

ENG-512 Mids solved papers

Objectives:

1. A bilingual may be **balanced** where there is equal proficiency in both languages but this is a rare phenomenon.
2. Study of language attitudes can be based on analyses of (**written document**) or interview data.
3. Language is never static but **changes** over time.
4. The differences between **dialect** and languages are made on the basis of size.
5. Multilingualism is an important resource at both the **societal** and personal levels.
6. Variance in language behaviour in multilingual settings is likely to be exceedingly **complex**.

Subjective:

Q-family relationship in bilingual context

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.

Q-significance of bilingual education

Bilingual education has the potential of being a transformative school practice, able to educate all children in ways that stimulate and expand their intellect and imagination, as they gain ways of expression and access different ways of being in the world. By using a language effectively, one can access information extend social networks and build self-worth.

Bilingual education has the potential to give access to languages of power and bilingual education can also legitimize minoritized language practices. As such, bilingual education can be transformative. As Lewis says (1978: 20, *our italics*): "Bilingual education has been advocated for entirely pedagogical reasons, while the fundamental rationale for the proposal is to bring about greater political, economic, and social equality because all forms of education are concerned with the redistribution of power or the maintenance of its current distribution.

Q-common point enlist bilingualism in society

Sociolinguists have shown how monolingual behaviour 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

ENG-512 Mids solved papers

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. Name three countries "Territorial Bilingualism"

Examples of territorial bilingualism include Belgium, Canada and India.

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.

Q. functions of language

There are number of functions but main function of language are 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.

ENG-512 Mids solved papers

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 has used it. These may be external or internal.

Q. note on indexicality

A set of maxims referring to the choice of one linguistic variety rather than another relates to the negotiation principle. Referential content, what the conversation is about, obviously contributes to the social relationships of participants, but with content kept constant, different relational outcomes may result. This is because the particular linguistic variety used in an exchange carries social meaning.

This markedness model assumes that all linguistic code choices are indexical of a set of rights and obligations holding between participants in the conversational exchange. Markedness model means that all speakers have mental representations of a matching between code choices and rights and obligation sets. That is, they know that for a particular conventionalized exchange, a certain code choice will be the unmarked i.e. it will be a realization of an expected rights and obligations set between participants. They also know that other possible choices are more or less marked because they are indexical of other than the expected rights and obligations set. While the theory is universal, actual associations are speech community specific with speakers knowing what code choice is unmarked and which others are marked for exchanges conventionalized in the community.

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

ENG-512 Mids solved papers

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. Define term diglossia

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. Or 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.

Q. Level of analysis according to the functional approach

The study of language can be conducted at several levels of analysis, the nature of language behavior like that of other complex human behaviors, remains the same regardless of the level of analysis across the following:

- (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.

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

ENG-512 Mids solved papers

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)

In describing bilingualism, it is important to determine all those factors which are likely to influence the bilingual's aptitude in the use of his/her languages or which in turn may be influenced by it. These may be listed as follows:

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 (see Pealand Lambert, 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. Child's language in context

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

Typically, children develop receptive language abilities before their verbal or expressive language develops. Receptive language is the internal processing and understanding of language. As receptive language continues to increase, expressive language begins to slowly develop. Usually, productive language is considered to begin with a stage of pre-verbal communication in which infants use gestures and vocalizations to make their intents known to others. According to a general principle of development, new forms then take over old functions, so that children learn words to express the same communicative functions they had already expressed by proverbial means.

Q. Define term linguistic stigmatized

To describe or regard (something, such as a characteristic or group of people) in a way that shows strong disapproval

Q. Factors that influence the language behavior

- Motivation. Is the child being forced to learn, or do they want to learn the language? ...
- Support at Home. Is another language spoken at the child's home? ...
- Prior Linguistic Knowledge. ...
- Learning Environment. ...

*Compiled
By Adeel*

ENG-512 Mids solved papers

- Teaching Strategies. ...
- Comprehensible Input. ...
- Student Personality. ...
- Age.
-

Q. what situations lead to bilingualism in country,

it is now a demand of the global market place.

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

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 be 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.

ENG-512 Mids solved papers

Q. Define Comparative Measurement of Bilinguality.

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. Define cognate

(of a word) having the same linguistic derivation as another (e.g. English father, German Vater, Latin pater).

Q. Define "Regularity " in social meaning .

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. what stand for ML and EL.(3 mark)

ML- Matrix Language
EL- Embedded Language.

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. Duration and frequency .

ENG-512 Mids solved papers

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. 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. Three model swain claim

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. How is extended family relation enriched due to bilingualism

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

Q. History of bilingual education

ENG-512 Mids solved papers

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. 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.What is bilingualism?

Definition Bilingualism (or more generally: Multilingualism) is the phenomenon of speaking and understanding two or more languages. The term can refer to individuals (individual bilingualism) as well as to an entire society (social bilingualism). The term can also refer to the corresponding scientific research which studies the phenomenon itself. Bilingualism, multilingualism and polyglotism can all be used as synonyms for the same phenomenon.

Q.Difference between language and dialect?

Language is a method of human communication, either spoken or written [or signed], consisting of the use of words in a structured and conventional way.

A particular form of a language which is peculiar to a specific region or social group is called group. 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. differentiate b/w dominant and balanced bilinguality

Bilinguality is a psychological state of an individual who has access to more than one linguistic

ENG-512 Mids solved papers

code as a means of social communication. This access is multidimensional as it varies along a number of psychological and sociological dimensions. Some dimensions of relevance are:

(1) Relative competence: competence in both languages as either

(a) Balanced bilinguality: equal proficiency in both languages

(b) Dominant bilinguality: higher proficiency in one language.

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.

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 speakers 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 codeswitching grammar. One important aspect of the code-switching

ENG-512 Mids solved papers

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. The possible existence of a code-switching grammar calls into question the traditional view of the bilingual as two monolinguals in one person. One consequence of the 'two-in-one' perspective is that bilingual speakers are often compared to monolinguals in terms of their language proficiency. For example, some researchers have suggested that bilingual children had smaller vocabularies and less developed grammars than their monolingual peers, while their ability to exploit the similarities and differences in two sets of grammatical rules to accomplish rule-governed code-switching was not considered relevant.

Q. Accommodations five of language behaviours

Language behaviour is based on the following five principles:

- (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. 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. Components of language use in multilingual context

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, uniform economic terms, compared to monolingual ones. Although, it might be true that

ENG-512 Mids solved papers

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.

Q. How a Language Change?

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. What are the reasons for language change?

The forms of language undergo constant changes due to social changes, political changes, migrations, religious impacts, role of governance, 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 words *ave* in *sing a computer*; or new forms can be developed for new functions (e.g. new terminology).

Q. What is language Valorization?

Language valorization is a process in which one language is preferred in multilingual context than any other language of that society. Certain functions of language are valorized more than others, e.g. the cognitive function in school. If different varieties of language, e.g. accents, are present in the society, one variety may be valued to the detriment of others. A similar situation happens in the case of multilingual societies. One or more languages will be highly valued, while others will be devalorized.

Q. How we analyze language behavior?

To sum up language behavior, we will focus on different societal and individual levels: 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. What is language shift?

Language shift is defined as the change from the use of one language to the use of another language across generations; language attrition is a shift occurring within one individual. In both

ENG-512 Mids solved papers

cases, it refers to the loss of functions, forms and language skills. The shift is complete when parents of one generation cease to transmit their language to their children and when the latter are no longer motivated to acquire an active competence in that language.

Q. What is language attrition?

Language attrition is a shift of language occurring within one individual.

On What principles language behaviour is based?

Language behaviour is based on the following five principles:

- (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. What is relative competence?

Competence in one language relation to other language is called relative competence either in Balanced bilinguality or Dominant bilinguality

Q. What is Balanced bilinguality?

Balanced bilinguality is the equal proficiency in both languages

Q. What is Dominant bilinguality?

A state in which an individual has higher proficiency in one language than other.

Write down the Age of acquisition of language behaviour.

- childhood (before the age of 11);
- adolescence (11-17 yrs),
- adult (after 17 yrs)

Q. Define Situational Switching.

When within the same setting the participants' definition of the social event changes, this change may be signaled among others by linguistic clues. The notion of situational switching assumes a direct relationship between language and the social situation. The linguistic forms employed are critical features of the event in the sense that any violation of selection rules changes members' perception of the event. Situations also differ in the amount of freedom of choice allowed to speakers. Some like greetings, petitions, and similar routines described by Albert (1972) similarly seem strictly determined.

Q. Define the term glocalization

What is different today from the ways in which people language in the nineteenth and twentieth

ENG-512 Mids solved papers

century is that we can simultaneously and collaboratively engage in many different language practices at the same time, as happens in electronic instant messaging and chatting. Recently, the term “glocalization” has been coined to note the presence of the local in the global and vice versa.

Roland Robertson defined glocalization as “the simultaneity, the co-presence of both universalizing and particularizing tendencies.” As national identities have become fragmented through the weakening of the nation-state construction, the relationship between language and identity remain relevant.

Q. Define the term Diglossic?

A bilingual community can be described as diglossic, that is, 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. Define Comparative Measurement of Bilinguality.

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. What is bilingualism?

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).

Titone (1972) says bilingualism is the individual’s capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue.

Q. What is 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.