



ENG522

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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1. Difference between gender and sex

- **Sex:** Biological and physiological characteristics distinguishing males and females (chromosomes, hormones, anatomy).
- **Gender:** Socially constructed roles, behaviors, and identities associated with being male or female in a culture.

2. Genderlect

- Style of speech that reflects the speaker's gender identity; coined by Deborah Tannen to describe gender-based communication differences.

3. Difference between sociolinguistics and sociology of language

- **Sociolinguistics:** Studies how language affects and reflects social life.
- **Sociology of language:** Studies how social structures and institutions influence language use.

4. Linguistic competence

- **Definition:** Chomsky's concept of an ideal speaker-hearer's implicit knowledge of their language.
- **Components:** Phonology, morphology, syntax, semantics.
- **Ways:** Acquired through exposure, practice, and immersion.

5. Communicative competence

- **Definition:** Ability to use language appropriately in social contexts.
- **Components:** Grammatical, sociolinguistic, discourse, strategic competence.
- **Two forms:** Linguistic competence and pragmatic competence.

6. Agency, identity, and language use

- **Agency:** Individual's capacity to act and make choices.
- **Identity:** How language shapes and reflects who we are.
- **Language use:** Medium through which both agency and identity are enacted.

7. Co-construction of identity

- The process by which identities are jointly created through interaction and language use.

8. Theory of Structuration (Giddens)

- Social structures and human agency are interdependent; people reproduce structures through their actions, but structures also shape those actions.

9. Bourdieu's notion of habitus

- Durable dispositions shaped by social experience, influencing perceptions, thoughts, and actions.

10. Sapir-Whorf Hypothesis

- **View:** Language influences thought and perception.
- **Features:** Linguistic determinism, linguistic relativity.

11. Classical theory of concept

- Concepts have defining features that all members share; membership is all-or-none.

12. Micro-macro meaning in CAL

- **Micro:** Individual linguistic interactions.
- **Macro:** Broader social, political, and institutional contexts of language use.

13. Coursban/Cauberasian ideologies

- Language ideologies influencing discourse and identity (from critical applied linguistics perspective).

14. Instrumental competence

- **Definition:** Knowledge/skills for using language in specific contexts for particular purposes.
- **Five areas:** Grammatical, sociolinguistic, discourse, strategic, pragmatic.

15. Domains of Critical Applied Linguistics

- Ideology, identity, inequality, power, access.

16. Types of knowledge (three names)

- Declarative, procedural, conditional.

17. Types of meaning (three sub-strands)

- Ideational, interpersonal, textual.

18. Language transfer

- **Types:** Positive transfer, negative transfer (interference).

19. Language attrition

- **Definition:** Loss of language ability due to lack of use.
- **Causes:** Migration, shift to dominant language, education policies.
- **Types:** First language attrition, second language attrition.
- **Examples:** Forgetting vocabulary, loss of fluency.

20. Grammatical attrition

- Loss of grammatical structures in a language over time.

21. Linguistic relativity – three types

- Semantic, grammatical, phonological.

22. Language planning – Haugen's model

- **Three processes:** Status planning, corpus planning, acquisition planning.

23. CALL

- **Abbreviation:** Computer-Assisted Language Learning.
- **Definition:** Use of computers to aid language learning.
- **Types:** Drill-and-practice, tutorial, simulation.
- **Activities:** Online exercises, interactive games, language learning apps, simulations, chat tools.

24. CMC

- **Abbreviation:** Computer-Mediated Communication.

25. Three ways computers are used in the classroom

- Language drills, multimedia presentations, online communication.

26. CALL programs and activities

- Duolingo, Rosetta Stone, interactive grammar software, pronunciation tools, virtual classrooms.

27. Three advantages of teaching/learning

- Enhances knowledge, develops skills, fosters critical thinking.

28. Teacher education – three points

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- Content knowledge, pedagogical skills, reflective practice.

29. Types of vocabulary

- Active, passive, technical.

30. Memory and inference

- **Memory:** Storing and recalling information.
- **Inference:** Drawing conclusions from available information.

31. Speech production

- Process involving conceptualization, formulation, articulation.

32. Tags (including affective)

- **Tags:** Short phrases attached to statements to seek confirmation or soften tone.
- **Affective tags (two types):** Facilitative, softening.

33. Forms of speech

- Monologue, dialogue, multi-party conversation.

34. Discourse analysis project / discourse analytic paradigm

- **Discourse analysis:** Study of language use in context, examining how language constructs meaning in interaction.
- **Paradigm:** Includes approaches like conversation analysis, critical discourse analysis, and ethnography of communication.

35. Ellipsis and substitution

- **Ellipsis:** Omission of words retrievable from context.
- **Substitution:** Replacing an item with another word (e.g., “one” for nouns).
- **Difference from reference:** Reference points to something elsewhere in the text; ellipsis/substitution replace or omit it.

36. Intonation units

- **Definition:** Segments of speech marked by pitch and pauses.
- **Role:** Faster speech tends to have fewer boundaries; slower speech has more distinct intonation units.

37. Types of multimodal/multilingual texts (three names)

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- **Examples:** Print-text with images, audiovisual media, interactive web content.

38. Interactional sociolinguistics

- Studies how language use in interaction reflects and constructs social meaning, focusing on contextualization cues.

39. Haugen's model (steps)

1. Selection of norm
2. Codification of form
3. Elaboration of function
4. Implementation in society

40. Ferguson's three categories

- Diglossia, language standardization, language maintenance/shift.

41. Pennycook's features (in Critical Applied Linguistics)

- Issues of inequality, identity, ideology, discourse, and power in language education.

42. Telfson/Telfosn model or theory

- (Not a widely recognized model—likely a classroom example or author-specific framework in the handouts; in ENG522 it refers to staged language policy development steps.)

43. Haugen's Model (language planning steps)

- **Status planning, corpus planning, acquisition planning** (similar to 39, but at higher categorization level).

44. Define gender and sex

- Already covered in No. 1.

45. Define affective tags and enlist types

- **Definition:** Tags that express speaker's attitude/emotion.
- **Types:** Facilitative (engaging listener), Softening (reducing force of statement).

46. Enlist domains in applied linguistics

- Ideology, identity, inequality, power, access.

47. Define habitus

- Already covered in No. 9: Bourdieu's concept of socially shaped dispositions influencing thought and behavior.

48. Enlist advantages of teaching/learning

- Enhances knowledge, develops skills, fosters critical thinking.

49. Enlist names of linguistic transfer

- Positive transfer, negative transfer.

50. Enlist types of language attrition

- First language attrition, second language attrition.

51. Enlist process of language planning

- Status planning, corpus planning, acquisition planning.

52. Define agency, identity, and language

- Already covered in No. 6.

53. Three types of multimodal texts

- Print + images, audiovisual, interactive online.

54. Enlist types of CALL activities

- Drill-and-practice exercises, simulations, online chat, multimedia presentations, language games.

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Compilation