

## Quizzes

1. Which of the following countries has relatively low language diversity? (Europe)
2. Which of the following test types is test of developed skill or knowledge? (achievement)
3. Which of the following is the process of marking judgments based on criteria and evidence? (evaluation)
4. Which of the following in Pakistan is the language of majority province and dominant ethnic group that it enjoys supremacy? (Urdu)
5. The highest language diversity in the world can be found in \_\_\_\_\_ and Asia. (Africa)
6. Which of the following means that the test should be written in a clear, correct and simple language? (simplicity)
7. Which of the following language has more than billion speakers in the world? (Chinese)
8. There are exactly \_\_\_\_\_ individual languages in a comprehensive geographic database. (7,099)
9. Which of the following test types is a test given at the beginning of a course? (Diagnostic)
10. linguistic structure or behavior can influence or determine \_\_\_\_\_ structure. (social)

11. Reliability is necessary but not sufficient for \_\_\_\_\_.  
(validity)
12. Which of the following tests is a test that has right or wrong answers and can be marked objectively?  
(objective)
13. When it comes to intonation men are more monotone and \_\_\_\_\_ as compare to women. (slower)
14. Which of the following refers to the ease of administration and scoring of a text? (practicability)
15. Which of the following district of Sindh used Hindko as its language? (Hazara)
16. Which of the following is defined as the extent to which a test produces the same results on repeated trials.  
(reliability)
17. Which of the following refers to the combination of rhythm, volume and pitch overlaying entire utterances?  
(intonation)
18. Which of the following countries is one of the most linguistically diverse country on earth? (New Guinea)
19. Which of the following test types is test used to determine which course a learner should attend?  
(placement)
20. Which of the following test types is test that is designed to give information about how the student performed o the test? (norm-referenced)
21. Gender is \_\_\_\_\_ constructed; therefore, the boundaries are conceptual rather than physical. (culturally)

22. Which of the following is an unequal distribution of rewards between men and women? (gender stratification)
23. Language usage varies among \_\_\_\_\_. (social classes)
24. Which of the following concepts is a system of thoughts and values that legitimizes sex roles, statuses and customary behavior? (gender ideology)
25. Legal language is the types of language used by \_\_\_ and other legal professionals. (lawyers)
26. Which of the following testing refers to the testing of one element of a time, item by item? (discrete point)
27. Which of the following tests is more challenging and expensive to prepare? (subjective)
28. Competence enables native speaker to recognize sentences. (ambiguous)
29. Language planning can create as many problems as it intends or claims to \_\_\_\_\_. (solve)
30. The first linguistic system to be affected by first language attrition is the \_\_\_\_\_. (lexicon)
31. According to Howes (1983) during preschool years, children begin to differentiate between friends and \_\_\_\_\_. (playmates)
32. Which of the following types of competence is to know how to recognize and repair communication breakdowns? (strategic)
33. Planners deal with issues that affect organizations and societies (or politics) in which human beings \_\_\_. (interact)

- 34.** Linguistic theories based on the notion of competence have been criticized for being too \_\_\_\_\_. (idealistic)
- 35.** Which of the following types of competence is the ability to recognize and produce the distinctive grammatical structures of a language? (grammatical)
- 36.** Which of the following is a form of language loss that affects the speaker's ability to produce their native language with their native accent? (phonological)
- 37.** The disintegration of the structure of a first language (L1) in contact situations with a second language (L2) is called \_\_\_\_\_ attrition. (grammatical)
- 38.** The notion of 'competence' has its basis in linguistics. (outside)
- 39.** Which of the following types of competence is the ability to interpret the social meaning of the choice of linguistic varieties? (sociolinguistic)
- 40.** Competence enables a native speaker to recognize \_\_\_\_\_ sentences. (ambiguous)
- 41.** Name the type of linguistic transfer where only the primary language plays a role in the acquisition process of a foreign one. (Second Language Acquisition (SLA))
- 42.** Which of the following types of linguistic transfer considers all of the previously known languages to play an equally important role? (Target Language Acquisition (TLA))
- 43.** Schermerhorn, Hunt and Osborn understand planning as "process of setting \_\_\_\_\_." (objectives)

- 44.** Linguistic hegemony is achieved when dominant groups create a consensus by \_\_\_\_\_ others to accept their language norms. (convincing)
- 45.** In Haugen's model, section refers to a language or a variety, which will be developed for communication. (broader)
- 46.** In Haugen's model, 'elaboration' refers to the scale of the utilization in \_\_\_\_\_. (writing)
- 47.** Who among the following came up with the three-category model of language planning? (Ferguson)
- 48.** In \_\_\_\_\_ influence all existing linguistic systems play an equally important role in the acquisition process of a target language. (cross linguistic)
- 49.** which of the following is a process in which changes in a group's language, culture and system of values happen through interaction with the other? (Acculturation)
- 50.** language planning can create as many problems as it intends or claims to \_\_\_\_\_. (Solve)
- 51.** The \_\_\_\_\_ competence pertains to the knowledge of conventions for cohesion and coherence and rhetorical organization. (textual)
- 52.** Who among the following says: "Language planning is usually seen as an explicit choice among alternatives"? (Fasold)
- 53.** Who among the following says: Language planning is "the organized pursuit of solutions to language problems"? (Fishman)

- 54.** Who among the following says: Language planning is “an attempt to interfere deliberately with a language or one of its varieties”? (Wardhaugh)
- 55.** David (1997) regards planning as plotting of a course of \_\_\_\_\_. (action)
- 56.** Bachman’s grammatical competence is consonant with Canale and \_\_\_\_\_’s grammatical competence. (Swain)

## Final-Term

### Major concerns of Critical Applied linguistics (1-9)

#### 1. Praxis

It 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.

#### 2. Criticality

Critical applied linguistics is the most critical discipline in dazzling things from diverse angles. Criticality is concerned with critical study of social problems. In fact criticality refers to the logical and examined reflection of things. It is systematic, critical, objective analysis of facts and problems from various angles. As to the beliefs of critical applied linguistics, criticality can be taught in classroom situation. Critical reading, listening, speaking and writing can be taught in language classes. Thus the concept of criticality in applied linguistics also works with the subject itself. Criticality is not just a matter of mapping micro applied linguistics in to the macro social relation, but sustainable critical study of the areas of critical applied linguistics and all social relations and problems.

### **3. Critical social study**

it refers to the careful examination of social relation. Critical applied linguistics was based on the assumption that social relation is full of pains and suffrages. So it needs critical examination. The power imbalance, difference, injustice, hegemony, suppression, colonization, subduing and etc. are some of the critical cases that critical applied linguistic majorly deals with. Thus using critical approaches, critical applied linguists studies the social problems. The study describes, explains, expresses and interprets the social problem. Then it calls for the political interventions. In studying the painful social relation, critical applied linguistics sides the victimized group in the social relations.

#### 4. Critical school theory:

The basic foundation of critical applied linguistics lies on the philosophies of school of critical social theories. The schools were established in Frankfurt, Germany and founded by the famous German scholars, Marxist and neo Marxist thinkers. The theory was based on the existence of pains in social life and concerned with the study of those problems and sought solutions for the same. Frankfurt critical school theory was emanated with sympathy for the people victimized in the social relations. The school deals with detailed study of the society and describe, present and interpret the social problems. The school then calls for the political measures to be taken to solve the problems. A number of fields were based on the assumptions of critical school theory including critical applied linguistics, history, anthropology, sociology, political sciences culture studies, communication studies, medial studies and others.

#### 5. Self-reflexivity

It 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.

## 6. Preferred future

It refers to one of the concerns of critical applied linguistics. Critical applied linguistics deals with critical social studies. In so doing it does not only study the problem plainly just for the sake of studying. But through description, expression, explanation and interpretation of the problems, it works on how to establish harmonious life among individuals, groups, societies and the nations. Thus, the preferred future for all was the main concern and dream of critical applied linguistics. The subject believes that humans are created equally irrespective of nothing else, and life is too short so that everyone needs to entertain life equally, peacefully, richly, abundantly and harmoniously.

## 7. Micro-macro relations

It refers 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.

### 8. Heterosis

It refers to the autonomy and ideological approaches. The concept was that critical applied linguistics is a sovereign field of study in its own right, but it needs to be integrated with other fields which were based on critical theory. Feminism, postmodernism, colonialism, subaltern studies and others. On top, it needs to be integrated with independent fields as sociology, anthropology, sociolinguistics, culture studies, media and communication studies and other related fields. Therefore, the complex social matters could be explained so further.

### 9. Problematizing the givens

The approach here deals with constant questioning of the givens. Some practices which lasted for so long within the community seem as if they have divine role and supernatural origins. Thus, critical applied linguistics deals with these practices, beliefs, attitudes, rituals and all very critically. For instance the relation between men and women pertaining to social relation seems as if it is divine and natural. But in reality not, for it is just a social practice that has sent its root deep in the society and looked as if it is from heavenly father. Thus, such issues are critically dealt in critical applied linguistics. In critical applied linguistics, nothing resists critical scrutiny related to social relations. The socio-economic, political, cultural; the power relation, injustice,

right and wrongs, subjugation, suppression, segregation, subdued acts in terms of sex, disability, religious, economic and cultural issues are critically studied.

**10. Enlist the domain of critical applied linguistics**

Domains in the context of critical applied linguistics refer to the major sub-fields of the discipline of critical applied linguistics. The foremost domains of critical applied linguistics subsumes the proceeding major domains: CDA and Critical Literacy, Critical Approach to Translation, Critical Approach to Language Teaching, Critical Approach to Language Testing, Language Planning, Policy and Right, Language, Literacy and Work Place Language Use.

**11. Linguistic Relativity**

The linguistic relativity hypothesis, the proposal that the particular language we speak influences the way we think about reality, forms one part of the broader question of how language influences thought.

**12. Genderlects**

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

Men	Women
What a terrific idea!	What a divine idea!
Shit! You've put the peanut butter in the fridge again!	Oh dear! You've put the peanut butter in the fridge again!

### 13. Forms of Speech Production

The cues encompass various forms of speech production including the lexical, syntactic, pragmatic and paralinguistic.

### 14. What are the components of communicative competence?

Canale & Swain 1980, articulate the concept of communicative competence into components as follows:

- Grammatical Competence
- Sociolinguistic Competence
- Strategic competence
- Discourse competence

### 15. Difference between memory and inference OR Culture and Thought OR Concepts and non-culture Concepts Or Inference and Proposition

**Culture** is something that everybody has. The term used differently by different anthropologists, but it always refers to some characteristics shared by a community, especially those which can be distinguished from other communities. So it refers to all that human beings learn to do, to use, to produce, to know, and to believe as they grow to maturity and live out their lives in the social groups to which they belong.

**Thought** covers a number of different types of mental activity, and lies in the province of cognitive psychology.

**Memory** is the process in which information is encoded, stored)

**Inference** is a mental process by which we reach a conclusion based on specific evidence.

**Propositions** may be either remembered (already stored in memory) or inferred (worked out) it may be either something we know or something we discover add to our memory so that next time it will be there as knowledge.

**Concepts** may either exist in our memory as a category used in thinking, or may be created as a new category which could then be stored away in memory, as general categories in term of which propositions are formulated and experience is processed.

**Non culture concept** is one which we build without reference to other people, as a convenient way of interpreting our experience

## 16. Kinds 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.

## 17. Role of computer in language teaching and learning

The following roles can be seen:

- computer as tutor for language drills or skill practice
- computer as a tool for writing, presenting, and researching
- computer as a medium of global communication

### 18. Affective tags

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

- Open the door for me, could you?
- His portraits are quite static by comparison, aren't they?

Affective tags are further subdivided into two kinds:

- Softeners like the first example above, which conventionally mitigate the force of what would otherwise be an impolite demand.
- Facilitative tags like the second example, which invite the listener to take a conversational turn to comment on the speaker's assertion.

### 19. 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)"

### 20. Name of the features of Pennycook

- The domain or area of interest – to what extent do particular domains define a critical approach?

- A self-reflexive stance on critical theory – to what extent does the work constantly question common assumptions, including its own? And transformative
- Pedagogy – how does the particular approach to education hope to change things?

## 21. Difference between gender and sex

Sex refers to biological differences while gender refers to the cultural construction of male and female characteristics. “The ways members of the two sexes are perceived, evaluated and expected to behave.” (what different cultures make of sex.

## 22. Components of linguistic competence

Linguistic competence includes components such as:

- Phonetics
- Phonology
- Syntax
- Semantics
- Morphology

## 23. Types of multimodal texts

- 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.

## 24. Types of CALL programs

- 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 concordancers, 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

## 25. CALL activities

- multiple-choice & true/false quizzes
- gap-filling exercise/cloze
- matching
- re-ordering/sequencing
- crossword puzzles



- games
- simulations
- writing & word-processing
- concordancing
- web quests/searching
- web publishing
- online communication (synchronous and asynchronous)

## 26. 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). The presence of more linguistic systems in the mind of an L3 learner will not only increase the number of potential interactions that can take place, but also alter the course of these interactions.

## 27. 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), and modernization (expansion of the lexis of a chosen variety so that it can keep up with the ever-increasing needs of society). For Cobarrubias (1983), there are four ideologies which can have great impact on decisionmaking in language planning in a particular society: linguistic assimilation (everyone in

society should learn its dominant language), linguistic pluralism (the recognition that more than one language can be given its due status), vernacularisation (restoration or revival of an indigenous language for national or official purposes), and internationalism (implementation of a non-indigenous language as official language).

## 28. Usage of computer in 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 (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.) - delivering online course content - CMC activities: email, discussion forum, chat rooms - tandem learning - community building

## 29. Methods used in 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.

### **30. Strength of Haugen's Model**

The strength of Haugen's model is that it tries to combine the neoclassic model with the historical-structural model. He brings in the neoclassic model when he claims that LP is about systematizing a language in which the written word, which is taught, has complete precedence over the spoken word; to him a language must be based on its literary form (Haugen, 1972 [1962]).

### **31. Skills of instrumental Competence**

“instrumental competence” requires mastering skills in five areas:

- efficient use of CAT (Computer Aided Translation) tools (including “general” and “specialised” 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.

### 32. Sapir-Whorf Hypothesis

The Sapir-Whorf Hypothesis 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.

### 33. Advantages and disadvantages of teaching learning

#### 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.

To conclude we can say that using Computers to assist language learning and teaching is the certainty and necessity of technological development. However, CALL is not always better than traditional language learning and teaching method.

### **34. 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. Such interference from a second language is likely experienced to some extent by all bilinguals, but is most evident among speakers for whom a language other than their first has started to play an important, if not dominant, role in everyday life; these speakers are more likely to experience

language attrition. It is common among immigrants that travel to countries where languages foreign to them are used.

### **Types of Language Attrition**

- Lexical attrition
- Grammatical attrition
- Phonological attrition

*Maha Malik*

## Basic-Definitions

### 1) applied linguistics

The application of insights from theoretical linguistics to practical matters such as language teaching, remedial linguistic therapy, language planning or whatever.

### 2) arbitrariness

An essential notion in structural linguistics which denies any necessary relationship between linguistic signs and their referents, e.g. objects in the outside world.

### 3) areas of linguistics

Any of a number of areas of study in which linguistic insights have been brought to bear, for instance sociolinguistics in which scholars study society and the way language is used in it. Other examples are psycholinguistics which is concerned with the psychological and linguistic development of the child.

### 4) Chronology

Content may be sequenced according to the order in which events occur in the real world. For example, in a writing course the organization might be based on the sequence writers are assumed to employ when composing: (1) brainstorming; (2) drafting; (3) revising; (4) editing. In a proficiency course, skills might be

sequenced according to the sequence in which they are normally acquired: (1) listening; (2) speaking; (3) reading; (4) writing.

### 5) competence

According to Chomsky in his *Aspects of the theory of syntax* (1965) this is the abstract ability of an individual to speak the language which he/she has learned as native language in his/her childhood. The competence of a speaker is unaffected by such factors as nervousness, temporary loss of memory, speech errors, etc. These latter phenomena are entirely within the domain of performance which refers to the process of applying one's competence in the act of speaking. Bear in mind that competence also refers to the ability to judge if a sentence is grammatically well-formed; it is an unconscious ability.

### 6) context

A term referring to the environment in which an element (sound, word, phrase) occurs. The context may determine what elements may be present, in which case one says that there are 'co-occurrence restrictions' for instance 1) /r/ may not occur after /s/ in a syllable in English, e.g. \*/sri:n/ is not phonotactically permissible in English; 2) the progressive form cannot occur with stative verbs, e.g. We are knowing German is not well-formed in English.

### 7) contrast

A difference between two linguistic items which can be exploited systematically. The distinction between the two forms arises from



the fact that these can occupy one and the same slot in a syntagm, i.e. they alternate paradigmatically, e.g. the different inflectional forms of verbs contrast in both English and German. Forms which contrast are called distinctive. This can apply to sounds as well, for instance /p/ and /b/ contrast in English as minimal pairs such as pin /pɪn/ : bin /bɪn/ show.

### 8) convention

An agreement, usually reached unconsciously by speakers in a community, that relationships are to apply between linguistic items, between these and the outside world or to apply in the use of rules in the grammar of their language.

### 9) Course Planning

A number of different levels of planning and development are involved in developing a course or set of instructional materials based on the aims and objectives that have been established for a language program.

### 10) creativity

An accepted feature of human language — deriving from the phenomenon of sentence generation — which accounts for speakers' ability to produce and to understand a theoretically infinite number of sentences.

### 11) descriptive

An approach to linguistics which is concerned with saying what language is like and not what it should be like (prescriptivism).

**12) diachronic**

Refers to language viewed over time and contrasts with synchronic which refers to a point in time. This is one of the major structural distinctions introduced by Saussure and which is used to characterise types of linguistic investigation.

**13) displacement**

One of the key characteristics of human language which enables it to refer to situations which are not here and now, e.g. I studied linguistics in London when I was in my twenties.

**14) duality of patterning**

A structural principle of human language whereby larger units consist of smaller building blocks, the number of such blocks being limited but the combinations being almost infinite. For instance all words consist of combinations of a limited number of sounds, say about 40 in either English or German. Equally all sentences consist of structures from a small set with different words occupying different points in the structures allowing for virtually unlimited variety.

**15) economy**

A principle of linguistic analysis which demands that rules and units are to be kept to a minimum, i.e. every postulated rule or unit must be justified linguistically by capturing a generalisation about the language being analysed, if not about all languages.

**16) Effective Teaching**

Quality teaching is achieved not only as a consequence of how well teachers teach but through creating contexts and good.

### **17) extralinguistic**

Any phenomenon which lies outside of language. An extralinguistic reason for a linguistic feature would be one which is not to be found in the language itself

### **18) figurative**

Any use of a word in a non-literal sense, e.g. at the foot of the mountain where foot is employed figuratively to indicate the bottom of the mountain. Figurative usage is the source of the second meaning of polysemous words.

### **19) formalist**

An adjective referring to linguistic analyses which lay emphasis on relatively abstract conceptions of language structure.

### **20) general linguistics**

A broad term for investigations which are concerned with the nature of language, procedures of linguistic analysis, etc. without considering to what use these can be put. It contrasts explicitly with applied linguistics.

### **21) generative**

A reference to a type of linguistic analysis which relies heavily on the formulation of rules for the exhaustive description (generation) of the sentences of a language.

**22) head**

The centre of a phrase or sentence which is possibly qualified by further optional elements, in the phrase these bring new signs the head is signs as all other elements refer to it and are optional. The term is also used in lexicology to refer to the determining section of a compound; in family tree, the element tree is head and family is modifier. This has consequences for grammar, especially in synthetic languages, such as German where in a compound like Stammbuch the gender is neuter (with das) because the head Buch is although the modifying word is masculine (der Stamm).

**23) hierarchy**

Any order of elements from the most central or basic to the most peripheral, e.g. a hierarchy of word classes in English would include nouns and verbs at the top and elements like adjectives and adverbs further down with conjunctions and subordinators still further down. The notions of top and bottom are intended in a metaphorical sense.

**24) idealisation**

A situation where the linguist chooses to ignore details of language use for reasons of greater generalisation.

**25) language**

A system which consists of a set of symbols (sentences) — realised phonetically by sounds — which are used in a regular order to convey a certain meaning. Apart from these formal characteristics, definitions of languages tend to highlight other

aspects such as the fact that language is used regularly by humans and that it has a powerful social function.

### **26) lay speaker**

A general term to refer to an individual who does not possess linguistic training and who can be taken to be largely unaware of the structure of language.

### **27) level**

A reference to a set of recognisable divisions in the structure of natural language. These divisions are largely independent of each other and are characterised by rules and regularities of organisation. Traditionally five levels are recognised: phonetics, phonology, morphology, syntax, semantics. Pragmatics may also be considered as a separate level from semantics. Furthermore levels may have subdivisions as is the case with morphology which falls into inflectional and derivational morphology (the former is concerned with grammatical endings and the latter with processes of word-formation). The term 'level' may also be taken to refer to divisions within syntax in generative grammar.

### **28) linguistic determinism**

Refers to the view, propounded by Edward Sapir and Benjamin Lee Whorf, that language determines the way in which people think. Also termed the linguistic relativity hypothesis.

### **29) linguistics**

The study of language. As a scientific discipline built on objective principles, linguistics did not develop until the beginning of the

19th century. The approach then was historical as linguists were mainly concerned with the reconstruction of the Indo-European language. With the advent of structuralism at the beginning of the 20th century, it became oriented towards viewing language at one point in time. The middle of this century saw a radically new approach — known as generative grammar — which stressed our unconscious knowledge of language and underlying structures to be found in all languages.

### **30) marked**

A term used to state that a particular form is statistically unusual or unexpected in a certain context. For instance zero plurals in English such as sheep or deer are marked.

### **31) metalanguage**

The language which is used to discuss language; see also object language.

### **32) metaphor**

An application of a word to another with which it is figuratively but not literally associated, e.g. food for thought. This process is very common in the use of language and may lead to changes in grammar as with the verb go in English where its spatial meaning has come to be used metaphorically for temporal contexts as in He's going to learn Russian.

### **33) Need Analysis**

Needs are often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can

presently do in a language and what he or she should be able to do.

### 34) Needs

Content may be sequenced according to when learners are most likely to need it outside of the classroom. For example, the rationale for the sequencing of content in a social survival curriculum is given as follows: The topics and cross-topics in the curriculum are sequenced “in order of importance to students’ lives, ease of contextualization and their relationship to other topics and cross-topics.”

### 35) onomastics

The linguistic study of names, both personal and place names. This field is particularly concerned with etymology and with the general historical value of the information which names offer the linguist.

### 36) paradigm

The set of forms belonging to a particular word-class or member of a word-class. A paradigm can be thought of as a vertical list of forms which can occupy a slot in a syntagm. Pronounced [ˈpærəˈdaɪm]

### 37) parameter

Any aspect of language which can obtain a specific value in a given language, e.g. canonical word-order which can have the verb in a declarative sentence either before the subject, after the

subject or after both subject and object. Contrast principle in this respect.

### 38) performance

The actual production of language as opposed to the knowledge about the structure of one's native language which a speaker has internalised during childhood (see Competence)

### 39) Productivity

A reference to the extent that a given process is not bound in its application to a certain input. For instance the prefixation of re- to verbs in modern English is productive because this can be done with practically all verbs, e.g. re-think, re-do, re-write. The term also refers — in syntax — to the ability of speakers to produce an unlimited number of sentences using a limited set of structures.

### 40) psychological reality

The extent to which the constructs of linguistic theory can be taken to have a basis in the human mind, i.e. to somehow be reflected in human cognitive structures. Many linguists are divided on this issue, one extreme claiming that this requirement of a theory is not necessary, other saying that it is the ultimate test of any respectable theory.

### 41) reflexiveness

The possibility of using language to talk about language; this is one of its delimiting characteristics with respect to other communication systems



## 42) rhetoric

The technique of speaking effectively in public. Regarded in the past as an art and cultivated deliberately.

## 43) Sapir-Whorf hypothesis

The notion that thought is determined by language. While few linguists nowadays accept this strict link, there would seem to be some truth to the postulation of the two American anthropologists/linguists.

## 44) Situational Analysis

Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project. These factors may be politic, social, economic, or institutional.

## 45) Teaching Materials

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.