

Eng 522

Short Questions

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

Men: What a terrific idea!, Shit! You've put the peanut butter in the fridge again!

Women: What a divine idea!, Oh dear! You've put the peanut butter in the fridge again!

2- Affective tags: Affective tags "are used not to signal uncertainty on the part of the speaker, but to indicate concern for the addressee":

1) Open the door for me, could you?

2) His portraits are quite static by comparison, aren't they?

Affective tags are further subdivided into two kinds:

1) Softeners like the first example above, which conventionally mitigate the force of what would otherwise be an impolite demand.

2) Facilitative tags like the second example, which invite the listener to take a conversational turn to comment on the speaker's assertion.

3- Components of Linguistics Competence: Linguistic competence includes components such as:

• Phonetics • Phonology • Syntax • Semantics • Morphology

4- Teaching Learning Advantages and disadvantages:

Advantages: • Self-paced or learner-centered • An active process CALL material is consistent within individual courses. • Getting to know the students' individual • Problems and successes with the learning material. • Working with a group of disciplined students. • Focusing on the important or more difficult material during class time or tutoring sessions.

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

- 5- Praxis:** Praxis refers to the integration and cooperation of desire and action or theory and practices. In the traditional view, theory or action is superior and highly respected than practices or desire. The relationship between the two was unequal. The role of practice and desire were suppressed with stereotyped vision. But critical applied linguistics pays due focus on both theory and practice and desire and action. So the unequal power relation between theory and practice as well as desire and action were abolished in the case of critical applied linguistics.
- 6- Areas in CDA:** CDA stands for Critical Discourse Analysis. CDA deals with the study of the text in relation to the context. Critical discourse analysis deals with the study of how language or text is used in a context holding discursive social relation, power, domination, hegemony, control, sexual, racial, subjugation and cultural discriminations are being perpetuated within the community.
- 7- Types of multimodal texts:** Multimodality does not necessarily mean use of technology, and multimodal texts can be paper based, live, or digital. • Paper-based multimodal texts include picture books, text books, graphic novels, comics, and posters. • Live multimodal texts, for example, dance, performance, and oral storytelling, convey meaning through combinations of various modes such as gestural, spatial, audio, and oral language. • Digital multimodal texts include film, animation, slide shows, e-posters, digital stories, podcasts, and web pages.
- 8- Types of CALL:** Programs CALL programs/materials include:
- CALL-specific software: applications designed to develop and facilitate language learning, such as CD-ROMs, web-based interactive language learning exercises/quizzes (see CD-ROM examples for language learning)
 - Generic software: applications designed for general purposes, such as word-processors (Word), presentation software (PowerPoint, see an e-book made by students "Many Moons"), and spreadsheet (Excel), that can be used to support language learning (see examples of using Excel for language learning & teaching)
 - Web-based learning programs: online dictionaries, online encyclopedias, online concordances, news/magazine sites, e-texts, web-quests, web publishing, blog, wiki, etc.
 - Computer-mediated communication (CMC) programs: synchronous - online chat; asynchronous - email, discussion forum, message board
- 9- Grammatical Attrition:** Grammatical attrition can be defined as "the disintegration of the structure of a first language (L1) in contact situations with a second language (L2)".
- 10- Call Activities:** Multiple-choice & true/false quizzes o gap-filling exercise/cloze o matching o re-ordering/sequencing o crossword puzzles o games o simulations o writing & word-processing o concordance o web quests/searching o web publishing o online communication (synchronous and asynchronous)
- 11- The Sapir-Whorf Hypothesis:** It can be explained in the following points:

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

12- Forms of speech production: Forms of speech production include the lexical, syntactic, pragmatic and paralinguistic.

13- Micro-macro relations: Micro-macro relations refer to the application of critical applied linguistics in the study of the larger social problems. Here, micro stands for conceptual and methodological narrowness of applied linguistics in studying the wider, macro social relations and problems. The concept of the relation is to entail the incompleteness of critical applied linguistics in studying the society. It claims that the social problems are intricate so that it needs collaboration with related disciplines including feminism, subalterns, American dreams, post colonialism, gender studies, culture studies, media studies and so forth. Moreover, it needs to work with more autonomous and independent disciplines including sociology, anthropology, history, communication and literature studies and so forth.

14- Linguistic Relativity: Linguistic Relativity is the relationship among language, culture and thought that has been proven by researchers through different types of experiment. Thus, it is concluded that the idea that all thought is constrained by language has been disproved and the opposite idea that language does not influence thought at all, is also widely considered to be false.

Long Questions

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

Types of Language Attrition:

1. Lexical Attrition: The first linguistic system to be affected by first language attrition is the lexicon. The lexical-semantic relationship usually starts to decay first and most quickly, driven by Cross Linguistic Interference (CLI) from the speaker's L2, and it is believed to be intensified by continued exposure to, and frequent use of, the L2.

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

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

Possible Causes of Language Attrition: 1. Assimilation 2. Acculturation 3. Social distance 4. Linguistic and cultural hegemony 5. World system theory 6. Sociobiology (Reproductive fitness)

2- Major concerns of Critical Applied Linguistics:

- **Praxis:** Praxis refers to the integration and cooperation of desire and action or theory and practices. In the traditional view, theory or action is superior and highly respected than practices or desire. The relationship between the two was unequal. The role of practice and desire were suppressed with stereotyped vision. But critical applied linguistics pays due focus on both theory and practice and desire and action. So the unequal power relation between theory and practice as well as desire and action were abolished in the case of critical applied linguistics.
- **Self-reflexivity:** Self-reflexivity refers to the self-introspection quality of the subjects, critical applied linguistics. In the cases of human being, self-reflexivity deals with an act of listening deep in to our own soul, evaluate ourselves in multiple perspectives as our lives, our success, failure, performances and relations with others. Critical applied linguistics does not only concern with the study of other social and related issues in a critical way. It also critically evaluates itself whether it is well doing its roles or not. So, critical study of the discipline works with itself as well.
- **Micro-macro relations:** Micro-macro relations refer to the application of critical applied linguistics in the study of the larger social problems. Here, micro stands for conceptual and methodological narrowness of applied linguistics in studying the wider, macro social relations and problems. The concept of the relation is to entail the incompleteness of critical applied linguistics in studying the society. It claims that the social problems are intricate so that it needs collaboration with related disciplines including feminism, subalterns, American dreams, post colonialism, gender studies, culture studies, media studies and so forth. Moreover, it needs to work with more autonomous and independent disciplines including sociology, anthropology, history, communication and literature studies and so forth.

3- Skills of Instrumental Competence: Instrumental competence requires mastering skills in five areas:

- Efficient use of CAT (Computer Aided Translation) tools (including “general” and “specialized” translation technologies).
- Ability to use the Internet and communication technologies.
- Efficient information mining and terminology management skills.
- Document production skills.
- Ability to use documentation resources.

4- Types of Linguistic Transfer:

- **Inter-language Transfer** (lexical or morphological): The interaction of a non- primary language with a third or subsequent one.
- **Cross Linguistic Influence:** All existing linguistic systems play an equally important role in the acquisition process of a target language.
- **Transfer in Second Language Acquisition (SLA):** Only the primary language plays a role in the acquisition process of a foreign one.
- **Transfer in Target Language Acquisition (TLA):** Transfer in TLA considers all of the previously known languages to play an equally important role when it comes to possible interactions between the target language and the existing one(s).

5- Components of Communicative Competence: Canale & Swain 1980, articulate the concept of communicative competence into components as follows:

- **Grammatical Competence:** Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence—grammar semantics, and phonology.
- **Sociolinguistic Competence:** Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. It involves:
 - Sociocultural Rules of Use: Appropriateness
 - Rules of Discourse: Coherence and cohesion of groups of utterances.
- **Strategic Competence:** It is the manner of manipulating language in order to meet communicative goals and is used to compensate communication disruption caused by lack of communicative competence and to strengthen communicative effects.
- **Discourse Competence:** Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

6- Ferguson’s Model: Ferguson (1968) comes up with his three-category model:

- Graphization (choice of an alphabetic system, spelling, punctuation, and capitalization).
- Standardization (developing the so-called ‘best’ variety that will be the language of a speech community).
- Modernization (expansion of the lexis of a chosen variety so that it can keep up with the ever-increasing needs of society).

7- Types of knowledge:

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

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

8- How computers can be used in the language class?

1. Teaching with one computer in the class:
 - Delivery of content (PowerPoint, word-processor, WebPages, etc.)
 - Classroom activities/discussions mediated by the computer
 - Interactive whiteboard
2. Teaching in the computer network room (network-based language teaching):
 - Task-based group work /activities
 - Computer-mediated communication (CMC): asynchronous/synchronous
 - Tandem learning
3. Self-access learning (independent learning): Drills and exercises - word processing - resource searching.
4. Distance learning: Delivering online course content - CMC activities: email, discussion forum, chat rooms - tandem learning - community building.

9- Methods used in both cultural anthropology and linguistics:

- Firstly, we can observe people's natural behavior and draw our conclusion about the knowledge that must underlie it.
- Secondly, we can arrange interviews & ask people more or less direct questions about their knowledge, taking their answers with a pinch of salt if need be.
- Thirdly, we can use ourselves as informants.
- Fourthly, we can conduct psychological experiments of one kind or another, such as measuring the length of time; it take people to perform certain tasks in order to develop a measure of the relative complexity of the knowledge involved.

10- Haugen's Model: He defines his model:

- Selection of norm
- Codification of form
- Elaboration of function
- Acceptance by the community