

English 510 final Preps

"Don't follow your dreams"
chase them
*with **US***

THANKS TO OUR "Source of Strength"
"ANNY ADEEL"



- 01 **RIZWANA ASLAM**
- 02 **NAGINA FAWAD**
- 03 **SANA KHALID**
- 04 **MALIHA MUBARIK**
- 05 **NIMRA KHALID**
- 06 **ANUM KHAN**
- 07 **SIBTAIN MUMTAZ**

******THE SQUAD IS ON BOARD******
FOR THE MOST STUPENDOUS VOYAGE
ON
"SOCIOLINGUISTICS" ENG510
FOR
FINAL 2020

ENG510 spring 2020

Q. Name the discipline that should be related to sociolinguistics or Issues of language identity in Pakistan(Topic#005)

Two basic perspectives on the study of language are the following:

1. Anatomy of Language (Structure)
2. Physiology of Language (Functioning)

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations and context, on the way language is used, and society's effect on language. It shares the general goal with a lot of other disciplines. In its broad goal of describing language and its relationship to society, social behavior, and culture, it overlaps with numerous other disciplines, such as Sociology, Philosophy, Linguistic Anthropology, Psychology, Dialectology, etc. Within Linguistics, it overlaps with Historical linguistics, Geographical linguistics, Descriptive linguistics, Comparative and Contrastive linguistics, Psycholinguistics, and Ethnolinguistics. Sociology of language studies society in relation to language, whereas sociolinguistics studies language in relation to society.

Q. Language contact. Topic#21

We need to consider certain concepts: What is language contact? How does it happen? What are the consequences? As a general observation and experience we know that different groups of speakers using different languages come into contact. Language contact occurs when speakers of two or more languages or varieties interact and influence each other. The study of language contact is called contact linguistics. Sometimes unrelated languages that are typical of creole language formation come in contact. We also look at a variable spreading due to contact between different varieties of English. A new variant is introduced into a relatively stable and elaborate system. The question that arises is whether variation is free or structured.

Before the 1960s, the general feeling in Western linguistics was that some of the variation observed in language was “free” and “unconstrained”. There are some constraints on the outcomes of language contact other than the principle of localization. A constraint relates to the aspect of space. Another constraint is concerned with speaker's attitudes. Another constraint is of social factors. Yet another is social rigidity in which an innovation is being introduced. So, language contact occurs in a variety of phenomena, including language convergence, borrowing and relexification. The most common products are pidgins, creoles, codeswitching, and mixed languages. So, language contact is not as free as it seems to be.

Q. Three types of code switching. Topic#66

1 Intra-sentential Switching: This takes place within the boundaries of a sentence or a clause. This is limited to the mixing of words or phrases of one language into the other.

2 Inter-sentential Switching: This takes place at the boundary of sentences or clauses. So, the speaker switches from one language to the other as he or she moves from one sentence/ clause to the other.

3 Tag Switching: This kind of switching involves the use of a tag or a tag question from language B while speaking in language A

Q. Social networks. Topic#75

The social networks model offers a far less abstract framework than that of the speech community. It focuses on the social ties that specific speakers have with each other, and examines how these ties affect speakers' linguistic usage. A key component of the social network model is measuring its strength, calculated by classifying whether networks are 'dense' or 'loose', as well as whether they are 'uniplex' or 'multiplex' (Milroy, 2001, p. 550). A network is dense if members

that you interact with each other otherwise, it is loose. If members know each other in more than one way, for example, they work together and are members of the same family, and then the links are multiplex as opposed to uniplex. Dense and multiplex social networks tend to support localized linguistic norms, and they function as a method of norm reinforcement, whereby linguistic and other social norms are maintained by members of the network. In contrast, in loose and uniplex social networks, language change will be more likely to occur, owing to the lack of norm reinforcement. Milroy and Gordon (2003) argue that migration, war, industrialization and urbanization have caused disruption of close-knit, localized networks.

The social network model is most commonly associated with the Milroy's in Belfast (Milroy and Milroy, 1978; Milroy, 1987). Instead of using the method of social stratification, the Milroy's focused solely on working-class speakers. They gave each speaker a network strength score designed to measure the density and multiplexity of a network, focusing on social factors including kinship ties and whether individuals socialized with their workmates. Milroy (1980) found that those with the highest network strength scores maintained local vernacular norms the most. In the three different locations she examined (Ballymacarrett, the Hammer and the Clonard), she found that males in Ballymacarrett had the strongest dense and multiplex social networks and used vernacular norms most frequently, a consequence of their close social ties, resulting from good levels of male employment in the shipyard industry. This contrasted with the other two locations where male unemployment was high. Females in the Clonard also had high frequency of vernacular norms owing to employment in the linen industry, contrasting again with high levels of unemployment in the other two locations. The close social networks of the men and women in these different locations can therefore be seen to be acting as norm reinforcement mechanisms.

Define language change Topic#91

Ans. Language change is the phenomenon by which permanent alterations are made in the features and the use of a language over time. All-natural languages change, and language change affects all areas of language use.

Q. What is language desertion Topic#93

Ans. Language desertion is the act of deserting, or willful abandonment. Language desertion or code desertion is a term that refers to the phenomenon of abandoning the use of one language in favor of another which may ultimately result in the death of the deserted language.

Language alternation and hybridization generate desertion. Attitude of the speakers towards the mixed variety correlates with the attitude towards the language they desert. There are various linguistic and socio-cultural reasons for this. Sometimes due to the influence of a stronger language in a bi/ multilingual society, there is a shift from the weak language towards the strong language, but sometimes the weak language is gradually completely left or disowned by the speakers. This process of language desertion is very much evident in South Asian countries. Due to the spread of English the local and regional languages are gradually losing their identity as they are being abandoned by the speakers. To get a better position in this hierarchy every language strives hard to extend the range of its total functional roles. The more is the number of the total functional roles the greater is the power of the language.

Q. Name three gesture Topic#103

1. pointing gestures,
2. gestures that convey or reveal emotions
3. emphatic gestures

Spontaneous gestures in four groups. Topic#103

Ans. Spontaneous gestures are divided into four groups:

1. pointing gestures,
2. gestures that convey or reveal emotions
3. emphatic gestures,
4. Rhythmical gestures

Gestures are not universal and are unique to a given language group. For example, sticking out tongue stands for teasing by Europeans, a threat among the Chinese, anger in India and wisdom in Ancient Maya. Nonlinguistic means of communication may accompany ordinary speech

Q. Three types of non-linguistics communication. Topic#103

Ans. Types of Nonlinguistic Communication

- Gaze
- Non-sign gestures
- Facial expressions
- Pictures
- Proximity
- Posture
- Objects
- Jewelry
- Clothes
- Symbols

Q. Para-linguistic Communication. Topic#104

Ans. Paralinguistic communication is the study of voice and how words are said. Paralinguistic signals and cues refer to every element and nuance of your speech. It is the study of vocal and sometimes non-vocal signals beyond the basic verbal message or speech. It also known as vocalics. Paralinguistic sets great store on how something is said, not on what is said. It includes speech characteristics falling outside of the spoken word. It can modify the meaning behind words. It includes:

- accent
- pitch
- volume
- speech rate,
- modulation
- fluency

"The boundaries of paralanguage," says Peter Matthews, "are (unavoidably) imprecise" (Concise Oxford Dictionary of Linguistics, 2007). We speak with our vocal organs, but we converse with our entire bodies. Paralinguistic phenomena occur alongside spoken language, interact with it, and produce together with it a total

system of communication. So, the cliché that language is what is said, paralanguage is how it is said, can be misleading.

Ethnography of speaking. Topic#106

Ans. Hymes is a major figure in ethnography of speaking. He expanded concerns about language study beyond description. According to him it is the analysis of communication within the wider context of the social and cultural practices and beliefs of the members of a particular culture or speech community. A church sermon is an example of a complete social event which involves the following:

- Speaker
- Listener
- Message
- Channel
- Register
- Underlined complex set of socially recognized rules
- Breaches if normal conditions of sermon

It provides insights into various aspects such as which communication acts and/or codes are important to different groups; what types of meanings groups apply to different communication events; how group members learn these codes, in order to provide insight into particular communities. This additional insight may be used to enhance communication with group members, make sense of group members' decisions, and distinguish groups from one another.

The ethnography of communication is a term that is meant to be descriptive of the characteristics that an approach towards language from an anthropological standpoint must take. According to Hymes, (1962, 1964):

1. It must "investigate directly the use of language in contexts of situations so as to discern patterns proper to speech activity".
2. It must "take as context a community, investigating its communicative habits as a whole."
3. Rather than divorcing linguistic form from its function, the analysis of a culture's or community's communication, linguistic and otherwise, must occur with respect to the sociocultural context of its use.
4. It is used as a methodological tool.
5. Empirical studies

Q. Chomsky notion of linguistic competence. Topic#109

Ans. Chomsky presented the notion of 'linguistic competence', by which he means a person's specifically linguistic knowledge — roughly, knowledge about words and word combinations. He also presented generative grammar theory; and defined competence as the grammar one knows without being necessarily aware of it (linguistic knowledge); whereas performance as the way people use that linguistic knowledge when communicating (Coupland, et al 1997). In terms of sociolinguistics, competence and performance could be defined as follows: Competence is the knowledge of a language grammar as well as the factors behind it (connotation, levels of formality, style, and register, among others).

Q. Linguistics relativity. Topic#111

Ans. The principle of linguistic relativity holds that the structure of a language affects its speakers' world view or cognition. It is popularly known as the Sapir–Whorf hypothesis, or Whorfianism. It was first discussed by Sapir in 1929, the hypothesis became popular in the 1950s following posthumous publication of Whorf's writings on the subject. However, it was attacked by followers of Noam Chomsky in the following decades.

Two versions of Sapir–Whorf hypothesis:

1. The strong version asserts that the language determines thought, and linguistic categories limit and determine cognitive categories.
2. The weak version believes that the linguistic categories and usage only influence thought and decisions.

Q. Linguistic imperialism Topic#113**Q. English is playing a fundamental role in the promotion of global**

inequalities and structures of dependency. Phillipson (1988, p. 339) refers to it as linguistic imperialism, and asserts, “the ideologies and structures which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and non-material) between groups which are defined on the basis of their language i.e., of their mother tongue.” He calls it linguistic imperialism and states, “an essential constituent of imperialism as a global phenomenon involving structural relations between rich and poor countries in a world characterized by inequality and injustice.” According to Phillipson (1992, p. 52), imperialism is a type of relationship whereby “one society or collective in more general terms can dominate another” and which manifests itself in a variety of ways: economically, politically, militarily, culturally and socially. For Galtung, the world can be divided into two domains: 1. the Center (the powerful Western countries) 2. the Periphery (the developing ones)

Language is the medium through which the elite of the Center regulate the Periphery; and plays a crucial function by providing the link between the dominant and the dominated groups; and is representative of the basis upon which the notion of linguistic imperialism is built. Phillipson (1992, p. 47) asserts that the legitimization of English linguistic expansion has been based on two notions: 1. Ethnocentricity 2. Educational policy

Q. What is ethnocentricity and educational policy Topic#113

Ans. ‘Ethnocentricity’ is the “practice of judging other cultures by standards of its own.” These two practices are used to impose a distinction between languages+ to promote the notion of the assumed inferiority of secondary languages with respect to the norms determined by the dominant culture. Burns and Coffin et al. 2001, p.78-87) claim that the extent to which English is involved in the political, educational, social and economic life of a country is clearly a result of both the historical legacy of colonialism and of the varying success of countries since independence in warding off the threats of neocolonialism. In the same way Theo van Leeuwen (in Coulthard et al 1996, p. 55) are of the view, “The English language allows us to make a choice between functionalism and identification, and that the use of this choice in discourse is of critical importance”. Graddol (in Burns and Coffin et al. 2001, p.27-8) adds that English has two main functions in the world: it provides a vehicular language for international communication and it forms the basis for constructing cultural identities. The issue of linguistic imperialism as being need based is controversial. The question arises regarding differentiating between ‘need’ and ‘creating a need’. It is claimed that the imposition is based on colonialism.

Q. Linguistics rights. Topic#114

Ans. Linguistic rights are the human and civil rights concerning the individual and collective right to choose the language or languages for communication in a private or public atmosphere. Linguistic rights were first included as an international human right in the Universal Declaration of Human Rights in 1948. Across the globe, there is a perceptible shift in the analysis of the form and use of the English language. Against the notion of the ‘linguistic

imperialism' of British and American English (Phillipson, 1992) the development of bilingualism and English as an International Language (EIL), which allows the inclusion of varieties of English and recognizes the contribution of non-native speaker teachers, is beginning to form a counter-offensive.

In addition, the growth of English has not continued at the predicted pace. The television news channel CNN has failed to reach a mass market and has had to produce different editions of news programs in different languages because English has not spread as far as the corporation had believed or expected (Morley and Robins, 1995). At the same time, there is an increasing acknowledgement of the linguistic and cultural rights of communities. In 1996, the Universal Declaration of Linguistic Rights was approved by 220 people from almost 90 states worldwide. In Article 24, it states that all language.

Q. What is ethno education Topic#115

Ans. Ethno-education is described in the Colombian Constitution as education for ethnic groups which must be in accordance with their aspirations. The problem with the notion of language rights is that global human rights policies rarely cover economic and social rights, and hardly mentioned language rights except when used as a political tool. In fact, it is not the case that all language rights are acknowledged as linguistic human- rights which are protected by international law. According to Rannut (1999, p.110): 'International law does not deal with languages directly but as 'markers of identity and dignity of persons belonging to a specific group expressed in various language functional domains. Although international law recognizes collective rights, all the linguistic rights are attached to individuals. Explicit reference to the collective aspect would give minority language speakers more protection.

Q. Two main types of human rights. Topic#115

Ans. There are two main linguistic human rights in education

- : 1. To learn the standard form of an official language in the country of residence
2. And to learn and use your mother tongue (Skutnabb-kangas and Phillipson 1994, p.71).

Q. What is slang? Topic#116

Ans. Slang may be characterized as a very informal language variety that includes new and sometimes not polite words and meanings. It is often used among particular groups of people, for example, groups of teenagers or professional groups, and is usually not used in serious speech or writing. You can get an idea of slang from a British perspective by consulting the online

The dictionary presents under the letter K:

- Kisser Noun. Mouth. Origins in boxing
- Knocking shop Noun. A brothel
- Kooky Adj. Crazy, eccentric

Some of the expressions contain ordinary words in the language, only with a special meaning attached to it, like kisser and knocking. These words have acquired new meanings in their polysemy networks. In other cases, the expressions contain special words that do not have any non-slang meanings, like kooky. We define a variety as a set of linguistic items with similar social distribution vocabulary, grammar, as well as phonology; but slangs is the set that includes only a relatively small set of vocabulary items.

Q. Idiom in sociolinguistics. Topic#118

Ans. Any expression that means something other than its words seem to suggest can be called an idiom. The study of language constantly requires in interpretation of socially determined meaning. Proverbs and idioms are also determined by a socio-geographical experience. Proverbs, like riddles, jokes or fairy tales, do not fall out of the sky and neither are they products of a mythical soul of the folk. Instead they are always coined by people in context. Oral traditions influence the way members of any given community think, thus, how they perceive and feel about the world around them” (Dominguez, 2010). Oral tradition of proverbs provides insights into how different societies think about women differently or in the same way. Schipper (2010) asserts that the basic themes of proverbs are derived from elementary human experience and activities. For example, in proverbs “Women are mostly associated with beauty, and men with intelligence” (Schipper, 2010). The notion that women have no brains is presented in the proverbs of many languages and cultures. Here are some examples in this regard:

- ‘More beauty than a peacock, but the intelligence of a block of wood’ (Mangolian).
- ‘A doll’s head and an empty brain’ (Polish)’.
- “Women are wacky, women are vain; they’d rather be pretty than have a good brain (English, USA)”.
- “Women have only half a brain” (Arabic).
- “aurat naqis- ul- aqal hoti hai” (Urdu).

Q. Functions of proverbs. Topic#118

Ans. Online Oxford Dictionaries define a proverb as “A short, well-known pithy saying, stating a general truth or piece of advice”. Another definition is “A short, memorable, and often highly condensed saying embodying, esp. with bold imagery, some commonplace fact or experience”. Proverbs are very closely associated with cultures. The New Dictionary of Cultural Literacy (2002) defines it as “short, pithy sayings that reflect the accumulated wisdom, prejudices, and superstitions of the human race”.

An Idiom:

Any expression that means something other than its words seem to suggest can be called an idiom. The study of language constantly requires in interpretation of socially determined meaning. Proverbs and idioms are also determined by a socio-geographical experience. Proverbs, like riddles, jokes or fairy tales, do not fall out of the sky and neither are they products of a mythical soul of the folk. Instead they are always coined by people in context. Oral traditions influence the way members of any given community think, thus, how they perceive and feel about the world around them” (Dominguez, 2010). Oral tradition of proverbs provides insights into how different societies think about women differently or in the same way. Schipper (2010) asserts that the basic themes of proverbs are derived from elementary human experience and activities. For example, in proverbs “Women are mostly associated with beauty, and men with intelligence” (Schipper, 2010). The notion that women have no brains is presented in the proverbs of many languages and cultures. Here are some examples in this regard:

- ‘More beauty than a peacock, but the intelligence of a block of wood’ (Mangolian).
- ‘A doll’s head and an empty brain’ (Polish)’.
- “Women are wacky, women are vain; they’d rather be pretty than have a good brain (English, USA)”.
- “Women have only half a brain” (Arabic).
- “aurat naqis- ul- aqal hoti hai” (Urdu).

Q5. High and Low varieties of language. Define. Topic#121

Ans. • High and low varieties should belong to the same language.

- Low variety is learnt as mother tongue
- High variety is learnt at school.
- Speakers of H variety explicitly know the grammar of H variety.
- Don't know the grammar of L variety. But speak L variety in informal situations.
- Consider it a corrupted form of H variety.

H variety uses:

- Higher Education
- Business
- Newspapers
- Media Broadcasts
- Sermons
- Formal Lectures
- Writing

L variety uses:

- Everyday life
- Home
- Family
- Street
- Marketplace
- Friends

Q. Explain extended diglossia with reference to Fishman Topic#123

Ans. Joshua Fishman presented a modification of Ferguson's (1959) original concept and rather strict definition of diglossia in (1967). He proposed an expansion of Ferguson's definition of diglossia in two respects.

1. A diglossic speech community is not characterized by the use of two language varieties only. There may be more than two language varieties used within a diglossic community.
2. Diglossia refers to all kinds of language varieties which show functional distribution in a speech community. Diglossia, as a consequence, describes a number of sociolinguistic situations, from stylistic differences within one language or the use of separate dialects to separate languages.

Example of diglossia. Topic#124

Q. Explain high variety of language. Topic#124

Ans. The high variety may be an older stage of the same language as in medieval Europe, where Latin remained in formal use even as colloquial speech diverged. The high variety may be an unrelated language, or a distinct yet closely related present-day dialect.

• **Example:**

Standard German alongside Low German. Another example is of Chinese where with Mandarin as the official, literary standard and local varieties of Chinese used in everyday communication. Other examples may include

Literary Katharevousa versus spoken Demotic Greek; Literary Tamil versus spoken Tamil; Indonesian, with its Baku and Gaul forms; Literary versus spoken Welsh.

Q. Explain the relationship among media and society. Topic#126

Ans. Language, media and society together form a trio in which each affects the other. The question is how far and in what ways. Language is a social activity and today we have blurred social boundaries as the world has turned into a global village. In relation to this trio we also need to take into consideration media and myth in language change. The 'traditional' sociolinguists' response to the potential impact of the television on language is found clearly formulated in the work of Peter Trudgill. Trudgill (1986, 1988) argues that a key process of language change is diffusion, or the spreading of linguistic innovations across geographical regions. Diffusion takes place through linguistic accommodation; speakers may alter their speech in response to those with whom they are talking. Generally, this happens face-to-face interaction, however still television fits awkwardly with the model. Trudgill admits that TV may act as a source for new lexis and idioms, or as a model for speaker of a dialect to acquire the core phonology and syntax of the standard variety of a language. According to the traditional view, then, television may be able to influence systemic language change, but indirectly through changes in attitudes towards linguistic varieties. Another view is that it may increase speakers' awareness of innovations. It is less likely to promote their adoption.

For example, think of dialect speakers of English. But it is misleading. All are skeptical, and German sociolinguists, for example, Brandt (1984) claims that the broadcast media affect their audience – including their language but it is difficult to quantify and qualify the influence exerted. Muhr (2003) makes strong claims for exposure to German. German television as a key factor in current lexical, and grammatical, changes underway in Austrian German. Social Media has become very strong in the recent years; and has a strong influence. In fact, it provides a two-way channel of communication.

Q. Electronic media. Topic#129

Ans. In fact the media that use electronics or electromechanical audience to access the content is known as electronic media. This is in contrast to static media mainly print media. There are various electronic media types:

1. Television
2. Radio
3. Internet
4. Smart phones
5. Electronic display advertising
6. Audio/video tape

Traditional media on the other hand consists of the following

- Radio
- Television

Media in all its forms and shapes has a very strong control over ideology. This implies that it plays a prominent role in propaganda as well. However, today beyond the notions of 'influence' and 'effect' we need to think about the binary distinction of 'media' vs. 'community language'.

Q. What is meant by the media linguistic Topic#130

Ans. Significance of media in today's world is unprecedented. One of the consequences of this spread of media is the emergence of 'Media Linguistics'. There is a lot of cutting-edge research from variationist and interactional sociolinguistics; Media linguistics, and language ideology research as well as minority language studies. Media linguistics has evolved in various ways with the emergence of digital media. "Media linguistics" studies how language is used in the media" (Schmitz, 2015). Its focal point is similar to sociolinguistics that the use of language in actual communicative situations. Specific focus of media linguistics is medium-specific processing of signs and their semiotic materialities.

Q. Three types of social networks. topic#131

Ans.

- Facebook
- WhatsApp
- Instagram

Q. Social media. Topic#131

Ans. There are various definitions available. For example, simply it can be defined as "Websites and applications that enable users to create and share content or to participate in social networking". Gitelman and Pingree (2003) have presented a temporal approach that is based on using the term "media in transition". It is a period of time during which a medium is emergent and thus a sort of contrast to and competitor for the old media. Manovich (2002) has defined new media as cultural objects "which use digital computer technology for distribution and exhibition". Social media are computer mediated technologies that facilitate the creation and built-in social media services currently available.

Q. Emerging Social Media Trends. Topic#132

Ans. Higher engagement of emerging social media rates between brands and customers. Brands are suddenly realizing the impact of social media engagement and creating lasting. According to Instagram, at least 80% of its users already follow a brand on the network. Customizable Chatbots

- Incoming social messages to your brand need a response.
- An organization receives hundreds or thousands of similar customer service questions
- Solution is chatbots. In-Platform messaging and Instagram stories
- Instagram stories
- Snapchat
- Instagram stories accrued more than 250 million daily users.
- 173 million daily active Snapchat users Today, it is through emerging media more augmented-reality and face filters. Face filters have grown in popularity over the years.

Q. Horizontal and vertical channels. Topic#134

Ans. Network analyses also ask how often the members of all these groups are the same, and how often they are completely different. It is very important for sociolinguists to have a sense of what the patterns of associations are between people who are friends or roughly social equals within a community. This is because the diffusion of linguistic change happens relatively fast and very efficiently along what we might call horizontal channels e.g., within one age group and a social cohort. What we might call vertical channels e.g., channels

between generations or across big social divides are a comparatively slow and inefficient means of transmitting innovation. So, it is common knowledge that kids talk like their friends, not their parents.

Q. Social media and unusual spellings. Topic#136

Ans. Language, media and society make a trio. In this technological age of computers and social media, spellings are speedily changing. If we say that spellings are going almost extinct it will not be completely wrong. What we need to think is how far and how much we are affected by social media.

Every day we use a variety of options available such as:

- Twitter
- Facebook
- Instagram
- WhatsApp
- Websites
- SMS

As an individual think of how much of time do you spend on social media; and what kind of activities you are involved in? This would give you a realization that most of it is in written form. Also think about what kind of writing you come across. With autocorrect, twitter, and text lingo, it appears that people are becoming progressively more unconcerned with their ability to spell. This has a tremendous impact on spelling. We as users need to consider what the practices are. As people type at speed online, there is now a "general attitude" that there is no need to correct mistakes or conform to regular spelling rules. Children brought up with the internet do not question wrongly spelt words. Following questions need our consideration:

- What are the reasons of these spelling changes?
- Would we term them as good or bad practices?
- How far are they becoming socially acceptable?
- How are they sometimes even encouraged?

Example:

Twitter users only have 140 characters to express themselves per tweet. As such, they have created their own shorthand language, full of abbreviations and hashtags. Grammar and spellings are losing their value because technology and social media are making things too convenient for us. For twitter, what matters the most, is that you say what you want in as few words as possible. People bring these habits into their everyday lives; and shorthand English is becoming a social norm. Adults are using shorthand in their emails and students are using it in their writing assignments. As far as the future of spellings is concerned there is a huge question mark. What can be positively stated is that social media and technology are here to stay. Spellings and grammar are important for coherent expression. So, what about future in this context?

Shorthand English is becoming a social norm. Discuss with reference to social media. Topic#136

Ans. Twitter users only have 140 characters to express themselves per tweet. As such, they have created their own shorthand language, full of abbreviations and hashtags. Grammar and spellings are losing their value because technology and social media are making things too convenient for us. For twitter, what matters the most, is that you say what you want in as few words as possible. People bring these habits into their everyday lives; and shorthand English is becoming a social norm. Adults are using shorthand in their emails and students

are using it in their writing assignments. As far as the future of spellings is concerned there is a huge question mark. What can be positively stated is that social media and technology are here to stay.

Write common Western Example. Topic#138

Ans. Common Western examples are as follows:

:{ equals sad

:((equals very sad

Weeping can be written as :

'(A blush can be expressed as :">

A wink ;)

A grin :D

Q. Social media impact on English Topic#139

Q, Influence of media on language Pakistan Topic#139

Ans. Dimensions of impact of English language are multiple such as:

Time Space Speed Placement

Levels of impact of English language are also multiple such as:

Grammar Syntax Vocabulary Morphology Phonology There is also a considerable significance of appropriating existing vocabulary. One of the most notable ways that social media has influenced the English language, is through the appropriation of existing vocabulary. Words that had existing meanings, have now been given other meanings in an online context.

Wall = ones in your house, or the ones outside in the street

In social media context = homepage of your social media profile, where you can share aspects of your life/work in a public forum. Other words re-purposed for social media:

- Tablet: portable screens
- Troll: an internet user who seeks attention by making outrageous or unreasonable comments.
- Stream(ing)= transmission of data as a steady continuous flow
- Catfish= an internet user who poses as someone other than themselves online.
- "DM", (Direct Message)
- "FOMO" (Fear of Missing Out)
- "TBT" (Throwback Thursday)

The speed at which new vocabulary is introduced online, used, quickly over-used and then discarded is phenomenal. Examples of 'antique' text speak include OMG, TXT, GR8, M8 and L8R. Now, the development of the English language is accelerating at an unprecedented rate, and dictionary publishers are scrambling to strike the right balance between relevancy and credibility. Social media is at the center of the struggle, increasing the speed at which new words are adopted and creating new words for possible inclusion in the modern English dictionary.

- "straight" is now written as "Str8",
- "first" as "fess";
- "house" is now "haus"

- “help” is “epp”;
- “kind of”, what you get is “kinda”,
- “money” is simply “moni”
- “the computer sign” @” has effectively replaced the word “at”
- “come” is now “cum” • the conjunction “and” is represented with an “n”
- “that” is now “dat”,

Q. language ideology Topic#141

Ans. Language Ideology: According to BBC radio and television presenter John Humphry (2004): I don’t like glottal stops (especially when they are adopted by public school-educated politicians because they think it makes them sound cool) and I don’t like people saying ‘fink’ unless they have a speech impediment. The justification for the writer’s dislike of the glottal stop has less to do with the sound itself than with a particular set of speakers who use it for a particular function. I dislike London accent because they are stuck up snobs. Asserts Cheshire and Edwards (1993, p. 42). Whereas Edwards (1982) writes: “people’s reactions to language varieties reveal much of their perception of the speakers of these varieties”.

Q. Good and bad forms of English Topic#141

Ans. Associated with this notion of good and bad forms of English is the doctrine of correctness; as some speakers will often report that a particular way of saying something is just plain wrong. Such ‘errors’ have included grammatical features like multiple negation (for example, I ain’t never been there), and the use of ‘redundant’ words for example, added in added bonus. In many cases, the features that are reported as wrong either used to be fairly common in the earlier history of the language but failed to make it into the ‘standard language’ when it was codified, or are currently undergoing change. This change may be incipient only in a very specific domain, and even in a restricted set of constructions such as:

- The thieves broke into our kitchen but they only took the toaster.
- The thieves broke into our kitchen but they took only the toaster.

Ans. Native speaker of language. Topic#142

Ans. The ‘arbitration’ role of the native speaker is problematized when one considers communities. For example: In India non- native speakers use English for such a wide variety of purposes that the views of the native speaker become less and less relevant; and more local norms of usage emerge. Being a native speaker gives a sense of community, and with that, a sense of identity. Being a native speaker of English gives you a different identity from the group of individuals who are native speakers of French. An interesting issue in this regard is of bilinguals: For example, individuals from Montreal in Canada who are bilingual speakers of French and English. The question arises whether they are members of both groups simultaneously, or form instead a group of their own? Some speakers align themselves with what they perceive as a particular local variety. Within England, for example, this might be as a ‘northerner’, or more locally as a ‘north- westerner. So, there are issues of identity.

Native speakers. Topic#142

Ans. There are more speakers of English as second or other language than as a 1st or native language (Crystal, 2003). A question to be considered is: What precisely does it mean to be a native speaker of a language?

Common- sense view is that one who is born in a community of other speakers of English, and acquires his language from parents. Others may turn to them for guidance.

The question is what is acceptable or not; and whether a particular grammatical construction is better or worse than another. The 'arbitration' role of the native speaker is problematized when one considers communities. For example: In India non- native speakers use English for such a wide variety of purposes that the views of the native speaker become less and less relevant; and more local norms of usage emerge. Being a native speaker gives a sense of community, and with that, a sense of identity. Being a native speaker of English gives you a different identity from the group of individuals who are native speakers of French. An interesting issue in this regard is of bilinguals: For example, individuals from Montreal in Canada who are bilingual speakers of French and English. The question arises whether they are members of both groups simultaneously, or form instead a group of their own? Some speakers align themselves with what they perceive as a particular local variety. Within England, for example, this might be as a 'northerner', or more locally as a 'north- westerner'. So, there are issues of identity.

Q. English speech community. Topic#145

Ans. To understand this let us take the example of a 'farming community' that is a group of people who have farming in common. To define them we are not interested in other features such as interest in rock music or the color of their eyes. Now to understand a speech community we may draw an analogy of English speech community. So, they all share some sort of common linguistic knowledge. However, the problem is that it is hard to agree on what such 'knowledge of English' might actually be. In fact, trying to define what 'English' is on purely linguistic grounds can be problematic.

Q. National languages in Pakistan. Topic#146

Ans. The linguistic situation of Pakistan is a highly complex arena with several regional languages, a national language (Urdu) and English as an international language/ as a foreign/as second language. There is immense regional and linguistic diversity in Pakistan. We have Pakhtuns, Balochis, Punjabis, and Sindhis. Diverse cultural traditions exist and people speak different languages. Urdu is written in a modified version of the Persian script, from right to left. It is not indigenous to Pakistan and in its literary form it emphasizes words of Persian and Arabic origin. It enjoys great prestige as a symbol of the Pakistan movement and as the national language of Pakistan. The greatest concentration of speakers of Urdu is in Punjab and Karachi. Urdu is preferred against all the regional and local languages for use in all the formal situations, though with the passage of time English is taking its place in the formal sphere of life. In spite of its status as the national language, however, only a few percent of Pakistanis speak Urdu as their first language. Since independence it has the status as a national language, but there has always been a demand for cultural autonomy in other provinces, and resentment against discriminating govt. policies. There is a tension between Urdu and local languages on one level, and Urdu and English on the other level. But Urdu has always been favored in all the language policies.

Q. What is the status of Provincial and local languages in Pakistan. Topic#147

Ans. The linguistic situation of Pakistan is very complex. There are various regional languages. We have Pakhtuns, Balochis, Punjabis, and Sindhis plus more than 7 million Muhajirs living in Pakistan. We need to understand the status of Urdu and English as well in the midst of no less than 24 languages and a considerably great number of dialects, that is not less than 70, are spoken (Mansoor, 1993). According to Rafique (1993-94, p. 6): "A number of languages are spoken in Pakistan, all belonging to Aryan age except Brahui which is spoken by a small number of people in the Kalat region. These languages heavily lean upon Persian and Arabic. Balochi, due to the area's geographical affinity to Iran, is more akin to the Persian than any other language". Speakers of Punjabi make up 56.1 % of the population and about 48% of Pakistan's population speaks Punjabi as a first language (Mansoor, 1993).

Q. Diversity and Pakistani context. Topic#148

Ans. The linguistic situation of Pakistan is very complex. There are various regional languages but Urdu has a unique status. It is the language of majority province and dominant ethnic group so it enjoys supremacy. But, at the same time Punjabis are dominated linguistically and culturally by Urdu and English-speaking communities. We also need to take into consideration the accommodating and eclectic nature of Punjabi, the 'soft' boundaries of Punjabi and Urdu, and the element of mutual intelligibility is instrumental in the spread of Urdu. During the recent years children of Punjabis do not have Punjabi as their first language. And, Urdu has taken its place. As far as Sindhi, Baluchi, Pashto are concerned according to Saigol (1993):

- Sindhis makeup 26.6%
- , • Baluchis 5.1%
- Pathans 13.1% of the population

The linguistic picture is quite complex as in Sindh, Sindhi is spoken in rural Sindh whereas Urdu in urban Sindh, and Gujrati in influential minorities. In N.W.F.P. Pashto is the language of majority, though one district Hazara uses Hindko. Despite the smallest population Baluchistan has multiple languages: Baluchi, Pashto, Brohi and a sprinkling of Sraiki and Punjabi. Regional and ethnic sentiments in the form of Sindhi and Baluchi nationalism have close links with Sindhi and Baluchi languages as one source of identity. Also, in this regard the issues of identity and ideology and the issues of power play a vital role.

Q. Issues of linguistic unity in Pakistan. Topic#149

Ans. Pakistan is multi-cultural and multilingual. To understand these dimensions, we need to think of "unity in diversity" and "diversity in unity". Language is a dividing power and simultaneously language is a unifying force. There are various issues and aspects of identity such as

- Cultural
- Political
- Linguistic
- Ethnic/ Racial

Q9. How language is related to power. Explain. Topic#150

Ans. When we think of language and power, we need to think how they both inter-relate. Language use does not take place in vacuum. In the same way power exertion also does not happen in vacuum. Regarding the Pakistani social context, we also need to keep in mind the changing social scenario and political aspect of this

social context. In fact, language is as a determiner of power. It is a dividing and a unifying force. Ideological power, linguistic power, economic power and power of media all interrelate.

Q. Status of English in Pakistan. Topic#151

Ans. There are various factors and multiple reasons that contribute towards the role and status of English in Pakistan. The multi- cultural and multi-lingual context of Pakistan is not very simple to understand. To understand the role and status of English in Pakistan following aspects need to be considered:

- Place of English in linguistic hierarchy
- Language power and social context
- Social status ladder
- Historical background of English
- Colonial experience
- Language of the rulers
- Placement of English in the language policy of Pakistan
- Placement of English in the education policy of Pakistan
- English and economic power
- English and power of media

Q. English and education in Pakistan Note. Topic#153

Ans. To understand the status of English in relation to education in Pakistan, we need to think of the historical background of English in the sub-continent. Even after independence, the language policy issue in higher education in Pakistan has not been adequately addressed by the various education commissions. English has been regarded as an official language, and as a medium of instruction in higher education in Pakistan. However, every policy is seen as an interim arrangement. The long- term language policy as laid down in all the reports of educational policies as well as education commissions and committees has been throughout to introduce Urdu as the official medium of instruction. Urdu was declared the official medium of instruction for schooling (class 1-12) in the public sector soon after the country's independence. The period assigned to the transfer has varied in various reports. For example: Fifteen years in the 1950s (Sharif Commission); and five to seven years in the 1970s (University Grants Commission, 1982). The Report of the Education Sector Reforms (2001) and the Task Force on Higher Education (2002) set up by General Musharraf have also not addressed the issue of language policy in higher education.

The question that the present language policy poses is whether Pakistani students involved in higher education receive sufficient linguistic support in Urdu, English, or their mother tongue. This is a complex question. Another question is: Whether to promote its national language (Urdu) for ideological purposes, or English in keeping with the demands of the emerging global market? Learners' language difficulties in the English medium and provision of quality materials in Urdu for higher education have not been given adequate attention so far. One major problem is lack of research in the areas of language planning in education. Only a few sociolinguistic surveys are involving schooling in Pakistan (Mansoor, 1993; Rahman, 2002).

In higher education which includes undergraduate and postgraduate studies the participation rate is around 3% only. As far as English Language Teaching (ELT) is concerned, Abbas (1998) asserts that despite the massive inputs into the teaching of English, the national results are abysmally poor. College level pass percentage is extremely poor in English as a compulsory subject. Failure in English examinations is mainly because of flawed pedagogy and material design. We need to consider the question: Is teaching of English necessary for all levels of the population? English is a compulsory language from class VI to BA in all schools, the exception being Sindh and Punjab, where English is compulsory from class 1. And, the irony of the situation is that English is a compulsory subject at the graduate level and Urdu is not.

Q. Social class issues related to English in Pakistan Topic#154

Ans. In order to understand the relationship of English and social class issues in Pakistan first we need to understand in the social setup who is who? How do you know this positioning of who is who? What are the determiners of this social class positioning? As an answer we may say that generally speaking economics is the determiner. The question is: Apart from economics how is social status reflected in life style, dressing, social behavior and linguistic behavior? Consequently, it is used to exert power, demonstrate knowledge, and assert position. Use of English in the domains of power includes its use in government, business, higher education and media.

Q. Impacts of language contact. Topic#156

Ans. In the context of multilingualism issues of linguistic identity and relevant social issues emerge; and language contact in the social network of multilingual society makes it a very complicated situation. In other words, there are various social and cultural push and pull forces that operate on various contact languages. As far as the impact of language contact is concerned, it becomes evident in various forms such as code switching, code mixing, language-shift and language desertion.

Q. Role of English in Law, Politics and Government in Pakistan. Topic#159

Ans. English has dominated the political and official landscape in Pakistan as in other developing countries for a long time as the language for development. It is also the language of government, law, and politics. English as a language of government has an everyday usage at higher levels and for official documentation as well as for formal meetings. As far as English as a language of law is concerned, it has a colonial heritage; and the availability of legal documents is mostly in only English language. When it comes to English as language of politics the emblematic status of English due to its historical association with the elite has helped in making it a language associated with prestige. There are various political factors that also play a significant role.

Q. Domain of market and business. Topic#160

Ans. In Pakistan, everyday market language is Urdu. However, when it comes to the elite business class and language use, we can easily notice that English is used as a medium of communication and interaction. Formal meetings and official processes are carried out in English. Whether we accept it or not, whether we are ready for it or not English is now the global language of business around the world; and this factor has a strong impact

on Pakistan as well. More and more multinational companies are mandating English as the common corporate language. Pakistan too needs it for communication and performance of business endeavors across geographically diverse areas.

Q. Domain religions language in Pakistan Topic#160

Ans. As far as the domain of religion is concerned, in Pakistan Arabic is the main language. However, for everyday less formal usage, Urdu is used. English, as it has emerged as a more common medium of code mixing, it has also found its way into modern religious discourse. In this regard, we need to think about the 'religion and media' relationship, and the contribution of media. Language choices on media have a strong influence on the society.

Q. Two types of code switching with example Topic#166

Ans.

- tag switching
- intra sentential
- inter-sentential

Examples

for tag switching: woh bohat achi hai. Isn't she? She is very nice. Hai na? Examples for Intra sentential switching: woh bohat intelligent hai; Khana bohat tasty hai. Examples of Inter-sentential switching: Khana bohat acha hai but I don't feel like eating; woh bohat zaheen hai and I like intelligent people.

Q. Two inter-sentential example. Topic#166

Ans. Examples of Inter-sentential switching:

1. Khana bohat acha hai but I don't feel like eating;
2. woh bohat zaheen hai and I like intelligent people.

Q. write three factors of code-mixing Topic#168

3. **Ans**

4. • setting
5. • addressee
6. • addresser
7. • social factors such as prestige attached to a particular language
8. • socio-historical background of a language

Q. Code mixing global phenomenon. Topic#169

Ans. Code mixing is a global phenomenon. It is found in many countries of the world where more than one language is used. In Pakistan we have: English, Urdu and various regional languages. Apart from mixing of English and Urdu:

- Regional languages and English are mixed.
- Sometimes three languages are mixed.
- Local and regional identities and code mixing
- National Identity
- Identity as educated
- Identity as well-off

- Identity as fashionable

Q. Short note on Code mixing of other languages in Pakistan. Topic#169.

Ans. Code mixing is a global phenomenon. It is found in many countries of the world where more than one language is used. In Pakistan we have: English, Urdu and various regional languages. Apart from mixing of English and Urdu:

- Regional languages and English are mixed
- Sometimes three languages are mixed.
- Local and regional identities and code mixing
- National Identity
- Identity as educated
- Identity as well-off
- Identity as fashionable

Q. Define greeting. Topic#171

Ans. Greetings are an exchange of cheerful expressions or good wishes between two people or a group of people. Greetings can help people in establishing interpersonal relationship. They can be used as an introductory remark to begin of a proper conversation. Greeting is an expression that may occur on the road, at work, shopping, the coffee shop, meetings, home and social functions. As greeting is one of the means of developing interpersonal relationships, it is worth studying from sociolinguistic point of view.

Q. What is relationship between blessing, curses and sociolinguistics Topic#172

Ans. Blessings and curses are common in all languages. They are social and culture specific expressions which play an important role in communication. Blessing and cursing are very diverse in nature and serve several functions in social interactions. They reflect the speaker's emotional attitude to the topic of conversation. Blessings are expressions of gratitude or wishes for others. Generally, elders use blessing expressions. On the contrary, cursing is considered as verbal act of threatening through which the speaker wishes evil or misfortune to befall on others. They are used to blame others. Following are some examples of blessings from around the world:

Navajo Wedding Ceremony Now

you have lit a fire and that fire should not go out. The two of you now have a fire that represents love, understanding and a philosophy of life.

American Indians

Now you will feel no rain, for each of you will be shelter for the other.

Polish Blessing

May your heart be as patient as the earth - your love as warm as harvest gold. **Chinese Wedding Blessing**

May you respect each other like honored guests. In short blessings and curses provide insights into cultures; and are significant to study.

Q. Three features of kinship Topic#173

Ans. Morgan identified six basic patterns of kinship terminologies:

1. Hawaiian kinship

Only distinguishes between sex and generation. Thus, siblings and cousins are not distinguished the same terms are used for both types of relatives.

2. Sudanese kinship

No two types of relatives share the same term. Siblings are distinguished from cousins, and different terms are used for each type of cousin i.e. father's brother's children, father's sister's children, etc.

3. Eskimo kinship

In addition to sex and generation, it also distinguishes between lineal relatives those related directly by a line of descent and collateral relatives those related by blood, but not directly in the line of descent

4. Iroquois kinship

In addition to sex and generation, it also distinguishes between siblings of opposite sexes in the parental generation. A genealogical relationship traced through a pair of siblings of the same sex is classed as a blood relationship but one traced through a pair of siblings of the opposite sex can be considered an in-law relationship. In other words, siblings are grouped together with parallel cousins, while separate terms are used for cross-cousins. Also, one calls one's mother's sister "mother" and one's father's brother "father".

5. Crow kinship

Like Iroquois, but further distinguishes between one's mother's side and one's father's side. Number of relatives belonging to one's father's matrilineage are grouped together, ignoring generational differences, so that the same term is used for both one's father's sister and one's father's sister's daughter, etc.

6. Omaha kinship

Like Iroquois, with the addition that a number of relatives belonging to one's mother's patrilineage are grouped together, ignoring generational differences, so that the same term is used for both one's mother's brother and one's mother's brother's son. So, kinship varies culturally. And, has sociolinguistic significance attached to it?

Q. Names of kinship term. Topic#173

Ans.

1. Hawaiian kinship
2. Sudanese kinship
3. Eskimo kinship
4. Eskimo kinship
5. Crow kinship
6. Omaha kinship

7. Q. Modes of address. Topic#176

Ans. Address terms is an important feature of social interaction which can provide valuable information about the interlocutors, their relationship and their circumstances. Address terms play a crucial role in communication and maintaining social relationships between members of a society. They need to be studied in every language and culture. According to Yule (2006), address term is a word or phrase for the person in the context. According to Leech (1999), an important formulaic verbal behavior is well recognized in the sociolinguistic literature as they signal transactional, interpersonal and deictic ramifications in human relationships.

Modes and terms of address are important in any society for the purposes of identification and expression of ideas. The use of these terms depends upon the social rank, age, and the gender of the persons involved in any communicative situation" (Girish, 2005). In the past few decades, sociolinguists have shown great interest in studying address terms as they reflect the social relationships between members of a specific speech community. They are not static; and they vary

according to the social contexts. Social factors such as class, education, occupation, age, gender, power, solidarity, politeness, race and ethnicity, religion influence the use of address terms. Culture is a major determining factor in the use of terms of address. Members of a speech community utilize various address terms according to their socio-cultural relationship. They can include proper names, nicknames, titles, pronouns, prefixes and other referent terms with semantic significance.

According to Koul and Madhu-Bala (1989), there is a difference between English and SouthAsian languages in this regard. There is a multiplicity of ways in which South-Asian languages permit their speakers to mark out different kinds of relationships. In Pakistan certain honorific words and reference terms are used to address people in formal and informal situations.

- molānā
- mūfti

A highly developed system of naming is used, for example, first names and surnames together with terms associated with professions and kinship. They are used in specific ways to imply particular kinds of social interaction and varying degrees of interrelationships (Aitsiselmi, 2004). Ranks and social positions are also used as a mode of address.

For example:

- Doctor sāhib, doctor+ name+ sāhib,
- Air commodore retired +name + sāhib etc.

Q. Repetition Note Topic#178

Ans. Societies where speakers have more than one language available, speakers use different conversational strategies to serve specific linguistic functions. Repetitions in the process of code mixing are one of the strategies used by speakers to achieve certain linguistic goals. Functions of repetition include to reemphasize their idea, to ensure that they have conveyed to the listener exactly what they wanted to convey, to facilitate understanding on listener's part, to convey certain socio-cultural connotations attached to the linguistic choice of the repeated item etc. A variety of ways are used by Pakistani speakers to create repetitions in the process of code mixing of Urdu/ English. For example, a word used in one language is immediately repeated for instance: nisbatan comparatively, or north shūmāl. Sometimes a connector/ conjunction is inserted between the linguistic item and its repetition in the other language: peace aur aman, aman yā peace etc. Other examples are: is war maen is jung maen aur itni powerful ūnki āwāz honi chāhiy itni tāqatwar ūnki āwāz honi chāhiy' developed jo taraqiyaftā mūmālik meritorious laiq buchā in these examples within a noun phrase repetition of adjective in L2 is made however the noun is not repeated. For instance, look at the examples sub saey richest, and sub saey jo latest. Her superlative degrees of adjectives are used. And, only the superlative degree marker is repeated instead of the whole word.

Q. Greeting in Pakistan. Topic#180 (3)

Ans. Greetings, blessings and interjections play a very significant socio-linguistic role. Common Greetings in Pakistani context include aslām-o-alikūm, khūsh-āmdid, Hello and Hi. Common de-greetings in Pakistani context include khūda-hāfiz, Allah hafiz, Bye, Goodbye, Take care etc.

Q. Write two factors of Sindhi folklore Topic#185

Ans. Sindh folklore

Manifestations of traditional

Watayo Faqir tales

Legend of Moriro

Epic tale of Dodo Chanesar

The love story of Sassui and Punhu, is known and sung in every Sindhi settlement.

Stories of Umar Marui and Suhuni Mehar

Q. Status of oral literature in Pakistan. Topic#185

Ans. There are various famous forms of oral literature in Pakistan which include folklore, tappa, lori, qisa, geet etc. As far as folklore in Pakistan is concerned, there is a lot of oral literature available in the regional languages of Pakistan. Here are some details:

Sindh folklore

Manifestations of traditional

Watayo Faqir tales

Legend of Moriro

Epic tale of Dodo Chanesar

The love story of Sassui and Punhu, is known and sung in every Sindhi settlement.

Stories of Umar Marui and Suhuni Mehar

Balochi folklore

Stories of Hani and Shah

Murad Chakar,

Shahdad and Mahnaz

Lallah and Granaz

Mast and Sammo

War tales are equally stirring.

Pakhtun folklore

Songs sung with Khattak dance

The romantic tale of Adam Khan and Durkhanai features a lute-player (rabab) whose music earns her love.

Punjabi folklore

Heer and Ranjha from Jhang is very famous.

Today it is celebrated in songs, movies and theatre.

Q. Pakistani education system. Topic#188

Ans. The two streams of educations, namely, Urdu- and English medium, in the Pakistan's education system have been highlighted by Blundell (1989). Blundell, P. 1989. Language barriers. Education, 173: 354–355., amongst others, who refers to this phenomenon as “the great divide”.

The current education system in Pakistan is a legacy of the British colonial powers. The British started two streams of education – English-medium and vernacular-medium – to serve their own political end.

Pakistani educators’ general concern is that the English language is taught under conditions which are far from being satisfactory. English has the status of a lingua franca and is a common means of communication - besides Urdu. It is an easy medium for science and technology. However, despite studying English in schools and colleges

for about 6- 8 years, students, especially those from rural backgrounds, are not able to communicate in English with relative ease and success. Even in some areas where students use a regional language as a first language (L1) besides Urdu - and in such areas English becomes a third language (L3) - they lack all the four major linguistic skills - reading, writing, listening, and speaking. Since acquiring a second language is a skill, it should be approached in that light. It is clear that the methods of teaching the English language in Pakistan have not yielded the desired objective, i.e. communicative competence. Educators, second language acquisition researchers, and English language teachers in Pakistan must approach teaching English as a Second Language from the perspectives of Applied linguistics and sociolinguistics.

Q8. Issues in primary education in Pakistan. Topic#188

Ans. Issues related to primary education in Pakistan include low level of public investment as public expenditure on education has been 2.2 percent of GNP in recent years. There has been more focus of funds on higher education. Another issue is of lower income class and particularly it is related to the issues of private education where there is always a compromise on quality. Read the following extracts to understand the situation

The two streams of educations, namely, Urdu- and English-medium, in the Pakistan's education system have been highlighted by Blundell (1989). Blundell, P. 1989. Language barriers. Education, 173: 354–355., amongst others, who refers to this phenomenon as “the great divide”.

Q. Define the names of two programs of bachelor in Pakistan. Topic#190

Ans. There are two types of Bachelor courses in Pakistan: Pass or Honors. Pass degree requires two years of study. Language choices and related language issues are involved in this regard. There are various cultural aspects of language issues and linguistic consequences as well as social consequences.

Q. Input hypothesis. Topic#191

Ans. The input hypothesis developed by linguist Stephen Krashen makes a distinction between language acquisition and language learning (acquisition–learning distinction), claiming that acquisition is a subconscious process, whereas learning is a conscious one. According to this hypothesis, the acquisition process in L2 (Language 2) is the same as L1 (Language 1) acquisition. The learning process is consciously learning and inputting the language being learned. However, this goes as far as to state that input is all that is required for acquisition. Sociocultural approaches reject the notion that SLA is a purely psychological phenomenon, and attempt to explain it in a social context. Some key social factors that influence SLA are the level of immersion, connection to the L2 community, and gender.

Q. 3 education drawback in Pakistan. Topic#193

Ans. Drawbacks in the education system include

1. Little understanding of curricular objectives
2. Inexperienced teachers
3. Defective methods

Q. Three major steps included in second language teaching. Topic#193

Ans. The process of any second or foreign language teaching includes

- 1 'selection,'
- 2 'grading,' and
- 3 'presentation' as the major steps.

Q. What factor that should be consider in the selection of target language. Topic#194

Ans. Factors that contribute or are to be considered in the selection of target language:

1. To develop the learner's intellectual power through it
2. To enhance the learner's cultural values, literature and philosophy
3. To be able to communicate orally in their second language
4. To help acquiring reading, writing, listening, and speaking skills
5. To deepen knowledge and appreciation of target language cultural experiences

Q. Scope of research in sociolinguistics. Topic#196

Ans. The question of concern is why to do research in sociolinguistics and what the scope of this research is. As far as the scope of research in sociolinguistics is concerned, it is immense. It is also multidisciplinary and multicultural in nature. The scope of research in sociolinguistics relates to most up to-date and the most rapidly advancing areas of research including language and identity and language and gender. Sociolinguistics, combined with other disciplines, offers enhanced engagement through the inclusion of thought-provoking perspectives and questions.

Significant areas of research in sociolinguistics are various. Over time, sociolinguistics has developed dialectological core interest and expanded its field of interest. In the social sciences, rigorous awareness of the principles underlying exploration and explanation led to a highly developed critical theory which sociolinguistics has also drawn on. This has resulted in macro-sociolinguistic work in the consequences for language of globalization and the multinational economy: politics, ideology and education policy have become key areas for sociolinguists.

Sociolinguistics provides the possibilities of exploring local and international contexts, and to make comparisons and contrasts. The negotiation and manipulation of power and powerlessness, status and stigma, consensus and conflict are all matters for analysis within sociolinguistics.

Q. Scope of teaching sociolinguistics. Topic#196

Ans. The issue of concern is the significance and scope of teaching of sociolinguistics. After all, why to teach sociolinguistics? Significance and scope are evident from the fact that it helps to understand the following the patterns of multilingualism in the global context. It also helps to identify the shape of new language varieties, helping to define ethnicity and identity in various contexts. And, finer gradations can be made between core sociolinguistics and social linguistics and the sociology of language from the point of view of teaching.

Its scope includes the international and interdisciplinary diversity of the field in representing the broad view of sociolinguistics. Together with second language research and teaching (which itself owes much to sociolinguistic work), sociolinguistics is the central discipline of applied linguistics. It has practical outcomes for education policy, government spending, social affairs, constitutional arrangements, international relations, debates on ethnicity, nationalism, multiculturalism and cultural values. Significance and scope of teaching sociolinguistics in relation to other disciplines can be understood by relating it to the following disciplines:

- Discourse Analysis
- Pragmatics
- Ethnography

Issue of data collection. Topic#198

Techniques of data collection. Topic#198

Data collection in sociolinguistics is of crucial significance and due to its significance, the issues attached to it also become significant. Various data collection techniques are employed in analyzing social variation and language use.

There are various options available such as:

1. Working with the existing data
2. Generating new data
3. The sociolinguistic interview
4. Free conversation
5. Issues

Q. Elucidate the future of sociolinguistic as discipline Topic#200

Ans. Modern sociolinguistics originated in the 1960s as an interdisciplinary subfield intersecting sociology, anthropology, and linguistics. The scope for future developments is very vast because the inter-disciplinary research partnerships suit the nature of the discipline. Sociolinguists can build interdisciplinarity both pedagogically as well as professionally. Sociolinguistics has the potential to bridge gaps in theory and methods. The possibilities of future interdisciplinary scholarship between sociolinguists and sociologists depend on how the gap can be bridged. Half a century after the Social Science Research Council set up a committee on sociolinguistics, the amount of interaction between linguists and sociologists remains minimal. Despite important work on discourse and conversational analysis, very few sociologists have acquired the basic tools of linguistic analysis, and very few linguists have contributed to the thinking of sociologists. As far as future hopes are concerned, in the face of increasingly complex and diverse global realities, sociolinguists can gain greater insight into micro- and macro-level processes of social interaction, social stratification, and social change by jointly investigating. Some key avenues to explore in future include literacy acquisition and educational achievement; the relevance of conversation in bringing about social cohesion and social exclusion; and the significance of conversation styles in processes of prejudice and discrimination.

Some further comments about the future of sociolinguistics can be made based on what Labov has asserted. According to Labov, "Linguistics is not a predictive science, and I would prefer to let the future unroll under its own momentum". What will determine the future is whether studies of linguistic change and variation prove to be a cumulative and positive route to answering our fundamental questions about the nature of language and the people who use it.

Q. Define reproduction. From google

Ans. In linguistics, reduplication is a morphological process in which the root or stem of a word (or part of it) or even the whole word is repeated exactly or with a slight change. Reduplication is used in inflections to convey a grammatical function, such as plurality, intensification, etc., and in lexical derivation to create new words. It is often used when a speaker adopts a tone more "expressive" or figurative than ordinary speech and is also often, but not exclusively, iconic in meaning. Reduplication is found in a wide range of languages and language groups, though its level of linguistic productivity varies.

Define term media. From google

Ans. Media are the communication outlets or tools used to store and deliver information or data. The term refers to components of the mass media communication industry, such as print media, cinema, broadcasting (radio and television).

The Term media in its modern application relating to communication channels was first used by Canadian communication theorist. Marshall McLuhan, who stated in *Counterblast* (1954): The media are not toys; they should not be the hands of Mother Goose and Peter Pan executives. They can be entrusted only to new artists because they are art forms." By the mid-1960s, the term had spread to general use in North America and the United Kingdom. The Term Medium the singular form of media, is defined as "one of the means or channels of general communication, information, or entertainment in society such as newspaper, radio, or television.

Q. Ethnography of education. From google

Ans. Gestures are not universal and are unique to a given language group. For example, sticking out tongue stands for teasing by Europeans, a threat among the Chinese, anger in India and wisdom in Ancient Maya. Nonlinguistic means of communication may accompany ordinary speech

Research Methodology in Education: Ethnography. ... Ethnography is a particular form of knowledge that develops through specific techniques (for example, participant observation, fieldwork, and case studies)

Q. Why people leaving their mother tongue. From google

Ans. *Language attrition* is the progressive loss of a language due to lack of use. It's a little known but relatively common phenomenon that can happen to people who have little or no contact with their language of origin, such as émigrés who leave their home country at a young age.

Q. Language competence. From google

Ans. Language competence is a broad term which includes linguistic or grammatical competence, * discourse competence, * sociolinguistic or socio-cultural competence, * and what might be called textual competence. The specific learning outcomes under the heading Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications. The various components of language competence are grouped under four cluster headings (see illustration). Under each of these cluster headings there are several strands (identified by strand headings for the bulleted SLOs) that show the developmental flow of learning from level to level. Each strand deals with a single aspect of language competence.

Q. Define gesture from google

Ans. A **gesture** is a form of [non-verbal communication](#) or non-vocal [communication](#) in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, [speech](#). Gestures include movement of the [hands](#), [face](#), or other parts of the [body](#). Gestures differ from physical non-verbal communication that does not communicate specific messages, such as purely [expressive](#) displays, [proxemics](#), or displays of [joint attention](#). Gestures allow individuals to communicate a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with [body language](#) in addition to [words](#) when they speak. Gesticulation and speech work independently of each other, but join to provide emphasis and meaning.

Gesture processing take place in areas of the brain such as Broca's and Wernicke's areas which are used by speech and sign.

Q. Standard language and vernacular difference. From google

Ans.

As nouns the difference between vernacular is that vernacular is the language of people or a national language while standard is a principle or example or measure used for comparison.

As adjective the difference between vernacular and standard is that vernacular is of or pertaining to everyday language while standard is falling within an accepted range of size, amount, power and quality.