

# Objectives

1. In linguistics, **CODE SWITCHING** occurs when a speaker alternates b/w two or more languages, or language varieties, in the context of a single conversation.
2. Adults and school children are not bilingual (**BALANCED**).
3. After the process of **globalization**, there was a movement towards accepting .
4. Language varies from culture to **culture**.
5. Monolingual societies are **LESS** in number in the world than bilingual societies.
6. The notion of situational switching assumes a **direct** relationship between language and the social situation.
7. A bilingual may be **balanced** where there is equal proficiency in both languages but this is a rare phenomenon.
8. Study of language attitudes can be based on analyses of **written document** or interview data.
9. Every utterance carries a **SOCIAL MEANING**
10. Many second and foreign language programs pay lip service using only the **TARGET** language instruction. The appropriate term for the given statement.
11. which lang is used in inner speech. (**the language of thought**)
12. pragmatic mixing (**It is the drawing of attention.**)
13. There is need to.....the concept of bilingual

**globalize**, operationalization, clarity, revise

14. The new code for communicatio.....(**pidginization**)
15. Traditional L2 foreign language progress often aim to use .....in instruction.

native and foreign, native , **foreign**, two lang

16. New lang laws, colonization, globalization, war or invasion are the ....factors resulting in lang

**political**, social

17. Which of the following factors impact the linguistic, socio-cult, and neurophysiologic development of individual

**age**, showbiz,

18. Bilinguals can extend the connotations of one lang to express a meaning in another

flexibility, **creativity**, rigidity, flexibility and creativity

19. Inner speech, comprehension and production refer to .....

media; situation; role; domain

20. Study of language attitudes can be based on analyses of (written document) or interview data.

21. ML- Matrix Language

22. EL- Embedded Language.

# 03 Marks Questions

**Q. Use of language (Topic# 143) 3 marks**

Studies have shown that the language use of bilinguals responds to their communicative and affective intent, as well as to the situation and the interlocutor. Fishman et al. (1971) proposed the construct of domains as such, domains are “a sphere of activity representing a combination of specific times, settings, and role relationships” (Romaine, 1994: 43). Domains allow scholars to make connections between, on the one hand, clusters of interaction and interlocutors, and on the other, more concrete social situations.

**Q. Indexicality (Topic#80 video lecture + google) 3 Marks**

“Indexicality in linguistics means reference to or an indication of something”. Indexicality is the phenomenon of a sign pointing to (or indexing) some object in the context in which it occurs. For example: “I” refer to self, “now” refers to time

**Q. Define the term language proficiency (google) 3 marks**

Language proficiency is the ability of an individual to use language with a level of accuracy that transfers meaning in production and comprehension. The word, proficient, means a well advanced skill level. In terms of language, the “proficient” label can refer to someone who is very skilled in the use of a language but who uses the language less easily and at a less-advanced level than a native or fluent speaker.

**Q. How does domain configuration happen in language variance (topic#68) 3 marks**

A description and analysis of the simultaneous, cumulative effect of all of the above-mentioned sources of variance in language choice provides a dominance configuration (Weinrich, 1953). Dominance configurations summarize data on the language choice behaviour. Repeated dominance configurations for the same population, studied over time, may be used to represent evidence of language maintenance or shift in a particular multilingual setting. Although the

dominance configurations till requires much further refinement, it seems to merit the time and effort that such refinement might necessitate.

**Q. Name the three forms of language mixing (topic# 88) 3 marks**

1. syntactic mixing,
2. semantic mixing
3. pragmatic mixing

**Q. How do pidgins emerge? (Topic#08)**

Language is never static but changes over time. Pidginisation is an example in this regard which is developed for the purpose of minimal communication between individuals/ groups speaking mutually unintelligible vernaculars. In the pidginisation process, limited and simplified linguistic forms are developed. As the need for communication or function increases in the society, new forms are created by the speakers. Gradually these new forms serve extended functions until pidgin evolves into a creole (form) as it becomes the mother tongue of the next generation, and thereby serves new functions.

**Q. Make a list of different sources of language variation that have been considered by researchers. (lesson#10) 5 marks**

Contacts with each of the above are as may vary in duration, frequency, and pressure. They may also vary in the use of each language for comprehension(C) only, or for both comprehension and expression (E). Variation in language contact may occur in form of “Duration”, “Frequency”, and “Pressure“ and due to internal factors. Internal Factors are uses & aptitude (sex, age, intelligence, memory, attitude, motivation)

**Q. What did Voterra and Taeschner argue in Three Stage Model**

1. Initial unification of both lexical and syntactic subsystems
2. Differentiation of the lexicon but continued unification of syntax
3. Finally, differentiation of both the lexicon and syntax

**Q. Duration and frequency (Topic#55)**

**Duration:** The amount of influence of any area of contact on the bilingualism of the individual depends on the duration of the contact. A 40 years old bilingual who has spent all his life in a foreign neighborhood is likely to know the language better than one who has been there for only a few years.

**Frequency:** The duration of contact is not significant, however, unless we know its frequency. Frequency for the spoken language may be measured in average contact-hours per week or month; for the written language it may be measured in average number of words.

### Q. 21 century other ways of communication (Google)

Communication is dramatically changed by new technologies. In the 20th century, we have seen the effects of the telephone, radio and television, film, high-speed printing, xerography, desk-top publishing, electronic mail. These communication technologies have changed our national political life, corporate management styles, family connections, individual work habits. Additional change in the next century is inevitable, as we adopt video conferencing, multimedia, and internet technologies. Many of the effects of new technologies are unpredictable: the predicted “paperless office” has failed to materialize, for example, and word-processing software has transformed the labor of writing in a way that was never anticipated (and initially was resisted) by computer developers.

### Q. Enlist ways of communication in 21st century (Topic#194)

Bilingualism for the twenty-first century must be more than the knowledge of two languages. Abilities such as translation, language switching and designing information bilingually will be increasingly important, abilities that are supported by the community’s translanguaging. The recursivity and dynamism of bilingualism today, that is, its adaptive nature to an increasingly socially complex context, demands bilingual skills that are much more than just monolingual skills in two separate contexts. If we focus then not on separate languages as we have done in the past, but on the bilingual or multilingual discourse practices that we need and that are readily observable in bilingual classrooms, we can see that bilingual arrangements that build on translanguaging are the only way to build the plurilingual abilities that we will need in the future.

### Q. Stances which are taken for domain variation source (Topic# 68 video lecture)

**Domain Variance:** Degree of maintenance or shift may be quite different domain Depending on each of several factors, power, autonomy and interaction. All these factors lead to domain configuration

### Q. Inner speech and clarify your answer with example (google)

Inner speech is a form of internalized, self-directed dialogue: talking to oneself in silence. It is a use of language to regulate internal thought without any external articulation For Example: In real life when we face any problem or wants to solve any problem whether it’s being related to social life or academic life, we use our inner speech as we talk internally for its solution.

### Q. 6 areas of language deficit in bilinguals (topic#43)

1. Size of vocabulary
2. Correctness of language
3. Unconscious processing of language
4. Language creation
5. Mastery of the functions of language

6. Meanings and imagery

**Q. 3 components of language use in multilingual context ( Topic#36)**

Multilingual countries are often thought to have certain problems which monolingual states do not. On the practical level, difficulties in communication are one. It should be pointed out that there is no scientific evidence to show that multilingual countries are particularly disadvantaged, in socio economic terms, compared to monolingual ones. Although, it might be true that linguistic uniformity and economic development reinforce each other; in other words, economic wellbeing promotes the reduction of linguistic diversity. Multilingualism is an important resource at both the societal and personal levels. For a linguistically diverse country to maintain the ethnic-group languages alongside the national or official language(s) can prove to be an effective way to motivate individuals while unifying the nation. Additionally, a multiethnic society is arguably a richer, more exciting and stimulating place to live in than a community with only one dominant ethnic group. For the multilingual speaker, the availability of various languages in the community repertoire serves as a useful interactional resource.

**Q. Metalinguistic skills (Google) 3 marks**

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. According to Text in Education and Society, some examples of metalinguistic skills include discussing, examining, thinking about language, grammar and reading comprehension.

**Q27: Metalinguistic awareness (Google) 3 marks**

Metalinguistic awareness is the ability to attend to and reflect upon the properties of language. This is hypothesized to be because bilingual children s knowledge of two languages may increase their understanding of language structure and overall language analysis abilities

1. language-processing skill
2. Marked and unmarked language choice
3. Three language rights

**Q. Name all key factors and sub factor of language contact (Lesson#10)**

**1. Variation in language contact**

i. Duration ii. Frequency iii. Pressure

**2. Internal factors**

2.1 uses 2.2 aptitude (sex, Age, Intelligence, memory, attitude, motivation)

**Q. Regularity (topic#73)**

The meaning attached to local descent and dialect use— being part of the “local team”—is clearly seen when we consider those members of the community who dissociate themselves from this “team.” Traditionally, in northern Norway the local community of equals was separated from the landowning commercial and administrative elite by a wide gulf of social and judicial inequality. Since the latter were the introducers and users of standard Norwegian, the standard form was—and to some extent still is—associated with this inequality of status. Many of the functions of the former elite have now been incorporated into the local social system. Individuals who fill these functions, however, continue to be largely of nonlocal descent. Although they may pay lip service to locally accepted rules of etiquette and use the dialect on occasion. Since the different social meanings which attach to the dialect are regular and persistent, they must in some way be reinforced by the pattern of social ties.

**Q. Semantic mixing (Topic #88, video lecture)**

At a time when we use certain words or utterances which are equivalent to usage and utterances in other language.

“Open the light” in French is equivalent to “turn on the light” or “switch on the light” in English

**Q. Speech act (Google)**

Speech acts are the speaker’s utterances which convey meaning and make listeners do specific things. (Austin, 1962). According to Austin (1962), when saying a performativity utterance, a speaker is simultaneously doing something. For example: Exchange greeting, telling jokes, giving speeches, requesting help, complaining etc

**Q. Diglossic bilingualism 3 marks**

Diglossia not only defines a concept but also develops an approach to bilingualism which has been extremely influential. It originates from the fact that the co-existing languages of a community are likely to have different functions and to be used in different contexts. A distinction is made between High (H) and Low (L) language varieties and Ferguson noted nine areas in which H and L could differ. OR Two languages are spoken by a variable section of the population, but they are used in a complementary way in the community, one language or variety having a higher status than the other and being reserved for certain functions and domains.

**Q. Factors that affect research (5 marks)**

The effects of age, gender and educational background of the researcher on the data that he or she collects and ultimately analyses have been discussed extensively by sociolinguists (e.g. Milroy, 1987). Successful investigation requires the researcher’s sensitivity to the context of the

study, willingness to overcome difficulties and honesty about his or her identity, attitude and research agenda.

**Q. Bilingual education?**

Bilingual education is different from traditional language education programs that teach a second or a foreign language. For the most part, these traditional second- or foreign language programs teach the language as a subject, whereas bilingual education programs use the language as a medium of instruction; that is, bilingual education programs teach content through an additional language other than the children's home language. More than anything else, bilingual education is a way of providing meaningful and equitable education, as well as an education that builds tolerance towards other linguistic and cultural groups. In so doing, bilingual education programs provide a general education, teach in two or more languages, develop multiple understandings about languages and cultures, and foster appreciation for human diversity.

**Q. Define regularly? (topic# 56)**

This term has been used to designate a large (and, at times, confusing) variety of considerations. Indeed, it has been used to designate various separate considerations as well as their co-occurrence. Each of these aspects of "situation" may shed light on certain regularities in language choice on particular social occasions. However, the possible cooccurrence of so many variables must also make it exceedingly difficult to use the concept "situation," for analytic purposes.

**Q. Name all key factors and sub factor of language contact**

Resettlement of people; religious affiliation; oppression, culture and identity negotiation, economy, education and technology and immigration.

**Q. How does the process of domains analysis enable us to systemize and interpret data? 5 mrks**

The domain concept has helped organize and clarify the previously unstructured awareness that language maintenance and language shift proceed quite unevenly across the several sources and domains. It has shown that languages in certain domains appear to be more resistant to displacement than others (e.g., the family domain in comparison to the occupational domain) across all multilingual settings characterized by urbanization.

**Q. State the suggested findings from swains common storage model in one or two lines. 3 mrks**

Swain (1977) postulated a 'common storage model' of bilingual development according to which all rules of both languages are initially stored in a common location and subsequently tagged as appropriate for a particular language through a process of differentiation.

**Q. Describe language functions. 3**

Bilingualism can also be a consequence of language function, that is, the use to which one puts either language. In fact, language ability and language function are often interrelated, since one has to have the possibility to function and use a specific language or two languages in order to develop ability to engage in language practices that use either or both of the languages.

**Q. 3 flaws in semilingualism. 3**

- **First** language may be specific to a context; a person may be competent in some contexts but not in others.
- **Second**, bilingual children are still in the process of developing their languages. It is unfair to compare them to some idealized adults.
- **Third**, the comparison with monolinguals is also unfair.

**Q. What is socio-cultural identity? 3**

Cultural identity is the identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.

**Q. UNESCO 1963. (5 marks)**

UNESCO, responding to the educational failure of children in colonial situations, issued an important resolution declaring that it was axiomatic that a child be taught to read in their home language. Based on this principle, efforts to use the children's language in education, especially in the early grades, gained strength, leading to the first official uses of what has since been termed "transitional bilingual education," that is, the use of the child's heritage language in the early grades and only until the child is fluent in the majority or colonial language.

**Q. Symbolic Capital (3 marks)**

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. state the stances of study of domain variations.**

Degree of maintenance or shift may be quite different in each of several distinguishable domains of language behaviour. Q58. linguistic repertoire Linguistic or verbal repertoire is 'the set of language varieties used in the speaking and writing practices of a speech community' (Finegan 2004, glossary). In other words, the linguistic repertoire of a speech community includes all the linguistic varieties (registers, dialects, styles, accents, etc.)

**Q. D/f b/w today lang and 20 cent .- lang.**

From the early nineteenth century to about the 1960s, there was a widespread belief that bilingualism has a detrimental effect on a human being's intellectual and spiritual growth. The early research on bilingualism and cognition tended to confirm this negative viewpoint, finding that monolinguals were superior to bilinguals on intelligence tests. However, serious issues regarding these discredit the evidence.

**Q. Define Ecology**

Linguistic ecology is the study of languages in relation to one another and to various social factors. Also known as language ecology or ecolinguistics. This branch of linguistics was pioneered by Professor Einar Haugen in his book *The Ecology of Language* (Stanford University Press, 1972).

**Q. factor for domain configuration. 3 marks**

Dominance configurations summarize data on the language choice behaviour. Repeated dominance configurations for the same population, studied over time, may be used to represent evidence of language maintenance or shift in a particular multilingual setting. Although the dominance configurations till requires much further refinement, it seems to merit the time and effort that such refinement might necessitate

**Q. Language stigmatization.**

To describe or regard (something, such as a characteristic or group of people) in a way that shows strong disapproval. Attitudes do not, of course, remain constant over time. At a personal level, changes in attitudes may occur when there is some personal reward involved. Speakers of minority languages will be more motivated to maintain and use their languages if they prove to be useful in increasing their employability or social mobility. In some cases, certain jobs are reserved for bilingual speakers only. At the societal level, attitudes towards bilingualism change when the political ideology changes.

**Q. The three levels of abstraction are:**

The distinction between the compound and coordinate bilingual is one of semantic representations; it implies that for the coordinate bilingual, there is a greater semantic

independence between his two linguistic codes, while for the compound there is greater semantic interdependence between the two codes.

**Q. Measures of bilinguality specifications.**

**Age of acquisition:** childhood (before the age of 11); adolescence (11-17 yrs), adult (after 17 yrs) acquisition and simultaneous vs consecutive bilinguality

**Exogeneity:** (a) Endogenous bilinguality: presence of both languages in the community environment (b) Exogenous bilinguality: absence of the second language in the community

**Social cultural status:** This includes either of the following: (a) Additive bilinguality: (both languages encouraged equally give socially valorized cognitive advantage (b) Subtractive bilingualism: (one language encouraged at the expense of the other, leading to cognitive disadvantage).

**Q. Factors effect speech (lesson #14)**

1. The participants, i.e. speakers, addressees, and audiences;
2. The ecological surroundings; and
3. The topic or range of topics (Hymes, 1964; Ervin-Tripp, 1964).

**Q. Language at Societal Level. (3 marks)**

At the societal level, if a minority language is not valorized and used as a tool for education, language attrition and language shift are likely to occur. At individual level, the positive valorization of a language will trigger off a motivational process for learning and using those aspects of language. Societal (institutions, groups and social classes), social networks and interpersonal relations, individual (developmental, socio-affective, cognitive and neuropsychological processes as well as language behavior). At each of these levels, language behavior is dynamic: there are constant interactions amongst the determining factors within and between the different levels.

**Q. Factor of language aptitude. (3 marks)**

1. **Sex:** If sex is a factor in language development, as past research into the issue seems to indicate, it is also a factor in bilingualism (seePealandLambert,1962).
2. **Age:** Persons who become bilingual in childhood may have characteristics of proficiency and usage different from those who become bilingual as adults. It does, however, show a great deal of forgetting on the part of the child. Indeed, the child's reputed ability to remember is matched by his ability to forget. For him, to be a bilingual may simply mean a transition period from one native language to another.
3. **Intelligence:** Although it seems safe to include intelligence as a factor in bilingualism, we have as yet been unable to discover its relative importance. Experimental research in

to the problem has mostly been limited to selected samples of persons of the same intellectual level.

**Q. what situations lead to bilingualism in country.**

1. Prevention of mental health conditions
2. Tolerance towards differences
3. Academic Success
4. Creativity

**Q. Name three countries "Territorial Bilingualism"**

1. Belgium,
2. Canada and
3. India.

**Q. functions of language**

There are number of functions but main function of language is social and psychological, both social and psychological, can be classified in two main categories: communicative functions and cognitive functions. Functions of language are universal but the linguistic forms vary across languages and culture.

**Q. How do we test the degree of bilingualism?**

Bilingualism is a relative concept, which involves the question of degree; function; alternation and interference. Degree The first and most obvious thing to do in describing a person's bilingualism is to determine how bilingual he is for the bilingual may not have an equal mastery of all four basic skills in both languages. It is necessary to test each of these skills separately if we are to get a picture of the extent of his bilingualism. If, however, we are only interested in determining his bilingualism rather than in describing it, other forms of tests are possible. The bilingual's mastery of a skill, however, may not be the same at all linguistic levels. Finally, a bilingual's familiarity with the stylistic range of each language is very likely to vary with the subject of discourse. To get an accurate description of the degree of bilingualism, different types and models of language tests have now been developed. Functions: The degree of proficiency in each language depends on its function, that is, on the uses to which the bilingual puts the language and the conditions under which he e has used it. These may be external or internal.

**Q. Group membership and regulatory factors of situations**

- (a) **Group membership:** This factor must be viewed not only in a purportedly objective sense, i.e., in terms of physiological, sociological criteria (e.g., age, sex, race, religion, etc.), but also, and primarily, in the subjective sociopsychological sense of reference group membership. The very existence of certain reference groups seems to depend

largely on location, setting or other environmental factors rather than on group consciousness or group-experience as such.

- (b) **The regulatory factor of situation:** This term has been used to designate a large (and, at times ,confusing) variety of considerations. Indeed, it has been used to designate various separate considerations as well as theirco-occurrence. Each of these aspects of “situation” may shed light on certain regularities in language choice on particular social occasions. However, the possible co-occurrence of so many variables must also make it exceedingly difficult to use the concept “situation,” for analytic purposes. We can therefore, limit our use of this term to considerations of “style” alone, and attempt to cope with the other itemized features in other ways and in their own right.
- (c) **Topic:** Even when reference group and situation agree in requiring a particular language, it is not uncommon to find that topic succeeds in bringing another language to the fore.

**Q. What are the factors of domain configuration)**

Dominance configurations summarize data on the language choice behaviour. Repeated dominance configurations for the same population, studied over time, may be used to represent evidence of language maintenance or shift in a particular multilingual setting. Although the dominance configurations till requires much further refinement, it seems to merit the time and effort that such refinement might necessitate

**Q. Communicative advantages of bilingualism**

1. **Relationships with parents and extended family:** Where parents have differing first languages, the advantage of children becoming bilingual is that they will be able to communicate in each parent’s preferred language. Being a bilingual allows someone to bridge the generations.
2. **Community relationships:** Bilingual has a chance to communicate with a wider variety of people than a monolingual.
3. **Transnational communication:** One barrier between nations and ethnic groups tends to be language and bilinguals can bridge that.
4. **Language sensitivity:** Being able to move between two languages may lead to more sensitivity in communication because bilinguals are constantly monitoring which language to use in different situations,they may be more tuned to the communicative needs of those with whom they talk.

**Q. which language is used in inner speech?**

Quantitative analysis showed that the L1 is generally used more frequently than the L2 in inner speech. We used our first or native language in our inner speech.

**Q. what is the significance of bilingual education?**

There are a wide variety of benefits of bilingual education. We've found that bilingual people have more advanced cognitive skills than those who speak only one language; additionally, they develop multicultural skills to be able to thrive in an increasingly diverse society. It's even been shown to prevent dementia and Alzheimer's disease. For Latino and Mexican American children living in the United States whose first language is Spanish, it also connects them with their heritage and family. Often, when a student is prevented from developing his or her first language, they cut ties with their family in their country of origin. Bilingualism helps bridge this generational divide.

### Q. different types of language variation?

There are two types of language variation: linguistic and sociolinguistic. With linguistic variation, the alternation between elements is categorically constrained by the linguistic context in which they occur. With sociolinguistic variation, speakers can choose between elements in the same linguistic context and, hence the alternation is probabilistic.

### Q. Researchers attitude

Research requires a high level of alertness in planning, executing, observing, recording, and reporting. Educational research therefore develops in the researcher scientific attitudes of objectivity, curiosity and critical outlook.

### Q. Two definitions of bilingualism

- 1: the ability to speak two languages
- 2: the frequent use (as by a community) of two languages
- 3: the political or institutional recognition of two languages

### Q. Define term linguistic market

The notion of linguistic marketplace, also known as linguistic market, refers to the symbolic market where linguistic exchanges happen. On linguistic markets, linguistic capital—a subtype of the broader concept of cultural capital according to Pierre Bourdieu is exchanged, and different languages and varieties have different symbolic values. On the standard linguistic market, standard languages usually enjoy more value due to the high overt prestige associated with them while on linguistic markets that value non-standard varieties, vernaculars can also enjoy a higher value. This concept has been proven to be useful in understanding other sociolinguistic concepts such as language variation and change and gender.

### Q. How a child develops a language according to Bruner?

According to Bruner(1975a), before developing language the child learns some communicative functions through cooperative actions, which are arrived at through joint attention with the

adults who are interacting with the child. The child is initially equipped with a set of predispositions to construe the social world and to act upon our construal (Bruner, 1990). Through interactions with others he will develop a pre-linguistic readiness for meaning, i.e. context sensitivity and a sense of functions before linguistic forms are accessed.

**Q. What are the measures of Bilingual Specificity?**

Translation and verbal flexibility are only measures in which the bilingual's behaviour is viewed as the sum of two monolingual behaviours. A bilingual also develops patterns of behaviour that are unique to his state of bilinguality (Grosjean, 1985a). For example, when bilinguals communicate with each other they can make simultaneous use of the resources of each of their languages, for example by borrowing words from one language while using the other (loan words) or by developing mixed or switched codes which are governed by their own specific rules. There is an attempt to correlate the degree of balance of bilinguals with a high level of competence in rule-governed code-switching.

# 05 Marks Questions

**Q. How Language Planning is difficult in multilingual context?**

Multilingualism is a problem for government. The process of governing requires communication both within the governing institutions and between the government and the people. This means that a language, or languages, must be selected as the language for use in governing. However, the selection of the 'official language' is not always easy, as it is not simply a pragmatic issue. For example, old colonial language as official language though pragmatic will not, however, is a good choice on nationalist grounds. In many other multilingual countries which do not have a colonial past, such as China, deciding which language should be selected as the national language can sometimes lead to internal and ethnic conflicts.

**Q. Write a detailed note on Code Switching**

There is a widespread impression that bilingual speaker's code-switch because they cannot express themselves adequately in one language. This may be true to some extent when a bilingual is momentarily lost for words in one of his or her languages. However, code-switching is an extremely common practice among bilinguals and takes many forms. It has been demonstrated that codeswitching involves skilled manipulation of overlapping sections of two (or more) grammars. Some suggest that code-switching is itself a discrete mode of speaking, emanating from a single code switching grammar. One important aspect of the code-switching grammar is that the two languages involved do not play the same role in sentence making.

Typically one language sets the grammatical framework, with the other providing certain items to fit into the framework. Code-switching; therefore, is not a simple combination of two sets of grammatical rules but grammatical integration of one language in another.

**Q. Difference between language and dialect?**

The differences between dialect and languages are made on the basis of size. Language is believed to be a larger repertoire of linguistic items and subsuming dialects. The difference between a dialect and language is also explained in terms of their mutual intelligibility i.e. where two languages may not be mutually understood by speakers, the dialect of a language might be mutually understood. Lastly, a language holds more prestige than a dialect. However, these distinctions are not inherent qualities of a language or a dialect. Dialects may undergo a deliberate process of standardization that expands its vocabulary and its functions to give it a status of language. Language formation is a result of a deliberate decision-making. Several dialects are not mutually intelligible while some languages are mutually intelligible but still considered languages. The example, Urdu and Hindi can be cited here. Hence, the difference between the dialect and language is related to the power and status of its speakers.

**Q. History of bilingual education**

Language is never static but changes over time. Pidginisation is an example in this regard which is developed for the purpose of minimal communication between individuals/ groups speaking mutually unintelligible vernaculars. In the pidginisation process, limited and simplified linguistic forms are developed. As the need for communication or function increases in the society, new forms are created by the speakers. Gradually these new forms serve extended functions until pidgin evolves into a creole (form) as it becomes the mother tongue of the next generation, and thereby serves new functions. The forms of language undergo constant changes due to social changes, emergence of new technologies and contact with other languages. New forms apply to old functions, as when a new expression is used by teenagers; in the same way old forms apply to new functions, as for example; the English word save in using a computer; or new forms can be developed for new functions (e.g. new terminology).

**Q. Situation of bilinguality in country?**

When two or more languages are in contact, their relative functional use and relative valorization is very important. A state of functional equilibrium may also exist. In the case of diglossia, different use of each language is determined at the societal level. In that case we have a predictable form— function mapping. However, if the equilibrium is disrupted at one level, it will disrupt the equilibrium at all other levels. A change in the relative use of the two languages in the social networks, e.g. when the individual has a new network because of a job change, will inevitably provoke a change in the language behaviour of the individual. A change in the use of two languages at the societal level, for example, introducing a compulsory language of schooling, will bring about a change in the use of language in the social network, hence in the interpersonal

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

**Q. Norway independent situation and importance of local folk culture.**

In Norway, local independence and distinctness of folk culture are highly valued, the dialect enjoys great prestige. A person's native speech is regarded as an integral part of his family background, a sign of his local identity. By identifying himself as a dialect speaker both at home and abroad, a member symbolizes pride in his community and in the distinctness of its contribution to society at large. Formal education, however, is always carried on in the standard language, the language of official transactions, religion, and the mass media. Norwegian law sanctions two standard languages. In everyday interaction, a specific community may select among the two as the situation demands. Members view this alternation as a shift between two distinct entities, which are never mixed. A person speaks either one or the other. The meaning attached to local descent and dialect use—being part of the “local team”—is clearly seen when we consider those members of the community who dissociate themselves from this “team.” Traditionally, in northern Norway the local community of equals was separated from the landowning commercial and administrative elite by a wide gulf of social and judicial inequality. Since the latter were the introducers and users of standard Norwegian, the standard form was—and to some extent still is—associated with this inequality of status. Many of the functions of the former elite have now been incorporated into the local social system. Individuals who fill these functions, however, continue to be largely of nonlocal descent. Although they may pay lip service to locally accepted rules of etiquette and use the dialect on occasion. Since the different social meanings which attach to the dialect are regular and persistent, they must in some way be reinforced by the pattern of social ties.

**Q. Common point enlist bilingualism in society**

Sociolinguists have shown how monolingual behavior varies according to a number of parameters such as, e.g. role relation, relative status of speakers and languages, topics, domains, etc. which apply to language-contact situations and that the state of bilinguality interacts with these. The bilingual community is either composed of two groups speaking two different languages as their mother tongue along with a small number of bilinguals speaking both languages, or a small number of both groups speaking a third common language, used as a lingua franca; or, as in the case of an language, exogenous some members of the community speak a second language that has no or few native speakers in the community. Any of these languages may be an official language of the community. Every bilingual community is situated between the two poles of a continuum, ranging from a set made up of two unilingual groups each containing a small number of bilinguals to a single group with a more or less large number of members using a second language for specific purposes.

**Q. Describe the matrix of language frame model of code-switching given by scotten and Jake?**

Carol Myers-Scotton's Matrix Language-Frame (MLF) model is the dominant model of insertional code-switching. The MLF model posits that there is a Matrix Language (ML) and an Embedded Language (EL). In this case, elements of the Embedded Language are inserted into the morphosyntactic frame of the Matrix Language. The hypotheses are as follows (Myers-Scotton 1993b: 7): The Matrix Language Hypothesis states that those grammatical procedures in the central structure in the language production system which account for the surface structure of the Matrix Language + Embedded Language constituent (linguistics) are only Matrix Language-based procedures. Further, the hypothesis is intended to imply that framebuilding precedes content morpheme insertion. A Matrix Language can be the first language of the speaker or the language in which the morphemes or words are more frequently used in speech, so the dominant language is the Matrix Language and the other is the Embedded Language. A Matrix Language island is a constituent composed entirely of Matrix Language morphemes. According to the Blocking Hypothesis, in Matrix Language + Embedded Language constituents, a blocking filter blocks any Embedded Language content morpheme which is not congruent with the Matrix Language with respect to three levels of abstraction regarding subcategorization. "Congruence" is used in the sense that two entities, linguistic categories in this case, are congruent if they correspond in respect of relevant qualities. The three levels of abstraction are: Even if the Embedded Language realizes a given grammatical category as a content morpheme, if it is realized as a system morpheme in the Matrix Language, the Matrix Language blocks the occurrence of the Embedded Language content morpheme. (A content morpheme is often called an "open-class" morpheme, because they belong to categories that are open to the invention of arbitrary new items. They can be made-up words like "smurf", "nuke", "byte", etc. and can be nouns, verbs, adjectives, and some prepositions. A system morpheme, e.g. function words and inflections, expresses the relation between content morphemes and does not assign or receive thematic roles.) The Matrix Language also blocks an Embedded Language content morpheme in these constituents if it is not congruent with a Matrix Language content morpheme counterpart in terms of theta role assignment. Congruence between Embedded Language content morphemes and Matrix Language content morphemes is realized in terms of their discourse or pragmatic functions.

**Q. Five characteristics of creole??**

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. The

linguaging of creole speakers takes different features from their entire linguistic repertoire. They often move closer to the standard speaking what linguists refer to as an acrolect. Other times, their languaging has more features of the creole itself, leading linguists to refer to this variety as a basilect. The choice of words to describe this languaging positions the acrolect as superior to the basilect but viewed from the perspective of the speaker, and not from the language itself, creole-speakers choose and blend features from their entire linguistic repertoire, making their languaging more responsive to standard or creole features depending on their communicative intent and its function.

### Q. Influence language behaviour?

- Motivation. \
- Support at Home.
- Prior Linguistic Knowledge. ...
- Learning Environment. ...
- Teaching Strategies. ...
- Age.

### Q. measurements of bilingualism

The most frequently used technique for measuring the various dimensions of bilinguality consists in taking measures in each of the bilingual's two languages and comparing them. However, a direct comparison between measures in two languages is extremely difficult even when it is possible because we need a clear definition of what a native speaker's competence in that language is, which is very difficult to operationalize. Monolingual Competence At times monolingual competences of a bilingual speaker are compared with monolingual standards in each language. This comparative approach is the only valid one when bilinguality is measured on the 'additive— subtractive' dimension. Here a comparison is made between cognitive measures obtained for bilinguals and monolinguals.

### Q. State two advantage of inter - relationship b/w micro social dynamics domains

The inter-relationship between domains of language behavior define data societal- institutional level and domains defined at a socio-psychological level (the latter being somewhat similar to situational analyses discussed earlier) may enable us to study language choice in multilingual settings in newer and more fruitful ways. A domain is a sociocultural construct abstracted from topics of communication, relationships between communicators, and locales of communication, in accord with the institutions of a society and the spheres of activity of a culture, in such a way that individual behaviour and social patterns can be distinguished from each other and yet related to each other. For example, the "governmental administration" domain is a social nexus which brings people together primarily for a certain cluster of purposes. Furthermore, it brings them together primarily for a certain set of role-relations and in a delimited environment. Hence a

domain is a higher order of abstraction or summarization which is arrived at from a consideration of the socio-cultural patterning which surrounds language choices.

**Q. Development in grammatical issues in code mixing (Topic#84)**

The fact that bilingual children mix elements from their two languages is often interpreted as evidence for a unitary underlying language system. Fred Genesee's article examines the empirical basis for such a claim. He points out the serious methodological problems of some of the studies, and re-analyses selected case studies. He also offers new data from speech perception studies, arguing that young bilingual children are able to differentiate two languages from the earliest stages of bilingual development and that they can use their two languages in contextually sensitive ways. He points out that code-mixing itself is not good evidence for the unitary system argument. In fact, children's mixing may be related to mixed input by parents. Genesee calls for more serious research on the possible role of parental input in the form of mixed utterances. Jürgen M. Meisel addresses the 'one system or two' question by focusing on the syntactic and morphological development of bilingual children however, instead of simply providing further evidence in support of the separate development argument, Meisel raises the theoretically more interesting question of whether the human language making capacity could allow the bilingual individual to separate the two simultaneously acquired grammatical systems from early on, without going through a phase of confusion.

**Q. Difference b/w bilingualism and bilinguality? (Topic# 01) 5 Marks**

**Bilingualism** refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism). It also includes the concept of bilinguality. **Bilinguality** is the psychological state of an individual who has access to more than one linguistic code as a means of social communication. The degree of access will vary along with a number of dimensions which are psychological, cognitive, psycholinguistic, social psychological, social, sociological, sociolinguistic, sociocultural and linguistic.

**Q. Institutional context with reference to bilingualism? (topic#62) 5 Marks**

Institutional contexts or socio-ecological co-occurrences attempt major clusters of interaction situations that occur in particular multilingual settings. Domains such as these help us understand that language choice and topic, appropriate though they may be for analyses of individual behaviour at the level of face-to-face verbal encounters, are related to widespread socio-cultural norms and expectations.

**Q. How valuation linguistic work in Pakistani school? (topic#212) 5 marks**

Many bilingual education programs blend language-separation arrangements with flexible convergence types. Although some subjects are taught through one or the other language, a part

of the curriculum is reserved for bringing the two or more languages together for contrastive analysis. Here, vocabulary, structures, and discourse patterns are contrasted. At other times, there is an instructional space for bilingual children to do cross-linguistic work which allows them to translanguage, using both languages flexibly, in much the same way as experienced bilingual authors, and bilingual communities, often do. For example, much attention is paid to how bilingual literary authors use crosslinguistic strategies for different effects, as the students' abilities to reproduce these in writing are expanded. Other times, actual languaging of bilingual communities is critically examined, as children reflect on this cross-linguistic use and its purpose and effect.

**Q. how many languages are in Africa (topic#211) 5 marks**

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-languaging is becoming a familiar curricular language arrangement when the content has to be delivered to different language groups simultaneously

**Q. Unitary system (5 marks)**

Language mixing during the early stages of bilingual development has been interpreted in general terms as evidence of a unitary-language system with undifferentiated phonological, lexical and syntactic subsystems. This would mean that 'Words from the two languages did not belong to two different speech systems but to one...' (In Hatch, 1978:27). Swain (1977) postulated a 'common storage model' of bilingual development according to which all rules of both languages are initially stored in a common location and subsequently tagged as appropriate for a particular language through a process of differentiation. The title of Swain's (1972) thesis—Bilingualism as a first language—exemplifies the unitary-system interpretation of early bilingual development. However, the evidence cited by the respective investigators may not sufficient to support such an interpretation. In order to uphold the unitary-system hypothesis one would need to establish that, all things being equal, bilingual children use items from both languages indiscriminately in all contexts of communication, which does not quite happen. Children from very young age are sensitive to the context, who they are speaking to and choose languages accordingly

**Q. Pressure as factor of contact (5marks)**

In each of the areas of contact, there may be a number of pressures which influence the bilinguals in the use of one language rather than the other. These may be economic, administrative, cultural, political, military, historical, religious, or demographic.

1. Economic: For speakers of a minority language in an ethnic community, the knowledge of the majority language may be an economic necessity.
2. Administrative: Administrative workers in some areas are required to master a second language.
3. Cultural: In some countries, it may be essential, for cultural reasons, for any educated person to be fluent in one or more foreign languages.
4. Political: The use of certain languages may be maintained by the pressure of political circumstances.
5. Military: A bilingual who enters the armed forces of his country may be placed in situations which require him to hear or speak his second language more often than he otherwise would.

### Q. Slobin notion of development of grammatical device.

Slobin (1973) has argued for a set of universal operating principles which every child brings to bear on the problem of language acquisition, and for a number of language-specific strategies which are involved in the acquisition of aspects of a given native language. According to Slobin, the order of development of various grammatical devices is determined by the child's cognitive and perceptual development and by characteristics of the languages to be learned. It follows that children learning two languages simultaneously may be expected to mix aspects of their languages because of acquisitional strategies that are independent of language representation per se. More specifically, language mixing might occur in any given utterance of a bilingual child, even though his/her two languages are represented separately for two possible reasons. In one case, mixing might occur because the language system in use at the moment is incomplete and does not include the grammatical device needed to express certain meanings.

### Q. Level of analysis according to the functional approach

- (1) There is a constant interaction between the dynamics of language behavior at the societal level and language behavior at the individual level.
- (2) There is a constant and complex mapping process between the form of language behavior and the function it is meant to fulfil.
- (3) Language behavior is the product of culture and as such it follows the rules of acculturated behavior.
- (4) Self-regulation is a characteristic of all higher-order behaviors and therefore of language behavior. By this we mean that a behavior is not a mere response to stimuli but that it takes into account past experiences; furthermore, it does not follow a pattern of trial and error but is an evaluative response calling upon the individual's cognitive and emotional functioning adapted to a given situation.
- (5) Finally, one concept central to this dynamic interaction between the societal level and the individual level is valorization. By valorization we mean the attribution of certain positive

values to language as a functional tool, which will facilitate the fulfillment of communicative and cognitive functioning at all societal and individual levels.

**Q. Accommodations five of language behaviours**

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

**Q. Why lingua franca is important despite having many languages? 5**

[1] also known as a bridge language, common language, trade language, auxiliary language, vehicular language, or link language, is a language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect, particularly when it is a third language that is distinct from both of the speakers' native languages.

[2] Lingua francas have developed around the world throughout human history, sometimes for commercial reasons (socalled "trade languages" facilitated trade), but also for cultural, religious, diplomatic and administrative convenience, and as a means of exchanging information between scientists and other scholars of different nationalities.

**Q. Five characteristics of pidgin(Topic#125 video lecture)**

1. Languages in contact situation-example of how people language
2. Structurally simple
3. No mutual intelligibility
4. Always learned as second language
5. When nativised and standardized they become creoles