



ENG506

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.

Maha Malik
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1. Linguistic Imperialism in Phillipson's view

Phillipson sees linguistic imperialism as the dominance of one language (English) over others, maintained through structural and cultural inequalities. It perpetuates English at the expense of other languages, creating dependency and marginalization.

2. European ideology of contempt for other languages

Historically, European colonial powers saw their own languages as superior and treated colonized languages as inferior, primitive, or unsuitable for modernity, justifying their suppression.

3. Two negative effects of globalization of English on other native speakers

- Loss of linguistic diversity and erosion of native languages.
- Cultural homogenization, where local traditions and identity weaken.

4. Five consequences of privileging English in Pakistan

- Widening social and economic inequality.
- Neglect of local languages in education and administration.
- Creation of an elite English-speaking class.
- Lower accessibility to opportunities for non-English speakers.
- Undermining of cultural identity.

5. Imperialistic language policy – explain

A policy that promotes a dominant language (like English) to maintain control, political power, and cultural influence over others.

6. English as a dominant/international language – explain

English is the primary global language of science, trade, diplomacy, and technology, often seen as essential for upward mobility and global communication.

7. Englishization – define

The process of increasing dominance of English in various domains, often replacing or marginalizing local languages.

8. Myth of native speaker as ideal teacher

The false belief that native speakers automatically make better English teachers, ignoring pedagogical skills and cultural understanding.

9. Native speakers of English assume they can teach English – discuss

Many native speakers believe fluency alone qualifies them to teach, often disregarding training in methodology, grammar awareness, and cross-cultural communication.

10. English in Asia – overview

English has expanded rapidly in Asia for trade, education, and diplomacy, but with varied roles—official, second, or foreign language—across countries.

11. Spreading of English in early periods – historical overview

English spread via colonization, missionary work, trade, and later through economic globalization and media dominance.

12. Role of English in colonial education policy

It was used to create a local elite to assist colonial administration, fostering loyalty to colonial powers and alienation from native culture.

13. Current status of English in Japan

English is taught as a foreign language, mainly for business, tourism, and academic purposes; however, proficiency levels vary.

14. Current status of English in the Philippines

English is an official language and widely used in education, government, and media; high proficiency is common.

15. Status of Japanese English

A localized form influenced by Japanese pronunciation, vocabulary, and grammar, often called "Engrish" informally.

16. Status of English in Vietnam

English is a key foreign language, essential for trade and international relations; its importance has increased since economic reforms.

17. Teaching and learning of English in Singapore

English is the main medium of instruction and an official language; it is central to the bilingual policy with mother tongues.

18. Bilingual Chinese primary school – when and where opened?

The first bilingual Chinese primary school opened in Singapore in the late 19th century.

19. Chinese is emerging as a global language – support with facts and figures

Mandarin has over a billion speakers; China's economic rise has increased demand for Chinese in trade, technology, and diplomacy.

20. Two characteristics of Chinese English grammar

- Omission of plural markers and articles.
- Simplified tense system.

21. Development of Chinese English (chapter-based)

It evolved through contact between English and Chinese during trade, colonialism, and modernization, producing localized forms.

22. Characteristics of Canadian English

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- Vocabulary influenced by both British and American English.
- Distinct pronunciation features like the "Canadian raising."

23. Outer circle language policy – examples

Policies in former British colonies (e.g., India, Nigeria, Singapore) where English serves as an official second language.

24. Three components of outer and expanding circle contexts

- Historical and political background.
- Current functional roles of English.
- Attitudes towards English.

25. Three characteristics of multilingual users in outer and expanding circle contexts

- Functional competence in multiple languages.
- Code-switching ability.
- Adaptation of English to local needs.

26. How English is maintained as an international language in these contexts?

Through education, media, business, and technology integration.

27. Three/five universities in non-English speaking countries with offshore campuses

Examples: University of Nottingham (Malaysia, China), Monash University (Malaysia), New York University (Abu Dhabi, Shanghai).

28. African countries' English educational policy

English is often the medium of instruction and official communication, especially in former colonies like Kenya, Nigeria, and Ghana.

29. Top-down language policy – define and explain

Language decisions made by authorities/governments without grassroots input, often to serve political or economic agendas.

30. Orthodox view of SLA – outline

Focuses on the native speaker norm, sequential learning, and formal grammar-based instruction.

31. Three aspects on which linguistic trends depend

- Political and economic power.
- Technological advancements.
- Cultural influence.

32. Social dialect – define

A variety of language used by a specific social group.

33. Regional dialect – define

A variety of language specific to a geographic area.

34. Proximity agreement – explain

Grammatical agreement influenced by the closest noun rather than the head noun.

35. Language proximity – define

The degree of similarity between two languages in structure and vocabulary.

36. Language loss – possible causes

Migration, globalization, lack of intergenerational transmission, and dominance of another language.

37. Death of minority languages – define

When a language loses all its speakers and ceases to be used.

38. Threat to minority languages – what does it mean?

Risk of disappearance due to dominance of major languages and lack of intergenerational transmission.

39. Genetic natives – who are they?

People born into a language community as their first/native language speakers.

40. Immigrant Englishes – define.

Varieties of English developed in immigrant communities, influenced by their native languages.

41. How people choose different codes – two needs.

- Need for identity expression.
- Need for effective communication in a specific context.

42. Code mixing – define and give three examples.

Mixing elements of two or more languages in a single conversation. Examples:

- “I need to *parho* for my exam.”
- “She is very *shareef*.”
- “Let’s go to the *bazaar* after work.”

43. Code switching – prompt.

Alternating between two languages in different sentences or situations, often for clarity or emphasis.

44. Factors that hinder women’s access to dominant languages.

Cultural restrictions, limited education, and economic dependency.

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45. How women adopt dominant language – explain.

Through formal education, workplace exposure, and media influence.

46. Women's access to dominant language – what factors cause pressure?

Employment requirements, social mobility, and peer influence.

47. How women play a role in marginalization?

By reinforcing traditional language norms that limit participation in dominant language domains.

48. Define ELT, ESP, TEFL, TOEFL, TOEIC, and EFL.

- **ELT:** English Language Teaching.
- **ESP:** English for Specific Purposes.
- **TEFL:** Teaching English as a Foreign Language.
- **TOEFL:** Test of English as a Foreign Language.
- **TOEIC:** Test of English for International Communication.
- **EFL:** English as a Foreign Language.

49. Testing language in ELT – overview.

Evaluating learners' proficiency, skills, and progress through formative and summative assessments.

50. Communicative competence – define.

Ability to use language effectively and appropriately in different contexts.

51. Competence analysis – list two purposes.

- Identify learners' strengths and weaknesses.
- Plan targeted teaching strategies.

52. Non-native language teacher – explain.

A teacher who instructs in a language that is not their mother tongue, often sharing learners' L1 background.

53. Participants of SLA research.

Language learners, teachers, native speakers, and researchers.

54. Two purposes of corpus analysis.

- Identify real usage patterns.
- Develop teaching materials based on authentic language.

55. Note on interlanguage.

A transitional linguistic system learners develop between their native and target language.

56. Three factors of traditional ELT practices.

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- Grammar-focused instruction.
- Teacher-centered approach.
- Emphasis on written accuracy.

57. Teaching and learning of English in Singapore.

English is the main medium of instruction and part of the bilingual policy with mother tongues.

58. Codification – define.

Standardizing language norms in grammar, spelling, and usage.

59. Spelling standardization – explain.

Establishing fixed spelling rules to ensure uniformity across users.

60. Gender and language studies.

Examines how gender influences language use, perception, and access.

61. Vernacular in American English – non-fiction references.

Informal, everyday language used in speech, literature, and media, e.g., African American Vernacular English.

62. Abbreviations in sociolinguistic context (BTO, ITO, CPEC, TOEFL).

- **BTO:** Build-To-Order.
- **ITO:** International Trade Organization.
- **CPEC:** China-Pakistan Economic Corridor.
- **TOEFL:** Test of English as a Foreign Language.

63. Paradigm – define in linguistic context.

A set of related forms or structures in language, e.g., verb conjugations.

64. Coinage – linguistic term.

Creating new words, often from brand names (e.g., “Google” as a verb).

65. AAVE (African American Vernacular English) – define.

A rule-governed variety of English spoken by many African Americans, with unique grammar and vocabulary.

66. Kienozation – short note.

Language change process in which features from different dialects blend into a new variety.

67. Orientation – how would you explain it?

The stance or approach towards language learning or policy, often ideological.

68. Role of mother tongue in classroom.

Facilitates comprehension, builds confidence, and supports learning of a second language.

69. Place of language in language policy – five determining factors.

- Historical background.
- Political priorities.
- Economic needs.
- Educational goals.
- Cultural identity.

70. Characteristics of Aboriginal Australian English.

- Influence from Aboriginal languages in vocabulary.
- Distinct pronunciation patterns.

71. Uses of non-finite “be” in English.

Appears without tense marking, often in progressive or infinitive forms (e.g., “to be honest,” “he might be working”).

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Compilation