

ENG522 FINAL TERM**SUBJECTIVE & OBJECTIVE FILE****COMPILE BY VIRTUAL STUDY CREATORS****CHAPTER 8****OBJECTIVE**

- Sociolinguistics differs from **sociology** of language.
- Sociolinguistics overlaps to a considerable degree with **pragmatics**.
- Linguistic structure and/or behavior may either **influence** or determine social structure.
- Sapir acknowledged the close relationship between **language** and culture maintaining.
- Linguistic diversity is unevenly distributed across **populations** and regions.
- Papua **New Guinea**, 17 percent of the world's total—making it one of the most linguistically diverse countries on earth.
- Chinese **Mandarin** has more than a billion speakers.
- **English** has **760 million**, **Hindi** has **490 million**, **Spanish** has **400 million**, and **Arabic** has **200 million** speakers.
- A 2003 report by the United Nations, predicts the loss of **95 percent** of all languages spoken by century's end.
- **7,099** individual languages in a comprehensive geographic database.
- Glottolog of the Max Planck Institute for the Science of Human History in **Germany**.
- The highest language diversity in the world can be found in **Africa** and **Asia**.
- End of the **geographic** spectrum lies Europe with only around **250** living languages.
- By the end of the century **50 to 90** per cent of the currently spoken languages could be extinct.
- **Klallam** language, 5 speakers recorded in the **1990** Census.
- The linguistic situation of Pakistan is very **complex**.
- according to Saigol (1993):
 - • **Sindhis** makeup **26.6%**,
 - • **Baluchis** **5.1%**
 - • **Pathans** **13.1%** of the population

- One district **Hazara** uses Hindko.
- **Gender stratification**: An unequal distribution of rewards between men and women, reflecting their different positions in social hierarchy.
- **Gender ideology**: A system of thoughts and values that legitimizes sex roles, statuses and customary behavior.
- **Intonation** refers to the combination of rhythm, volume and pitch overlaying entire utterances.
- Women use **wider** range of pitches and more rapid shift in volume and velocity.
- **Women** use more tag questions than men.
- **Lakoff** identified a "women's register", that is used to maintain women's (inferior) role in society.
- Notions of language and dialect are closely related to the **issues** of identity.
- Dyer's (2000) study of **Corby** investigated changes occurring in the local English dialect due to the immigration of large numbers of Scots.
- The power of language belongs to **language** itself.
- **Legal** language is the type of language used by lawyers and other legal professionals in the course of their work.
- **Bentham (1782)** suggests that a law is an assemblage of signs.
- **Law** is the systematic regulation of the life of a community by standards treated as binding the members of the community and its institutions.
- The **pragmatics** of legal language is a **vast** field.

SUBJECTIVE

Qno.1: describe linguistic diversity?



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

Qno.2: write a brief note on the diversity of linguistic in PAKISTAN?

Answer: The linguistic situation of Pakistan is very complex. There are various regional languages but Urdu has a unique status. It is the language of majority province and dominant ethnic group so it enjoys supremacy. But, at the same time Punjabis are dominated linguistically and culturally by Urdu and English speaking communities. We also need to take into consideration the accommodating and eclectic nature of Punjabi, the 'soft' boundaries of Punjabi and Urdu, and the element of mutual intelligibility is

instrumental in the spread of Urdu. During the recent years children of Punjabis do not have Punjabi as their first language.



Qno.3: difference between sex and gender?

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

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

Qno.4: what do you know about genderlects?

Answer: Men often use socially disfavored variants of sociolinguistic variables while women tend to avoid these in favor of socially more favored variants.

Men	Women
What a terrific idea!	What a divine idea!
Shit! You’ve put the peanut butter in the fridge again!	Oh dear! You’ve put the peanut butter in the fridge again!

Qno.5: define intonation?

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

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

Qno.6: define two kinds of effective tags?

Answer: Affective tags are further subdivided into two kinds:

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

Qno.7: describe the language role in LAW?

Answer: The use of language is crucial to any legal system, not only in the same way that it is crucial to politics in general, but also in two special respects.

Definition: “Legal language is the type of language used by lawyers and other legal professionals in the course of their work”.

Spoken language is just as indispensable to the legal process. The legal implications of language continue to extend far beyond the courtroom – to interactions between police and suspects, to conversations between lawyers and their clients, etc. A little reflection is enough to notice how essential language is to the legal enterprise.

Qno.8: what is meant by “power of language”?

Answer: The “power of language” not only means language in the service of power; language can also undermine power. And above all, as language, it possesses itself power of a very special kind. The relation of language and power is ambivalent.

We have spoken in the first place of the “power of language” as the “language of power”. What is here meant in general is that all power must finally use language, be conveyed through it and manifested in it, to command, that is, to speak, where others must only hear and obey.

CHAPTER 9**OBJECTIVE**

- ICT is generally defined as technology functioning to support the process of conveying **information** and communication.
- A **multimodal** text conveys meaning Through a combination of two or more modes.
- A **poster** conveys meaning through a combination of written language.
- Effective multimodal authors creatively integrate modes in various configurations to **coherently** convey the meaning required.
- Meaning Conveyed through choices of body movement known as **gestural** meaning.
- Meaning Conveyed through design of spaces known as **spatial** meaning.
- **Paper-based multimodal** texts include picture books, text books, graphic novels, comics, and posters.
- **Digital multimodal texts** include film, animation, slide shows, e-posters, digital stories, podcasts, and web pages.
- How many types meaning making as sub-strands? **3**
- Students learn how different modes are used to structure in **text structure**.
- Learning is an **active** social process.
- In a social constructivist perspective, learners construct knowledge from their **experiences**.
- **Autonomous** education helps students to develop their self-awareness, vision, practicality and freedom of discussion.
- Collaborative or cooperative learning is being **advocated**.
- CLIL stands for: **Content and Language Integrated Learning**.

- Teaching methods are closely interconnected with the latest scientific knowledge from the field of **neurolinguistics** and **psycholinguistics**.
- The learning of foreign languages is perceived as a **lifelong** process.
- the main trend in the teaching of foreign languages seems to be a focus on the **humanistic aspect**.
- Blended learning is perceived as an integration of **face-to-face** teaching and learning methods with on-line approaches.
- Blended learning is about a mixture of **instructional** modalities.
- Blended learning has become one of the successful learning tools in **second language acquisition (SLA)**.
- Intrinsic and social motivation plays a **central role** in learner's autonomy.
- Autonomous learning requires students to think **independently**.
- **Computer-assisted language learning** (CALL).
- **CALL-specific software:** applications designed to develop and facilitate language learning, such as CD-ROMs.
- Applications designed for general purposes, such as word-processors (Word), presentation software. **Generic software**.
- Self-access learning (**independent learning**).
- "Instrumental competence" requires mastering skills in **five** areas.
- CAT (**Computer Aided Translation**)

SUBJECTIVE

Qno.1: what is the role of multimodal in literacy?

Answer: A multimodal text conveys meaning through a combination of two or more modes, for example, a poster conveys meaning through a combination of written language, still image, and spatial design. Each mode has its own specific task and function (Kress, 2010, p. 28) in the meaning making process, and usually carries only a part of the message in a multimodal text. In a picture book, the print and the image both contribute to the overall telling of the story but do so in different ways.

Qno.2: how meanings can be composed through different semiotic resources? write names?

Answer: Written meaning, Spoken (oral) meaning, Visual meaning, Audio meaning

Spatial meaning, Gestural meaning.



Qno.3: write down the types of multimodal texts?

- **Answer:** Paper-based multimodal texts include picture books, text books, graphic novels, comics, and posters.
- Live multimodal texts, for example, dance, performance, and oral storytelling, convey meaning through combinations of various modes such as gestural, spatial, audio, and oral language.
- Digital multimodal texts include film, animation, slide shows, e-posters, digital stories, podcasts, and web pages.

Qno.4: why teaching multimodal literacy is important?

Answer: Effective contemporary communication requires young people to be able to comprehend, respond to, and compose meaning through multimodal texts in diverse forms. To do this, students need to know how each mode uses unique semiotic resources to convey meaning (Kress, 2010) and this need to be taught explicitly. In a visual text, for example, representation of people, objects, and places can be conveyed using choices of visual semiotic resources such as line, shape, size, line and symbols, while written language would convey this meaning through sentences using noun groups and adjectives (Callow, 2013) written or typed on paper or a screen.

Qno.5: write down the names of 3 types of meaning as sub-strands?



Answer: Victorian Curriculum organizes teaching about language around three types of meaning organized as sub-stands: Expressing and developing ideas; Language for interaction; and Text structure and organization.

Qno.6: difference between blended learning and autonomus learning?

Answer:

Blended learning	Autonomus learning
Blended learning is perceived as an integration of face-to-face teaching and learning methods with on-line approaches. In general, blended learning is about a mixture of instructional modalities, delivery media, instructional methods and web-based technologies, both synchronous and asynchronous	Autonomous learning consists in the need to make the teaching more effective and to exploit a student’s potential and particularly his/ her creativity. To be autonomous, learners need to be able to have some choice in what, where, when and how to study. At the same time, they should feel responsible for their own

	learning and for the learning of those with whom they interact. Learner autonomy involves learners being aware of their own ways of learning, so as to utilize their strengths and work on their weaknesses.
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Qno.7: what is CALL stands for? Also describe the types of CALL programs?

Answer: CALL stands for Computer-assisted language learning.

CALL programs/materials include:

- CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes (see CD-ROM examples for language learning)
- Generic software: applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint, see an e-book made by students "Many Moons"), and spreadsheet (Excel), that can be used to support language learning (see examples of using Excel for language learning & teaching)
- Web-based learning programs: online dictionaries, online encyclopedias, online concordancers, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.
- Computer-mediated communication (CMC) programs: synchronous - online chat; asynchronous - email, discussion forum, message board

Qno.8: define the types of CALL activities?

- **Answer:** multiple-choice & true/false quizzes
- gap-filling exercise/cloze
- matching
- re-ordering/sequencing
- crossword puzzles
- games
- simulations
- writing & word-processing

- concordancing
- web quests/searching
- web publishing
- online communication (synchronous and asynchronous)

Qno.9: how computers can be used in the language class?

Answer: Teaching with one computer in the class

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

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

- Task-based group work /activities
- Computer-mediated communication (CMC): asynchronous/synchronous
- Tandem learning

3. Self-access learning (independent learning) - drills and exercises - word processing - resource searching

4. Distance learning (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by them.) - Delivering online course content - CMC activities: email, discussion forum, chat rooms - tandem learning - community building.

Qno.10: advantages and disadvantages of teaching learning?

Answer:

Advantages

- Self-paced or learner-centered
- An active process CALL material is consistent within individual courses.
- Getting to know the students' individual

- Problems and successes with the learning material.
- Working with a group of disciplined students.
- Focusing on the important or more difficult material during class time or tutoring sessions.

Disadvantages

- Quite a few students feel they learn better when guided step by step through a concept.
- The student must be motivated and disciplined to complete a learning program on his own
- A good CALL program, as with all CBE programs, is very expensive to develop.
- Development requires teacher input, but, a great number of teachers see programs
- There is also a lack of suitable software available for CALL today.

Qno.11: "instrumental competence" requires skills in FIVE areas . define these FIVE areas?

Answer: efficient use of CAT (Computer Aided Translation) tools (including "general" and "specialized" translation technologies),

- ability to use the Internet and communication technologies,
- efficient information mining and terminology management skills,
- document production skills,
- Ability to use documentation resources.

CHAPTER 10

OBJECTIVE

- **Behave** is an important way of displaying who you are – indicates your social identity.
- **Accent** can indicate regional origin, social class and to some extent.

- Introductions can be **symmetrical**.
- People can construct their **social identity** by categorizing themselves.
- People do not always talk in exactly the same way, and they don't always use the same **grammatical forms**.
- Loss of a language can also be associated with a loss of **cultural identity**.
- Our various group memberships, along with the values, beliefs and attitudes associated with them, are significant to the development of our **social identities**.
- Individual identity is always in **production**.
- According to Giddens, individual agency is a **semiotic activity**.
- According to Bourdieu (1977, 2000), **habitus** is a set of bodily dispositions acquired through extended engagement in our everyday activities.
- For both Giddens and Bourdieu, individual identity is not a **precondition** of social action.
- In the **recursive process** of identity production, individuals are constituted.
- Gumperz and Roberts (1991) found that differences in cue use between British and **Punjabi** participants in intercultural counseling sessions.
- Shea's (1994) study is a compelling example of how lack of interactional cooperation rather than lack of shared knowledge can lead to **communication difficulties**.
- One early influential study is that by **Norton** on immigrant women learning English in Canada.
- **Hyper-questioning** is repeated questioning within a turn.
- McKay and Wong examined the identity construction of **four** Mandarin-speaking adolescents in the contexts of their schools.
- In Richard's research, **attention** is the examination of professional, social and personal identity construction in other institutional settings such as the workplace.
- Other studies have been concerned with the **interactional construction** of professional competence or expertise in health care and other institutional settings.
- Rampton's (2005) study, central concern was with the ways in which youths from **mixed-race peer** groups in Britain used language to construct **hybrid identities**.
- **Afro-Caribbean** youths often made use of Punjabi in their interactions with others.
- **African American English** (AAE)
- In the contexts of our experience we use language not as **solitary**.

SUBJECTIVE**QNO.1: how a language can represent the identity?**

Answer: Identity is something we are constantly building and negotiating all our lives through our interaction with others. Identity is also multifaceted - people switch into different roles at different times in different situations.

On the individual level: where we grew up, went to school, wealthy (or not) your family were, will be displayed through the variety of the language you use. Accent can indicate regional origin, social class and to some extent, the kind of education they had.

Accent as a label of identity: language speakers most frequently change, either to disguise their membership of, or distance themselves from, a particular social group, or to move closer to a group they want to belong to.

Qno.2: how a language predicts the social identities?

Answer: Our histories are defined in part by our membership in a range of social groups into which we are born such as gender, social class, religion and race. For example, we are born as female or male and into a distinct income level that defines us as poor, middle class or well-to-do. Likewise, we may be born as Christians, Jews, Muslims or with some other religious affiliation, and thus take on individual identities ascribed to us by our particular religious association.

Qno.3: define the term "agency" in linguistics?

Answer: While our social identities and roles are to a great extent shaped by the groups and communities to whom we belong, we as individual agents also play a role in shaping them. However, unlike the more traditional 'linguistics applied' view, which views agency as an inherent motivation of individuals, a sociocultural perspective views it as the 'socioculturally mediated capacity to act' (Ahearn, 2001: 112), and thus locates it in the discursive spaces between individual users and the conditions of the moment.

Qno.4: write a note on Gidden's theory of structuration?

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

Qno.5: what do you know about Bourdieu's notion of habitus?

Answer: According to Bourdieu (1977, 2000), habitus is a set of bodily dispositions acquired through extended engagement in our everyday activities that dispose us to act in certain ways. We bring them with us to our social experiences, and are inclined to make sense of our experiences, and coordinate our actions with others in particular ways. It is through our lived experiences as individual actors that our habitus is continually being reconstituted.

For both Giddens and Bourdieu, individual identity is not a precondition of social action but rather arises from it.

Qno.6: describe the various forms of speech production?

Answer: The cues encompass various forms of speech production including the lexical, syntactic, and pragmatic and paralinguistic. They also include turn-taking patterns, and even the language code itself. The cues provide individual interlocutors with recognizable markers for signaling and interpreting contextual presuppositions. Such signals, in turn, allow for the mutual adjustment of perspectives as the communicative event unfolds.

CHAPTER 11

OBJECTIVE

- Language is both unique and **autonomous**
- Ward Good enough takes culture as **socially** acquired knowledge.
- **Thought** covers a number of different types of mental activity, and lies in the province of cognitive psychology.
- **Memory** is the process in which information is encoded, stored,
- **Inference** is a mental process by which we reach a conclusion based on specific evidence.
- **Propositions** may be either remembered (already stored in memory) or inferred (worked out) it may be either something.
- **Concepts** may either exist in our memory as a category used in thinking, or may be created as a new category which could then be stored away in memory.
- **Non culture concept** is one which we build without reference to other people, as a convenient way of interpreting our experience.
- **Cultural knowledge** is learned from other people.
- How many kinds of knowledge are there? **3**
- Shared **non-cultural knowledge** is shared by people within the same community or the world over, but is not learned from each other.
- Non-shared non-cultural knowledge is **unique** to the individual.

- Linguistic Relativity First discussed by **Sapir** in 1929.
- **Linguistics relativity** was developed by Edward Sapir and Benjamin Lee Whorf, also known as the Sapir-Whorf.
- Every single language is structurally **unique**.
- **Linguistic relativity** opens the window to the realization that all languages do not translate to each other.
- Language has a strong relationship with **thought**.
- Language is not only to determine the **pattern** of culture, but also determine the manner and the way the human mind thinks
- In order to speak any language, you have to pay attention to the meanings that are **grammatically** marked in that language.
- The implementation of linguistics relativity in language class is mostly needed in **translation** class.
- **Pinker (2007)** states that the ability to learn languages of other cultures is associated with the understanding of words and grammatical problems.
- The grammatical level has been investigated recently by **Dan Slobin** and his associates in a large-scale cross-cultural project in cognitive linguistics.
- Spanish speakers have both an imperfective aspect and a **gerundive expression**.
- By contrast, Spanish speakers tend to express directionality through **syntactic constructions** like relative clauses.
- Speakers of **satellite-framed** languages represent manner and directed motion as a single conceptual event.
- Users of **verb-framed** languages build mental images of physical scenes with minimal focus on the manner of movement.
- The first cognitive revolution in educational psychology brought about by **Jerome Bruner**.

Subjective

Qno.1: describe the types of knowledge?

Answer: Kinds of knowledge

Cultural knowledge is learned from other people.

Shared non-cultural knowledge is shared by people within the same community or the world over, but is not learned from each other.

Non-shared non-cultural knowledge is unique to the individual.

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

Qno.2: define linguistic relativity?

Answer: Linguistic Relativity

First discussed by Sapir in 1929, the hypothesis of linguistic relativity became popular in the 1950s following posthumous publication of Whorf's writings on the subject. Linguistic relativity was developed by Edward Sapir and Benjamin Lee Whorf, also known as the Sapir-Whorf.

The Sapir-Whorf Hypothesis can be explained in the following points:

- Every single language is structurally unique.
- Linguistic relativity opens the window to the realization that all languages do not translate to each other.
- Language has a strong relationship with thought. Language and thought are affecting each other.

Qno.3: describe the language relativity in educational practice?

Answer: Research on all three forms of language relativity has been carried out pretty much independently of research on second language acquisition (SLA), which forms a large area of the field called "applied linguistics." The brief survey that follows recapitulates the history of SLA research from the perspective of language relativity. Prior to the emergence of applied linguistics in the late fifties/early sixties, the combination of structural linguistics and behavioral psychology led to contrastive analysis approaches in language acquisition study and to behavioristic methods of language teaching (repetition, habit formation, translation).

CHAPTER 12

OBJECTIVE

- The notion of 'competence' has its basis outside linguistics.
- Competence enables native speaker to recognize ambiguous sentences or accept even apparently meaningless sentences as syntactically correct.
- Linguistic theories based on the notion of competence have been criticized for being too idealistic.
- A competence is a bundle of cognitively controlled abilities or skills in some particular domain.
- Relevant domains are often occupational areas; and a set of problems.
- Competence is essentially acquired through practice and experience.
- Linguistic competence is one of the central concepts in applied linguistics.

- Hymes postulates a communicative competence that relates “to speaking as a whole”.
- Communicative abilities have to be developed at the same time as the linguistic skills.
- Teachers should provide linguistic and communicative contexts.
- Linguistic context focuses on usage to enable the students to select which form of sentence is contextually appropriate.
- Communicative context focuses on use to enable the students to recognize the type of communicative function.
- Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language.
- Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties.
- It is the manner of manipulating language in order to meet communicative goals.
- Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.
- "Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.
- Strategic competence is to know how to recognize and repair communication breakdowns.
- Linguistic competence and communicative competence represent different points along a single language learning continuum” stated by Davies.
- Palmer (1979) claims that second language learners can experience either compartmentalized or integrated control of the two components of language.
- Howes (1983) suggested that complex social interaction skills are learned best in stable dyads.
- Bachman’s view the communicative competence is divided into grammatical competence and textual competence.
- According to Howes (1983) during preschool years, children begin to differentiate between friends and playmates.
- Rice (1993) argues that children with limited language abilities encounter a number of social consequences.
- Hazen and Black (1989) investigated the relationship between social status and discourse skills in normally developing preschool children.
- Pragmatic skills refer to the appropriate use of language in social contexts.

SUBJECTIVE

Qno.1: Describe linguistic competence?

Answer: The notion of 'competence' has its basis outside linguistics. It plays an important role both in professional life and in disciplines concerned with the professional personality such as sociology, pedagogy, psychology, personnel management. According to Chomsky, competence is the ideal speaker/hearer, i.e., an idealized but not a real person who would have a complete knowledge of language.

Qno.2: Define components of linguistics competence?

Answer: Linguistic competence includes components such as:

- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology

Qno.3: write down the criticism on competence proposed by Chomsky?

Answer: Linguistic theories based on the notion of competence have been criticized for being too idealistic. However, Chomsky dismissed criticisms of delimiting the study of performance in favor of the study of underlying competence, as unwarranted and completely misdirected. This led to a broadening of the original concept to communicative competence, introduced by Hymes. A competence is a bundle of cognitively controlled abilities or skills in some particular domain. It implies both knowledge and the ability and disposition to solve problems in that domain.

Qno.4: write a note on communicative competence?

Answer: Hymes postulates a communicative competence that relates "to speaking as a whole" (1971:16) and that embraces not only grammatical, but also pragmatic and sociolinguistic competence. Hymes coins a term communicative competence and defines it as knowledge of the rules for understanding and producing both the referential and social meaning of language."

Qno.5: describe communicative competence?

Answer: Hymes postulates a communicative competence that relates "to speaking as a whole" (1971:16) and that embraces not only grammatical, but also pragmatic and sociolinguistic competence. Hymes coins a term communicative competence and defines it as

knowledge of the rules for understanding and producing both the referential and social meaning of language.”

Qno.6: describe grammatical & discourse competence?

Answer: 1. Grammatical Competence

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

4. Discourse Competence

Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

Qno.7: write down the components of communicative competence?

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

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

Qno.8: why communicative competence is important?

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

Qno.9: differentiate between communicative competence & linguistic competence?

Answer: The main difference between the Communicative competence and the Linguistic one is that the linguistic competence belongs to the whole Communicative

Competence or Language Knowledge that the students or native speakers have. So, Linguistic is a component from Communicative competence in other words.

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

Linguistic competence is to know how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

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

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

Strategic competence is to know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in a specific context.

Qno.10: write down the Bachman's view on influence of communicative competence?

Answer: Bachman's view the communicative competence is divided into grammatical competence and textual competence. Bachman's grammatical competence is consonant with Canale and Swain's grammatical competence. The textual competence pertains to the knowledge of conventions for cohesion and coherence and rhetorical organization. It also includes conventions for language use in conversations, involving starting, maintaining, and closing conversations. Bachman's textual competence has both the part of Canale and Swain's discourse competence and the part of their strategic competence. Bachman's pragmatic competence mainly focuses on the relationship between what one says in his or her communicative acts and what functions he or she intends to perform through his or her utterances.

CHAPTER 13

Objective

- A **long-standing** controversy concerns two ways of conceptualizing the architecture (or basic design) of cognition.

- **general-purpose processes** and mechanisms provide a foundation for all varieties of human intelligence.
- a theory must have explanatory power in the **distinct** academic disciplines that compose the cognitive sciences.
- **Language transfer** refers to speakers or writers applying knowledge from one language to another language.
- **Cross Linguistic Influence** (CLI)
- How many types of linguistic transfer? **4**
- a re-evaluation of the already existing theories and the relevance of their claims imposes by **cross linguistic influence.**
- **Language attrition** is the process of losing a native, or first, language.
- **Cross Linguistic Interference** (CLI)
- **Assimilation** is a process in which a group gradually gives up its own language, culture and system of values.
- **Multilingualism** is the situation in which a person has command of, or a community uses, two or more languages.
- **Multilingualism** is a **worldwide** phenomenon.
- **Multilingualism** arises when languages get into **contact.**
- **Identity** is something we are constantly building and negotiating all our lives through our interaction with others.
- identity is not seen as singular, **fixed**, and intrinsic to the individual.
- The term lingua Franca was originally formed, by **Arabic**, Lisan-al-farang.
- English as a lingua franca is a “**contact language**” between persons.
- Receptive vocabulary implies the understanding of the meaning of a word encountered in speech or writing.
- **Task Based Language Teaching** (TBLT)
- Task based language teaching was first developed by **N.prabhu in Bangalore.**

SUBJECTIVE



Qno.1: define the types of linguistic transfer?

Answer:

- Inter-language Transfer (lexical or morphological):

The interaction of a non- primary language with a third or subsequent one

- Cross Linguistic Influence

All existing linguistic systems play an equally important role in the acquisition process of a target language.

- Transfer in Second Language Acquisition (SLA)

Only the primary language plays a role in the acquisition process of a foreign one.

- Transfer in Target Language Acquisition (TLA)

Transfer in TLA considers all of the previously known languages to play an equally important role when it comes to possible interactions between the target language and the existing one(s). The presence of more linguistic systems in the mind of an L3 learner will not only increase the number of potential interactions that can take place, but also alter the course of these interactions.

Qno.2: what is the importance of cross linguistic influence in TLA?

Answer: It motivates a more inclusive theory of transfer as it carefully considers all existing systems in the learner's mind. It imposes a re-evaluation of the already existing theories and the relevance of their claims.

Qno.3: what is language attrition? Also define the types of language attrition?

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

1. Lexical Attrition

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

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

2. Grammatical Attrition

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

3. Phonological Attrition

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

Qno.4: define the process of assimilation?

Answer: Assimilation is a process in which a group gradually gives up its own language, culture and system of values and takes on those of another group with a different language, culture and system of value through a period of interaction (Crystal, 1991) Paharis at Khopasi came to unending interaction with Brahmins and Chhetris and they needed to use Nepali language while talking to Newars and Tamangs. They assimilated the language first then their culture gradually. As a result, they lost their language. As a result linguistic minorities have remained socially excluded from harnessing national benefits in fields such as politics, economy, education, employment and so on. Promotion of one language, one religion, one dress and mono-cultural nationalism by the state not only hurt the culture of these people but it effectively marginalized them in economic political and social realms.

Qno.5: what is acculturation?

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

Qno.6: how a cultural Hegemony can be achieved?

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

Hindu culture gave them way out to abandon their culture as well. As a result, they lost their native language.

Qno.7: how a linguistic hegemony can be achieved?

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

Qno.8: what are the consequences of the loss of the native language?

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

1. Collapse of culture: They no longer use their language in rites and rituals and their culture is in verge of extinction. They started calling Brahmin Purohitas to perform religious rites and rituals and they no longer celebrated their own festivals on their own.
2. The Pahari language as moribund language
Krauss defines language as moribund language if children are not speaking them now, endangered if children will probably not speaking the in 100 years. Pahari language in the study area is going to be moribund language as Pahari children do not have any interest in learning their language and even the Paharis over 50 years of age cannot speak Pahari language.
3. Language death
Language death is a process that affects speech communities where the level of language variety is decreased, eventually resulting no native or fluent speakers. Similarly the most common process leading to language death is one in which a community of speakers of one language becomes bilingual in another language and gradually shifts allegiance language the second language until they cause to use their original(heritage) language. This is a process of assimilation which may be voluntary or may be forced upon a population.
4. Blockage for privileges due to loss of linguistic identity
They are not speaking their language and it has been a half-century since they abandoned their culture. They have changed their surname also. If they speak their language, it will be their

ethnic identity but they are now unknown to their own language. As a result, special provision announced by the government for minorities' will be blocked for them. Sudden setback to Pahari from Harisharan and Shrestha in the last six or seven months have shown that they wanted to get the privilege but remarkably they are still hesitating to revitalize their own culture and language.

Qno.9: why do we use a task based approach?

Answer: Tasks can be easily related to students' real-life language needs.

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

CHAPTER 14

Objective

- **Planners** deal with issues that affect organizations and societies (or polities) in which human beings interact.
- Change and power dynamics are so closely **interrelated**.
- Rubin and **jernudd** argue that language planning in all cases is "future-oriented."
- **Wardhaugh** defines language planning as "an attempt to interfere deliberately with a language or one its varieties".
- language policy is about decision-making and **goal-setting**.

- language planning is about **implementing** policies to obtain results.
- **Rubin** (1971) argues that language policy is a part of language planning.
- language planning is comprised of four phases: fact-finding, policy determination, implementation, and evaluation.
- umbrella term for the broad range of activities seeking to change language and its use by **Carroll**.
- Language planning is a phenomenon that can be called post-colonial, post-revolutionary, or post-independence.
- The campaign against Hindi cost **sixty-six** lives.
- Haugen is a **pioneer** in the field of LP.
- **Codification** refers to the developing the form of a language .
- A **norm** must be accepted by a "body of users".
- **Tollefson** perceptively argues that language policies are both the outcomes and arena of power struggle.
- Auerbach claims that an ESL classroom is one place where **powerlessness** is reinforced.
- Teachers greatly reduced learning opportunities for **bilingual** children.
- LP is a **postcolonial** phenomenon.

SUBJECTIVE

Qno.1: briefly explain the Haugen's model?

Answer: Haugen is a pioneer in the field of LP. In one of his earliest works on LP, Haugen deals with what he calls the “taxonomy of linguistic description” which is “greatly hampered by the ambiguities and obscurities attaching to the terms ‘language’ and ‘dialect’” (Haugen, 1997 [1966]: 341). After clarifying the difference between language and dialect,⁴ he almost imperceptibly introduces his model of standardization by saying that a so-called “underdeveloped” language is the one which “has not been employed in all the functions that a language can perform in a society larger than that of the local tribe or peasant village (1997 [1966]: 344). After giving examples of the development of different languages, he defines his model: (1) selection of norm, (2) codification of form, (3) elaboration of function, and (4) acceptance by the community. Selection refers to a language or a variety, which will be developed for broader communication. Codification (also known as corpus planning) refers to “developing the form of a language, i.e. its linguistic structure, including phonology, grammar, and lexicon” (1997 [1966]: 348). Elaboration refers to the scale of the utilization in writing. Both codification and elaboration are distinct. Haugen gives the distinction thus: “As the ideal goal of a standard language, codification may be defined as minimal

variation in form, elaboration as maximal variation in function” (1997 [1966]: 348; italics in the original). Because the codification of form is inherently delimiting, Haugen argues that the elaboration of function counterbalances it. Expanding on selection of norm, Haugen claims that it is very important because the success of codification or elaboration is dependent upon it.

Qno.2: define language planning?

Answer: Rubin and Jernudd’s definition of language planning is not very different from Weinstein’s (see the footnote below); they call language planning a deliberate change in a language by an organization set up to bring about the change. They argue that language planning in all cases is “future-oriented; that is, the outcomes of policies and strategies must be specified in advance of action taken”.

Chapter 15

Objective



- **Praxis** refers to the integration and cooperation of desire and action or theory and practices.
- Self-reflexivity refers to the **self-introspection** quality of the subjects, critical applied linguistics.
- Critical applied linguistics deals with critical **social** studies.
- **Domains** in the context of critical applied linguistics refer to the major sub-fields of the discipline of critical applied linguistics.

- CDA deals with the study of the text in **relation** to the context.
- Translation holds a number of **discursive** practices and social relations.
- Classroom learning is a **talk**.
- Language **pedagogical** context are mainly associated with class differences.
- CAL contains **FIVE** major domains.

SUBJECTIVE

QNo.1 : define Pennycook's main features of critical work in language teaching?

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

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

Qno.2: define critical translation?

Answer: CRITICAL TRANSLATION: the other most important domain of textual analysis related to critical applied linguistics is translation. Here, the concern of critical applied linguistics is not to study or make critical comments on certain translation works. It is not concerned with the correction of technical problems that occurred as a result of lack of knowledge or experience in translation work. But it is much concerned with the politics of translation, the ways in which translation and interpretation of the original texts of the target languages were

related to concerns such as class, gender, difference, ideology, and social context. Translation holds a number of discursive practices and social relations.

Qno.3: self-reflexivity?

Answer: Self-reflexivity refers to the self-introspection quality of the subjects, critical applied linguistics. In the cases of human being, self-reflexivity deals with an act of listening deep in to our own soul, evaluate ourselves in multiple perspectives as our lives, our success, failure, performances and relations with others. Critical applied linguistics does not only concern with the study of other social and related issues in a critical way. It also critically evaluates itself whether it is well doing its roles or not. So, critical study of the discipline works with itself as well.

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