in Mali education system

bambari arabic French **English**

51. which of the following is NOT true for too much code switching

disengaging the learner **confusing the terms** delaying in learning

over lay on one language

52. in co-languaging the medium of instruction can be decided by the ----- language

domestic ancient official **native**

53. translanguaging is about ----- and blending

mixing bending bounding modling

54. the focus of grammar approach is an -----

grammar teaching grammatical structures explicit instruction **all the given options**

55. usually bilingual programs are designed in a way that they have ----- ratio of languages

80:20 **90:10** 100:0 95:05

56. Similingualism is a/an

Law Norm Assumption **Flaw**

57. creoles are said to be lexically and structually

Simple **Complex** Fuzzy Identical

58. bilinguals have -----metalinguistics skills

Lower Normal **Higher** Zero

59. when the mother tongue is standardized it is announced as a/an ----- Language.

Official Second Communicative Formal

60. transnationalism means belonging to the different -----

Families Culture **Nationalities** Races

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61. charter for regional and minorities lang was in the favor of

Image creation **Inequality** Insecurity Integration

62. CLIC STAND FORbased lang learning

Context **Content** Culture Cast

63. flexible bilingual arrangment use d/f b/w

Content Subject **Shift** Natives

64. which is not an advantage of translanguaging

Surface understand Competence in weaker lang
Home-school co-operation mixing of speakers

65. to show a video documentary in one lang with subtitles in other lang is an example of

Code switching **Co-languaging** Translanguaging Languaging

66. translanguaging can be a /an

Translation Indirect translation Gist of speech **All**

67. when you teach according to cognitive approach, your focus is on the

Behavior **Strategies** Grades Context

68. IRE stand for

Initiation response evaluation Interlinked relationship evaluation
Intermission response elevation Intercontinental recipe evaluation

69. It has been noticed that over almost 3 generations lang shift is observed in Communities

Indigenous Ethnic Native **Immigrant**

70. bilingualism education program which are built on translanguaging practice ensure the.....
Interrelationship of the lang

Domestic Formal Situational **Functional**

71. which model is used in flexible convergent teaching?

Convergent Immersion Multiple Plurilingual

72. which type of learning tells us 'when' and 'where' to apply the knowledge that learners have

Declarative **Procedural** Conditional None of these

73. most importantly, we need deciding about the suitability of the switching method in a classrom by looking at..... Needs

Learner's

Teachers

Planners

Groups

74. in bilingualism education a part of the curriculum is reserved for bringing two langs together for

Contrastive

Similarities

Thematic

Copying

(03 Marks) Questions

Q. Difference between learning and acquisition: Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate.

Language Learning means a person is trying to learn the language consciously through practice, training, or experience.

Q. Language enterprise

Focused on the linguistic dimension, the three dimensions of the language policy (LP) enterprise are:

1. **Corpus planning:** Changing the form of the language itself through standardization (standardizing language forms), graphization (developing a writing system), modernization (coining new words and terms)
2. **Status planning:** Modifying the status and prestige of the language
3. **Acquisition planning:** Developing new users of the language. Acquisition planning is especially relevant to those of us interested in bilingual education because school is the most important agent in acquisition planning

Q. Note on the dimensions of language policy enterprise:

Emergence of the fluid:

The need for language based identity after decolonization.

Examples: France, Russia and Pakistan itself.

Belief that language problems could be resolved by modernizing it.

Three Dimensions of LP enterprise: Corpus planning, Status planning, Acquisition planning

Q. Dimensions of language policy enterprises:

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Q. What is language policy and writes its important functions:

Language policy is directly related to the language used by the country. It relates to attitude, language identities that are prevalent there. It dictates what we call a linguistic market base. So, on the basis of language market certain languages are valued and certain maynot. Policy is the product of language planning.

Important function of language policy are

1. Language management – also known as language planning, language intervention, language engineering, or language treatment, and referring to direct efforts to manipulate the language situation
2. Language practices – the habitual pattern of selecting among varieties that make up its linguistic repertoire; related to what Hymes (1967) calls ethnography of speaking
3. Language beliefs or ideology – the beliefs about language and language use

Q. Name two kind of language system

- 1) Prosodic system and
- 2) Morphophonemic system

Q. Language belief

Language beliefs or ideology – the beliefs about language and language use The interactive way in which language is planned (or unplanned) and dictated from the top down, and the ways in which it is interpreted, negotiated (or

planned) from the bottom up makes it impossible to differentiate between one level and the other and language beliefs and ideology interact with the two levels.

Q. Define language and three ways of language:

The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights.

People use language for:

- a) Expression,
- b) Interaction,
- c) Reference

Q. Language shift:

Gradual reduction of the functions of a language over almost three generations.

Minority language death.

Received more attention than language maintenance.

Minorities pressurize to assimilate.

Q. language ideologies

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, but it is important to recognize that this is a result of the homogenizing work of school in imposing a national standard. This is linked to Bourdieu's concept of linguistic practices as symbolic capital. This symbolic capital is distributed unevenly in the speech community, and as such, there is symbolic violence because the dominant ideas are naturally assumed and the oppressed recognizes the dominant group as superior

Q. Socio political system and language role in forming ideologies

Blommaert (1999: 10) says that linguistic ideologies are produced and reproduced through what peoples say and do not say, and do and do not do, through language itself. The study of language ideologies focuses, then on the sociohistorical, sociopolitical, and socioeconomic conditions that affect the production of social meanings in relationship to language and to discourses. The social context can prevent individuals from accessing certain linguistic resources or adopting new identities. The language choices available to children and their parents, as well as the discursive practices that are encouraged and supported in school, have an important impact on children's identity.

Q. How do monolingual communities switch their styles?

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. As we have seen before, at times bilingual communities code-switch for specific communicative reasons or social motivations (Gumperz, 1982), but at other times code-switching is simply a discourse style (Zentella, 1997), often signaling multiple identities or membership in many cultures that the languages index (Myers-Scotton, 2006). Indeed, bilinguals who code-switch have also been shown to have a high degree of cognitive control over various languages simultaneously (Zentella, 1997).

Q. Threshold hypothesis:

The threshold hypothesis is a hypothesis concerning second language acquisition set forth in a study by Cummins (1976) that stated that a minimum threshold in language proficiency must be passed before a second-language speaker can reap any benefits from language.

Q. Dialect? Three types of Dialect?

Dialect: Substandard variety of a language.

1. **Social Dialect:** The kind of language that upper class people speak.
2. **Place Dialect:** Dialect related to ethnicity. People belonging to a certain region and speaking the same language might speak different varieties or different dialects of the same language.
3. **Historical Dialect:** A dialect which has been used in a time which has passed away but over time this dialect is no more in use.

Q. Explain 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 (X) and mobilize resources on their behalf; Stage 8: X spoken by socially isolated old folks;

Stage 7: X spoken by socially integrated and ethno-linguistically active, but beyond child-bearing age;

Stage 6: X is normal language of informal spoken interaction between and within all three generations of family, with Y reserved for greater formality and technicality than those common in daily family life;

Stage 5: X is also used for literacy in home, school, and community, but such literacy is not reinforced extra communally.

Stage 4: X is used in lower education that meets requirements of compulsory education laws;

Stage 3: X is used in lower work sphere, outside of the community, and involving interaction between both speech communities;

Stage 2: X is used in lower governmental services and mass media, but not higher levels;

Stage 1: X is used in higher level educational, occupational, governmental, and media efforts.

Q. Explain the concept of BICS:

- It is accompanied by paralinguistic strategies used.
- Context place very important role in understanding or interpreting each other accurately. It might be physical on the other had context might be somehow virtual or somehow inherent in the shade experience of the one you are communicating with.
- Both context and paralinguistic strategies are absent from academic language.

Q. Convergent Teaching

What characterizes convergent bilingual teaching is the use of the two languages concurrently in ways that subordinate one language to the other following a flexible convergent arrangement. The teacher's intent is always to develop a language of power or to make content in the majority language understood. Thus, when the minority language is used, its only purpose is to support instruction in the majority language.

Q. kindergarten

In an autonomous region of Italy, bilingual education for all was introduced at kindergarten in 1983, at primary school in 1988, and in the middle school (ages 10 to 13) in 1994, backed up by extensive research from Italian, French, and Swiss specialists. Teachers and learners alternate between languages in order to eliminate linguistic obstacles. By exploiting both languages intelligently and in a relaxed fashion for pedagogic reasons, teachers use code-switching effectively. The goal is not to teach code-switching, but to capitalize on its natural occurrence in order to transmit knowledge and skills.

Q. What are metalinguistic skills?

Metalinguistic skills involve the awareness and control of linguistic components of language. Simply put, it implies the ability to think and discuss language. These skills require an awareness of others as listeners and an ability to recognize significant details that indicate changes in speech. For example, you do not usually speak to a teacher in the same way you would speak to a friend. In addition, you do not typically speak in a restaurant the same way in which you speak in a museum. Noticing what kind of speech is appropriate in various environments with various speakers is also reflective of metalinguistic skills.

Q. Transformative Paradigm:

The transformative paradigm provides a philosophical framework that focuses on ethics in terms of cultural responsiveness, recognizing those dimensions of diversity that are associated with power differences, building trusting relationships, and developing mixed methods that are conducive to social change.

Q. Transformative education:

Transformational learning is the process of deep, constructive, and meaningful learning that goes beyond simple knowledge acquisition and supports critical ways in which learners consciously make meaning of their lives. It is the kind of learning that results in a fundamental change in our worldview as a consequence of shifting from mindless or unquestioning acceptance of available information to reflective and conscious learning experiences that bring about true emancipation. As Mezirov (2000) puts it, transformational learning is one's becoming critically aware of tacit assumptions/expectations and assessing their relevance for making an interpretation.

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As the definition implies, transformational learning often leads to profound changes in our thoughts, feelings, perspectives, beliefs, and behaviors because it is a radical shift of consciousness that permanently alters our way of being in the world.

Q. How students work side by side with a language is CAI:

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-language ways.

Q. Explain converging teaching method with at least 1 example with reference to translanguaging:

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Q. Social justice according to Cummins:

Cummins (1986) has named the pedagogy that derives from the inter section of these two principles reciprocal interactional-oriented pedagogy and on a more recent occasion (2000), transformative pedagogy. Good pedagogy that ignores the social justice principle is ineffective for bilingual instruction and good pedagogy that falls only under the social justice principle without potentializing learning as social practice is also ineffective for students who are developing bilingualism.

Social justice is the most important principle of bilingual education pedagogy since bilingual teaching combines two or more languages and cultures. It is thus important for equity between the two languages and content to be established, and for students of all linguistic and cultural backgrounds to be recognized as knowers (Freire, 1970).

Q. Three factors involved in shaping ideologies.

Attitudes, Beliefs, Values

Q. Equity encourages equal opportunities to participate. Explain.

1. Equal life chances: There should be no differences in outcomes based on factors for which people cannot be held responsible.
2. Equal concern for people's needs: Some goods and services are necessities, and should be distributed according solely to the level of need.
3. Meritocracy: Positions in society and rewards should reflect differences in effort and ability, based on fair competition.

Q. Construction of hybrid identities rests on

Race, Ethnicity, Social class, Gender, Age, Geopolitical situations, Institutional affiliation

Q. How languages spread by the help of technologies (3)

Use of technology affects the ways in which curriculum is structured and instruction is delivered. For example, in Africa, a university's efforts to integrate students and include non-Afrikaans-speaking students rest on delivering the curriculum in a bilingual mode in the power point, with Afrikaans and English co-present. Having both languages present on the screen, each in a different color, enables the inclusion of all students while reserving room for Afrikaans, the language traditionally used in the university. Especially at the secondary and tertiary level, colanguaging is becoming a familiar curricular language arrangement when the content has to be delivered to different language groups simultaneously.

Q. Recursive bilingual:

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.

Q. 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. 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.

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This increased understanding has led scholars to abandon the concept of semilingualism, no longer considering it a useful characterization.

Q. Name the models of bilingualism?

Subtractive Bilingualism, Additive Bilingualism, Recursive Bilingualism, Dynamic Bilingualism, Plurilingualism

Q. Flexible bilingualism in classroom

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.

Q. Three characteristics of elective bilingualism:

Bilingual Development may be a choice:

- Learned at schools or language centers
- Formal-learning high status.

Bilingual Development may not be a choice:

- Obligatory
- Immigrants-Indigenous population
- Deaf Bilinguals
- Folk Bilinguals
- Circumstantial Bilingualism

Q. Three basic steps of bilingual education.

1. Transitional **Bilingual Education**. ...
2. Two-Way or Dual Language Immersion **Bilingual Education**. ...
3. Another type of dual language program teaches students using the following **steps**: 1) Teachers instruct students in a second language but are able to understand students when they must ask questions in their native languages.

Q. Short note on invisible Bilingualism:

“Rules and norms are activated that overlap single languages and govern the harmonic, i.e. the ‘grammatical’ mixing of elements from different languages.” What we have is multiple discursive practices or translanguaging. Despite the ability of bilinguals to translanguaging, monolinguals are often oblivious to the presence of these bilingual practices (what Hélot, 2003, 2006, 2007 calls “invisible bilingualism”)

Q. Transmission:

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 (Freire, 1970) that have to be filled, as they receive knowledge from teachers and textbooks. Teachers 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 (Oakes and Lipton, 1999).

Q. Note on constructivism approach:

Constructivist pedagogy, 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; Villegasand Lucas, 2001).

Q. What are the reasons that the adults learn an additional language more quickly than children?

Make quicker process because the cognitive structure of the adults is more developed. They can make cross linguistic comparison; they can remember a lot more than the children can actually know.

Develop cognitive association patterns.

Pathways might be different.

The adults pick the language by thinking.

Q. Write down any three characteristics of linguicism?

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According to Kangas, “linguicism can be open, conscious, visible, and actively action-oriented as opposed to ‘merely’ attitudinal. Or, it can be hidden, unconscious, invisible, and passive, typical of later phases in the development of minority education”. Linguicism operates by stigmatising languages or dialects.

Q. What does communication approach say about the context of learning a language?

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.”

Q. State any three advantages of translanguaging as discussed by Cen Williams?

Cen Williams sees four advantages to translanguaging which are

1. deeper understanding of the subject matter,
2. development of competence in the weaker language,
3. home–school co-operation, and
4. Integration of fluent speakers with early-level learners (as discussed by Baker, 2001).

Q. Why do we want to teach a standardized language to our students in schools?

Schools pay a lot of attention to the teaching of language itself. Language is central in school because it is also the means through which teaching and learning occurs. Often times, however, this use of language in school, as controlled by the teacher and limited to what is considered “the standard,” as such it has little to do with encouraging children’s intellectual inquiry and creativity or with children’s languaging. The ability to use the standard language is a developmental goal of education, but restricting the languaging of students may severely limit their communicative and intellectual potential, and their possibilities of becoming better educated.

Q. Example of hegemony of language.

Our discursive practices are one of the most obvious examples of hegemony in which we all, and especially educators, participate.

Q. Trans language in 6-education class room:

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, children themselves use their entire linguistic repertoires flexibly. When children with different linguistic profiles are involved in group work, children violate the language use norms of the classroom, using languages flexibly to support their understandings and building conceptual and linguistic knowledge. This language use in two way bilingual classrooms has been referred to as transdiglossic. Despite the language separations, children translanguage constantly to co-construct meaning, to include others, and to mediate understandings and it is perhaps this translanguaging, more than any other language arrangement that is responsible for children’s bilingual acquisition. Play time becomes a translanguaging negotiation event and the only way in which activities can continue across the different languages. Finally, there is no simpler translanguaging than that which takes place in translations. It turns out that effective two-way dual-language classrooms rely on these in order to make sense of what is being taught.

Q. Languaging in schools:

The language use in bilingual schools is determined mostly by states that control whether all children are to be educated in one language or the other or in many, or whether the children’s languaging is to be valued. But bilingual schools that act on their potential to be transformative must build on the children’s complex languaging to also develop the languaging practices of schools, what we have learned to call “standard academic language.

Q. Transnationalism:

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.

Q. 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.

Q. Advantages and disadvantages of Place-determined:

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. Most often, place-determined separation is done in conjunction with an arrangement that is teacher-determined. That is, the teacher stays in one room, teaches only in one language, and it is the children who change rooms. But it is also possible to have a teacher change classrooms.

Q. Attitude of local Languages at workplace:

Workplaces have become more diverse; some employees speak native languages that are not English. Workplace human rights speaker and author Stephen Hammond identifies co-workers who speak different languages as one of the greatest workplace challenges in 2012. Employees should not be offended if colleagues engage in casual conversation in another language. Some employers hire translators to help global colleagues interact effectively. Being a bilingual speaker can significantly increase your value to employers in many instances. It can also help you build better relationships with colleagues and clients.

Q. Flexible convergent

Flexible convergence:

- Flexible use of language that aims at language shift. □ Subtractive bilingualism
- Common across Pakistan also.

Flexible use of language in classroom:

- Most often used
- Stigmatized in language classrooms

Flexible convergence two patterns:

1. Random code-switching.
2. Monoliterate Bilingualism

Q. Note on Co-langaging:

Co-langaging means using both languages simultaneously. Use of technology also affects the ways in which curriculum is structured and instruction is delivered. For example, in Africa, a university’s efforts to integrate students and include non-Afrikaans-speaking students rest on delivering the curriculum in a bilingual mode in the power point, with Afrikaans and English co-present. Having both languages present on the screen, each in a different color, enables the inclusion of all students while reserving room for Afrikaans, the language traditionally used in the university. Especially at the secondary and tertiary level, co-langaging is becoming a familiar curricular language arrangement when the content has to be delivered to different language groups simultaneously. Colangaging is also used 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 colangaging ways.

Q. Factors beyond language:

Multiple factors beyond language, such as race, social class, age, generation, sexual orientation, geopolitical situation, and institutional affiliation (Bhabha, 1990; Pavlenko and Blackledge, 2004).

Q. Phonological language borrowing:

Language borrowing can be phonological. It can also take the place of a different meaning for a same word.

For example register in

Spanish: Registrarise

English: Register.

Q. Convergent bilinguals:

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Convergent Teaching Model:

- **Goal:** a) Development academic proficiency in the dominant language, b) The other language is a supportive role.
- **Two languages in the same classroom:**
 - Both languages used and allowed
 - The main focus is on teaching one main clearly identified language.
 - Language integration only temporary.
 - Follows a flexible convergent arrangement.

Q. Phenomenon that promote bilingualism:

The concept of bilingualism is examined from different perspectives, but the outcome is all the same: there is a primary linguistic system that is used by man in different situations. The individual who uses only one language system is monolingual. If this person knows two or more language systems, he will be called bilingual. Two language systems, as a rule, are formed in each individual differently and to varying degrees. It happens due to different cultures and areas, where these languages belong. This can explain the fact that the definition of bilingualism does not require fluency in both languages. The language which the individual speaks to a greater extent is dominant and it is not always the firstly learned language. If both languages are developed to a high degree close to the level of a native speaker, and do not interfere with each other, it is called balanced bilingualism.

Q. Elective vs. Obligatory Bilingualism:

Some individuals choose to develop bilingual abilities, often the result of studying the language in school or through personal effort. That is, their bilingualism is optional. This type of bilingual has been referred to as “elite bilingual” by Fishman (1977b) and “elective bilingual” by Valdés and Figueroa (1994). Other individuals are forced to develop bilingual abilities. That is, their bilingualism is obligatory. For example, immigrants, indigenous peoples, and minorities who are forced to learn and use only language practices that are not those of the home . Hence, they are obligatory bilinguals. Valdés and Figueroa (1994) call them “circumstantial bilinguals.

Q. Bilingual activities in Europe school:

An investigation in to language behaviour of multilingual adolescents, all of whom must learn and use a minimum of three languages in the school program in the European School of Brussels, show the language repertoire of all pupils oscillates between the exclusive use of the official languages of their lessons at the appropriate times, and translanguaging in unmonitored, informal interactions.

Q. Three basic steps of bilingual education that use equity in classroom

- Power dynamics either reinforced or challenged.
- Non-threatening to student identities.
- Culturally and linguistically representative pedagogy.
- Equal opportunities to participate.
- Collaborative
- Equity of language not time. □ No academic tracking.

Q. Subtractive Bilingualism:

Subtractive bilingualism refers to the situation where a person learns the second lang to the detriment of the first lang, especially if the first lang is a minority lang. In this case, mastery of the first lang decreases, while mastery of the other lang increases.

Q. Additive bilingualism:

The term additive bilingualism refers to the situation where a person has acquired the two langs in a balanced manner. It is a strong bilingualism for prestigious groups and the elite has always been additive, a model under which the second language is added to the person’s repertoire and the two languages are maintained.

Q. Monoliterate Bilingualism:

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 pédagogieconvergente (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).

Q. Elective bilingualism:

Bilingual development may be a choice:

- Learnt at schools or language centers.
- Elective or elite bilingualism (Fishman 1977)
- Formal learning-high status

Q. Technology uses in bilingualism define with any example? 5 marks

The Use of technology affects the ways in which curriculum is structured and instruction is delivered. For example, in Africa, a university's efforts to integrate students and include non-Afrikaans-speaking students rest on delivering the curriculum in a bilingual mode in the power point, with Afrikaans and English co-present. Having both languages present on the screen, each in a different color, enables the inclusion of all students while reserving room for Afrikaans, the language traditionally used in the university. Especially at the secondary and tertiary level, co-language is becoming a familiar curricular language arrangement when the content has to be delivered to different language groups simultaneously.

Q. Difference between preview and view:

When the language chosen to preview, view, and review varies, it can be considered an instance of convergent multiple arrangements. Throughout the world, this is a popular arrangement at the secondary level. The instructor gives the gist, the preview, most often in the home language of the students, and then teaches the lesson in a second language, and then reviews in a language understood by the students but sometimes this process is reversed, especially when students are at the initial stages of the emergent bilingual period. Teachers then preview the lesson in the students' second language, giving them specialized disciplinary vocabulary in that language, then teach the lesson in the language understood by students, and finally review in the second language. This has the benefit of explicitly teaching specialized lexicon, important in understanding content matter especially at the secondary and tertiary levels

Q. Communication Approach

Whereas the grammatical approach was based on behavior, the communicative approach is derived from a constructivist theoretical framework that suggests that language learning occurs as students draw meaning from experience and interpersonal interaction. The two most important language learning methods under the communicative approach are: immersion instruction and integrated content-based instruction (ICB).

Immersion methodology became popular as a result of the growth of immersion bilingual education in Canada in order to develop bilingualism in a minority language. 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.

Q. Status Planning:

- a) Modifying the status or prestige.
- b) Ascribing functions in the working of the government.
- c) Institutional Work
- d) Education

Q. Code switching:

- Code switching is similar to style-switching in monolinguals.
- Follows from having access to more codes.
- It is done for multiple reasons.
- It is unplanned in education as in real life.
- The effect might not be potentially used in education.
- Often used in transitional bilingualism.

Q. Why is there need for creating awareness of code-switching in the teacher education progress?

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

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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.

Q. Monitoring quantity and quality of code switching

- May lead to delay in the learning of an additional language.
- Over reliance in the use of one language.
- Confusion in terms of understanding.
- May undermine the purpose of gaining expertise in a given language.

Too little of Code-Switching:

- Disengaging
- Defeats the purpose of bilingual education.
- Responsible thinking about the use and benefit of code-switching.

Q. Role of code-switching in the reinforcement of subject matter.

In contrast with those instances where choice of variables is narrowly constrained by social norms, there are others in which participants are given considerably more latitude. Thus, official community affairs are largely defined as nonlocal and hence the standard is appropriate. But since many individuals who carry out the relevant activities all know each other as fellow locals, they often interject casual statements in the dialect into their formal discussions. The language switch here relates to particular kinds of topics or subject matter rather than to change in social situation. We will use the term metaphorical switching for this phenomenon.

Q. 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. Van der Walt, Mabule, and De Beer (2001) caution, however, that teachers must monitor both the quantity and the quality of their code-switching. In terms of quantity, the main part of classroom instruction needs to take place in the language being developed. As to quality, teachers should code-switch to offer meaningful instructional support and not merely to give orders, instructions, call attention, discipline, or follow the language input of the child. That is, code switching cannot be simply random.

Q. Why code switching is important in classroom

Ferguson (2003) says that the evidence suggests that "CS [code-switching] is a useful resource for mitigating the difficulties of learning through a foreign language. There is a good case, then, for moderating official hostility to CS, for acknowledging its prevalence and, indeed, for incorporating awareness of CS as a resource into teacher education curricula."

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Q. Code switching delay in learning additional language?

The negative associations with code-switching in the classroom have been increasingly questioned by scholars. For example, Ferguson (2003) says that the evidence suggests that "CS [code-switching] is a useful resource for mitigating the difficulties of learning through a foreign language. There is a good case, then, for moderating official hostility to CS, for acknowledging its prevalence and, indeed, for incorporating awareness of CS as a resource into teacher education curricula." 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.

Q. Write an example of a classroom where code-switching is effective?

In an autonomous region of Italy, bilingual education for all was introduced at kindergarten in 1983, at primary school in 1988, and in the middle school (ages 10 to 13) in 1994, backed up by extensive research from Italian, French, and Swiss specialists. Teachers and learners alternate between languages in order to eliminate linguistic

obstacles. By exploiting both languages intelligently and in a relaxed fashion for pedagogic reasons, teachers use code-switching effectively. The goal is not to teach code-switching, but to capitalize on its natural occurrence in order to transmit knowledge and skills.

Q. Linguicism:

It is a term coined by Skutab-Kangas (2000): It is familiar to linguistic racism. The discrimination between language in term of power and the status that goes to its speakers is called linguicism.

It is an arbitrary linguistic hierarchy (Imposed hierarchies)

- Language of the powerful
- Language of the majority or the language of the minority elite.

Colonization is the example of linguicism.

Q. Transmission approach:

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 (Freire, 1970) that have to be filled, as they receive knowledge from teachers and textbooks. Teachers' 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 (Oakes and Lipton, 1999).

Transmission Approach:

- ple to complex.
- Learners empty vessels
- Prevalent in traditional classroom.
- Accepted norms in society

Q. Language dominance

The dominant bilingual was defined as one for whom competence in one of the languages was superior to the competence in the other. Objecting to the use of speed tests to determine language dominance of bilinguals, Fishman et al. (1971) argued that where bilingualism is socially constructed, and not merely an occupation or hobby, the concept of language dominance as determined by speed tests is irrelevant. Bilinguals are much more than just two monolinguals, and often, as we will see, it is difficult to disentangle abilities and functioning in one language from that in the other.

Q. Immersion

The belief here is that the two languages are best developed in isolation. What characterizes this model of bilingual teaching is the explicit carving out of a space for both languages so that each would function with the privilege of a majority language. Thus, all schools using this bilingual teaching have a clear and explicit language policy of teaching monolingually for bilingualism. This immersion bilingual teaching is often used when the minority language has to be protected because of the encroachment of the majority language, or in cases where one of the languages is being revitalized.

Q. Monoliteracy in Philippine?

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 pe'dagogieconvergente (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).

Q. Bilingual activities in Europe school?

An investigation in to language behavior of multilingual adolescents, all of whom must learn and use a minimum of three languages in the school program in the European School of Brussels, show the language repertoire of all pupils oscillates between the exclusive use of the official languages of their lessons at the appropriate times, and translanguaging in unmonitored, informal interactions.

Q. Three things about language death?

1. Co-existence of more than one language – bilingualism.

2. Differences in power, value, and status conferred on each of the two languages that lead the group to maintain or abandon the home language;
3. Pressure in political, economic, or social forms from one of the two language groups.

Q. What is meant strict method?

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.

Q. convergent teaching model:

What characterizes convergent bilingual teaching is the use of the two languages concurrently in ways that subordinate one language to the other following a flexible convergent arrangement. The teacher's intent is always to develop a language of power or to make content in the majority language understood. Thus, when the minority language is used, its only purpose is to support instruction in the majority language.

Q. Attitude of local Languages at workplace:

Workplaces have become more diverse; some employees speak native languages that are not English. Workplace human rights speaker and author Stephen Hammond identifies co-workers who speak different languages as one of the greatest workplace challenges in 2012. Employees should not be offended if colleagues engage in casual conversation in another language. Some employers hire translators to help global colleagues interact effectively. Being a bilingual speaker can significantly increase your value to employers in many instances. It can also help you build better relationships with colleagues and clients.

Q. Define IRE?

IRE stands for The Initiate-Response-Evaluate.

IRE model of questioning is a traditional teacher lead question and answer session that is still widely used in classrooms despite its shortcomings. However, this style of questioning really does not produce a lot of benefits with regards to higher order thinking.

(05 Marks) Questions

Q. Plurilingualism:

Plurilingualism is helpful in that it enables us to shed concepts of balanced bilingualism, or the idea that children be equally competent in two languages in all contexts and with all interlocutors. It extends the mastery of two or more standard languages to include hybrid language practices. Thus the concept of plurilingualism confirms the idea that one plus one does not always equal two. Increasingly, the world seeks to develop bilingual citizens who function within the plurilingual dynamics of the twenty-first century. For example, Posner (1991) suggests the concept of polyglot dialogue with everyone speaking their language, but understanding everyone else's.

Q. Role of school in standardized language?

Standardization is not an inherent characteristic of language, but the result of a deliberate process. Standardization occurs by fixing and regulating such features as the spelling and the grammar of a language in dictionaries and grammar books which are then used for prescriptive teaching of the language. Schools pay a lot of attention to the teaching of language itself. Language is central in school because it is also the means through which teaching and learning occurs. Often times, however, this use of language in school, as controlled by the teacher and limited to what is considered "the standard," as such it has little to do with encouraging children's intellectual inquiry and creativity or with children's languaging. The ability to use the standard language is a developmental goal of education, but restricting the languaging of students may severely limit their communicative and intellectual potential, and their possibilities of becoming better educated.

Q. self-deselection with context to marginalization:

self deselection is a feeling of not having access to the dominant language but also the devaluation of the linguistic capital we have leads to a sense of shame in our own identity so we talk about work and we talk about how not knowing the efficient language which most probably is English limits one's parts passion at work so this student says that even if you know the work the presentation of that work has to be in in English and that is where the problem lies so you might have all the knowledge but you might not be able to demonstrate that knowledge not be able to make the argument not be able to negotiate compromises because you do not know the language within which the all of this is being done officially.

Q. Influence politics over language in Pakistani schools.

In the absence of any separate document, language policies both national and educational are represented by statements related to language status and roles in official documents including the constitutions of Pakistan. On Independence Day in 1947, Urdu was declared the national language, while English was allowed to retain its colonial status as the official language until Urdu could assume the latter's functions. The regional languages were ascribed little role, although the provinces were given the right to promote these under the constitution. Though Urdu was the home language of only a small percentage of the population at the time, it was the language of the elite. Since these elite were, additionally, well versed in English, their access to coveted jobs and resources was greatly facilitated, raising much political conflict over the ascribed status of Urdu (Rahman, 2006). Despite the constitutional commitment to replace English with Urdu, English remains a language of prestige, which is used by the elite, bureaucracy, military, higher judiciary, higher education and all other important official discourse.

Q. Translanguaging of minorities in class room:

Translanguaging pedagogies can be compatible with the maintenance and revitalization of minority languages. However, these pedagogies have to be sustainable, not only by allowing spaces for the minority languages, but also by giving full support to the minority language when using translanguaging pedagogies so as to compensate for its relatively weaker sociolinguistic situation. Activities that promote language awareness are excellent scenarios for working with sociolinguistic concepts with students and for promoting the use of the minority language. The minority language can be used to make activities accessible during the English-as-a-foreign-language subject class, in which the students' linguistic competence is significantly lower.

Q. Difference between translation n Trans language:

Translation and translanguaging are natural and complementary phenomena that occur in multilingual societies. They are advocated as valuable pedagogies that not only develop the ability to operate between languages but also, and most importantly, nourish creativity and a multilingual sense of self. They permit to co-construct meanings and share knowledge, skills and experiences as well as foster the capacity to critically reflect on the world and ourselves through the eyes of another language and culture. The goal of the journal is to give voice to the growing body of research into this burgeoning field of scholarly enquiry and practice. It intends to stimulate novel interdisciplinary and multidisciplinary studies that are carried out in multilingual settings as varied as pre-schooling, primary, secondary, tertiary and postgraduate education as well as vocational courses, workplaces and travels. Thus, TTMC provides a forum for innovative studies that find their place at a crossroads between translation studies and bilingual education, language teaching methodology, second language acquisition, curricular design, language policy and planning, psycholinguistics and sociolinguistics.

Q. What do you know about transitional bilingualism:

Transitional bilingualism is the shift from being bilingual, knowing two different languages, to only speaking one leading language. This usually happens over a period of time and can be seen within a few generations. There are families with immigrant grandparents who speak primarily their native language and some of the new country's language. Their children then speak both languages, but the grandchildren only speak the dominant or preferred language of the new location. The United States provides many examples of this phenomenon. For example, a woman born and raised in Mexico moved to the United States and learned a bit of English and spoke a great deal of Spanish as well. Her daughter, born and reared in the U.S. was equally fluent in both Spanish and English (bilingual). The grandchild of the Mexican immigrant, who was born and has been reared in the U.S., speaks only English.

Transitional bilingual education was increasingly criticized, as language minorities claimed their language rights and developed their own forms of bilingual schooling. Language minorities who had lost their home languages developed bilingual education programs that supported the revitalization of these languages.

Q. Basic element of sign language:

Signacy: Sign languages (also known as signed languages) are languages that use the visual-manual modality to convey meaning. Sign languages are expressed through manual articulations in combination with non-manual elements. Sign languages are full-fledged natural languages with their own grammar and lexicon. Sign languages are not universal and they are not mutually intelligible with each other, although there are also striking similarities among sign languages.

Linguists consider both spoken and signed communication to be types of natural language, meaning that both emerged through an abstract, protracted aging process and evolved over time without meticulous planning. Sign language should not be confused with body language, a type of nonverbal communication.

Wherever communities of deaf people exist, sign languages have developed as handy means of communication and they form the core of local deaf cultures. Although signing is used primarily by the deaf and hard of hearing, it is also used by hearing individuals, such as those unable to physically speak, those who have trouble with spoken language due to a disability or condition (augmentative and alternative communication), or those with deaf family members, such as children of deaf adults.

Q. Micro and macro alternation:

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.

Micro-alternation occurs when a course, which is predominantly handled in one language, makes use of elements of the other language. This type of code-switching is a reflection of what occurs naturally in bilingual communities and has long been considered taboo by the language-teaching profession and, yet, Duverger tells us that if controlled and understood by teachers it can help de-dramatize the concentration on language “purity” which often reduces learners to silence. As Duverger (2005) says, “Macro-alternation is programmed, institutionalized, demanding; micro-alternation adds suppleness, flexibility, and efficiency. The combination of the two is subtle.”

Q. What happened in a teacher determine separation classroom of bilingual education program?

Here one teacher speaks only one language, and the second teacher solely speaks the other language. There are different manifestations of teacher-determined language-structuring:

Two Teachers, Two Classrooms

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.

Two Teachers, One Classroom

Another arrangement is to have two teachers within one classroom who speak only one language to the students but are able to facilitate their learning in the other language because they themselves are bilingual. This is the usual arrangement when there are enough resources, especially in early childhood. The advantage of this is that it provides language separation, while always ensuring that children are supported in the language they know best.

Q. Teacher rule in bilingual education.

Teacher-determined here one teacher speaks only one language, and the second teacher solely speaks the other language. There are different manifestations of teacher-determined language structuring:

- a. Two Teachers, Two Classrooms

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b. Two Teachers, One Classroom

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Q. Language and identity:

Language, as constructed, is not only a simple identity marker, but is capable of generating imagined communities and of constructing particular loyalties (Anderson, 1983: 133). 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. Postcolonial identity involves not only “sameness” but by extension “otherness” and the development of hybrid identities which involve plural language practices. Hybrid identities are, as Holt and Gubbins (2002: 4) say “an attempt to link or acknowledge the past in the light of a different cultural environment rather than a mark of disloyalty.” The construction of these multiple and hybrid identities rest on multiple factors beyond language, such as race, social class, age, generation, sexual orientation, geopolitical situation, and institutional affiliation (Bhabha, 1990; Pavlenko and Blackledge, 2004).

Q. What do you understand by language development as a choice?

Language development is a process starting early in human life. Infants start without knowing a language, yet by 10 months, babies can distinguish speech sounds and engage in babbling. Some research has shown that the earliest learning begins in utero when the fetus starts to recognize the sounds and speech patterns of its mother's voice and differentiate them from other sounds after birth.

Typically, children develop receptive language abilities before their verbal or expressive language develops. Receptive language is the internal processing and understanding of language. As receptive language continues to increase, expressive language begins to slowly develop.

Usually, productive language is considered to begin with a stage of pre-verbal communication in which infants use gestures and vocalizations to make their intents known to others. According to a general principle of development, new forms then take over old functions, so that children learn words to express the same communicative functions they had already expressed by proverbial means.

Q. Write an explanatory notes with examples on pidgin and creole:

Pidgins are defined by linguists as languages that come into being in contact situations, and are used by speakers with different language backgrounds to communicate, typically to trade or in plantation contexts. For us, they are just another manifestation of how people language. Structurally speaking, pidgins are simplified; that is, they have little morphology and limited syntax, and they are not mutually intelligible with the language from which they derive their lexicon. Pidgins are always learned as second languages. In contrast, when pidgins become nativized and standardized, and adopted as the language of the home by a majority of the population, they are known as creoles. Creoles are said to be lexically and structurally complex, and are learned as first languages. Michel De Graff (1999) has argued against what he calls “creole exceptionalism,” that is, the idea that because creoles had no time to incorporate the parent- languages’ complex grammars, and because they are so new, creoles are similar to each other and different from other languages. In fact, if you compare the evolution and structures of English with that of Creoles, De Graff argues, there is no way to distinguish one from the other. In this reconstituted view, a creole may just be the partial settling of language practices under certain social circumstances.

Q. What is language policy and writes its goals:

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.

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

Q. Benefits of code-switching as a tool in pedagogy.

- a) Defining a word,
- b) Providing a linguistic summary,
- c) Summarizing a lesson,
- d) Focusing on language structure ,
- e) Hybrid language course is more complex than code-switching

Q. L2 important for child in early age (Googled)

It's never too early to begin learning a language: it's fun, it promotes healthy development, and the many cognitive and social benefits will last a lifetime. Here are some of the reasons why learning a language puts your child at a significant advantage, and how you can help—whether or not you know another language.

Benefits:

- **Give Them a Head Start**

Children who learn another language before age five use the same part of the brain to acquire that second language that they use to learn their mother tongue. Younger learners are also uninhibited by the fear of making mistakes, which is sometimes an obstacle for older beginners.

- **Start Early, Stay Long!**

The length of time a student is able to devote to learning a language has a direct and positive correlation to cognitive development. Longer sequences also provide the opportunity for learners to grow alongside the additional language and culture, developing a deeper connection as they mature.

- **Feed Their Brains**

Research shows that learning a second language boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility.

- **Boost Their Academic Achievement**

The cognitive benefits of learning a language have a direct impact on a child's academic achievement. Compared to those without an additional language, bilingual children have improved reading, writing, and math skills, and they generally score higher on standardized tests.

- **Nurture Their Curiosity, Cultural Sensitivity, Empathy, and Tolerance**

Children who are exposed early to other languages display more positive attitudes to the cultures associated with those languages. The experience of learning a language introduces them to the world in ways they might otherwise have not experienced.

- **Don't Hesitate: Go for Two... or Three**

Contrary to popular belief, young children are not confused by the introduction of multiple languages at the same time. Not only do they naturally navigate multilingual environments, but acquiring a second language early in life primes the brain to learn multiple other languages, opening a world of opportunities for later on.

Q. Adult VS. Child Bilingualism:Children:

Children do appear to be better bilinguals and proficient users of L2 primarily because communicative needs are simpler. Children are more proficient than the adults. They do not need to negotiate with others or in business deals. They do not need it in persuade others. They do not need to read complex material where language does become definitely more complex.

- Learning better supported with gestures and visuals.
- The child has much more richer resources to learn the second language.
- Expectations from adults are different.

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Adults:

- Communicative needs are complex.
 - Learning is less supported – Urgently. More language anxiety – Motivation.

Less

evidence for:

- Critical Period –evidence not enough except for accent.
- Problem in learning L2 in adulthood.

However,

- Adults may be less able to achieve native competence in accent.
- Proficiency in different L2 skills may be at different or similar

level.

Q. Elite vs. Folk Bilingualism:

This distinction is a controversial one. Or perhaps it is better to say that the terms used here are controversial, since no one denies that the actual distinction is real. So-called "elite" bilinguals include intermarried couples and those who are living abroad, temporarily or permanently, for business or educational reasons. These are the people who to a large degree choose to have a bilingual home. "Folk" bilinguals, on the other hand, are minority enclaves (including so-called "guest workers") who have not to the same degree chosen to be surrounded by another language but who feel they must be bilingual in order to preserve their heritage. Although this may look like a choice to us, it feels less like a choice to those who make it.

The controversy comes about because not all of the first group of bilinguals are included in what would be called the "elite" of society. Although most "elite" bilinguals are much better off than guest workers, the Romany in Europe, etc., they still have real concerns caused by their decision to live with two languages. And although they do not have the loss of culture at stake, the loss of language for the parent or parents who speaks the "outsider" language can indeed be a serious loss.

Q. Translanguaging:

Translanguaging, or engaging in bilingual or multilingual discourse practices, is an approach to bilingualism that is centered, not on languages as has been often the case, but on the practices of bilinguals that are readily observable. These worldwide translanguaging practices are seen here not as marked or unusual, but rather are taken for what they are, namely the normal mode of communication that, with some exceptions in some monolingual enclaves, characterizes communities throughout the world. 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. 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. 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.

Q. Heritage language (5)

Concept

- Language spoken by ethnic communities.
- Popularity based on Canadian policy in 1960 for elementary schools.
- In US becoming popular with the demonizing of the term bilingual.

Two Questions:

1. What proficiency in that language must one have OR
2. What connotations does the term 'heritage' have?

These questions arise when we talk about heritage.

The concept

- Ancient and old but focus future.
 - The emphasis on sole focus on heritage language must not exclude translanguaging possibilities.

Q. Corpus Planning. (5)

Changing the form of the language itself through standardization (standardizing language forms), graphization (developing a writing system), modernization (coining new words and terms).

When Sanskrit words were changed by Persian and Arabic because those words were more related to Muslim identity. That Muslim identity linked up with a Pakistani identity.

“These two languages are actually one language but through corpus learning. The script of language is different. The vocabulary now is different.”

Q. Benefits of code switching

1. Fill a linguistic need for lexical item, set phrase, discourse marker, or sentence filler

Exactly the situation described above. I have not mastered Italian at a level that would allow me to comfortably discuss in this language Mao’s Cultural Revolution. Switching may also occur as a result of a linguistic habit – we all have our favorite fixed phrases and discourse markers, e.g. you know, whatever, dai! (come on!), absolutnie! (definitely!).

2. Continue the last language used (triggering)

The conversational topic and setting may increase the level of activation of particular lexical items to such an extent that they become more available in one language than in the other. I have studied linguistics in English, I have read scientific literature in English, I have written about it in English, so do not ask me to discuss linguistics in Polish, I would be at a loss!

3. Quote someone

Remember what we said about translations? They are rarely faithful, so why translate if we can quote the original?

4. Specify addressee

Most useful in multilingual groups. You can regulate turn-taking and avoid the infamous question: Are you talking to me? A good example is my conversation with an Italian travel arranger.

5. Qualify message: amplify or emphasize (‘topper’ in argument)

Have you noticed how your message gets better heard when you strengthen its effect by stating it in two languages? An angry bilingual mother may say to her crying child: Enough already! Smettila! You may also use switches to draw attention to a particular part of the message, to mark ‘asides’ from ongoing discourse, to terminate an argument.

Q. Difference between children and adult acquisition?

Children: Children do appear to be better bilinguals and proficient users of L2 primarily because communicative needs are simpler. Children are more proficient than the adults. They do not need to negotiate with others or in business deals. They do not need it in persuade others. They do not need to read complex material where language does become definitely more complex.

- Learning better supported with gestures and visuals.
- The child has much more richer resources to learn the second language.
- Expectations from adults are different.

Adults:

- Communicative needs are complex.
- Learning is less supported – Urgently.
- More language anxiety – Motivation.

Less evidence for:

- Critical Period –evidence not enough except for accent.
- Problem in learning L2 in adulthood.

However,

- Adults may be less able to achieve native competence in accent.
- Proficiency in different L2 skills may be at different or similar level.