

# **BILINGUALISM**

## **(ENG512)**

**Notes based on MCQs**  
**Lesson 23 to 50**

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# BILINGUALISM

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Q: Language practices can also be turned into something about which people, communities, and states have opinions and feelings that is, language practices or \_\_\_\_\_.

translanguaging	dialect	Languaging	sociology	c
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Q: Languaging practices are \_\_\_\_\_ into languages.

focused	codified	modified	taken	b
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Q: Urdu has become an important identity marker for \_\_\_\_\_ after independence.

Indo Pak	Sub continent	Pakistanis	Pak & Bangladesh	c
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Q: Some languages have acquired a sanctity dimension for example \_\_\_\_\_ for Muslims.

Arabic	Persian	Urdu	English	a
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Q: Languages are not \_\_\_\_\_ codes by themselves.

Determined	fixed	error	Beneficial	b
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Q: There is no \_\_\_\_\_ fixed structure to language.

natural	worthy	well	terminated	a
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Q: Michel Foucault, discourse conceives language as a form of \_\_\_\_\_ practices that naturally occurs in connected speech and written text with those who participate in the event.

societal	Commercial	regional	social	d
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Q: \_\_\_\_\_ goes beyond discourse to say that there is only languaging.

Edward Sapir	Pennycook	Paul Grice	Roman Jakobson	b
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Q: Dialects, pidgins, creoles, and \_\_\_\_\_ are instances of languaging.

Non academic	academic	diglossic	classic	b
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Q: For linguists, the term \_\_\_\_\_ is a neutral term used for variants of a specific language.

language	Creole	dialect	pidgin	c
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Q: Romaine defines dialect as a \_\_\_\_\_ variety of a language.

Superior	dominate	Higher	subordinate	d
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Q: Regional dialects, associated with a \_\_\_\_\_.

place	country	planet	Society	a
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Q: Social dialects, associated with \_\_\_\_\_.

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Social class	Domestic	Elite class	People	a
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Q: Historical dialects referring to \_\_\_\_\_ of present language varieties.

Persons	ancestors	Politicians	Linguistics	b
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Q: There are also ethnic dialects spoken by \_\_\_\_ groups.

eethnolinguistics	social	Class	Labor	a
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Q: People often reserve the term \_\_\_\_\_ for languages or ways of using language.

Language	dialect	Code switching	translanguage	b
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Q: A \_\_\_\_\_ is a dialect with an army and a navy.

language	Creole	pidgin	Code	a
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Q: Language is most often not linguistic but \_\_\_\_\_ and having to do with the power of its speakers.

domestic	social	economic	technological	b
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Q: Many lay people also assume that \_\_\_\_\_ are varieties of a language that are mutually intelligible.

Dialect	codes	Linguistics	Intelligence	a
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Q: Hindi and Urdu, though mutually intelligible are considered \_\_\_\_\_ languages.

one	two	four	six	b
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Q: It is better to use the term \_\_\_\_\_ of language practices when speaking of different ways in which people use language.

consistencies	numbers	complex	varieties	d
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Q: \_\_\_\_\_ are defined by linguists as languages that come into being in contact situations, and are used by speakers with different language backgrounds.

creole	languages	pidgins	translanguaging	c
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Q: Pidgins are always learned as \_\_\_\_\_ languages.

first	second	third	Fourth	b
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Q: When pidgins become standardized, and adopted as the language of the home by a majority of the population, they are known as \_\_\_\_\_.

Social groups	languages	dialects	creoles	d
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Q: Creoles are said to be lexically and structurally \_\_\_\_\_

easy	Mild	complex	light	c
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Q: Michel De Graff has argued against what he calls Creole \_\_\_\_\_.

Easy to speak	exceptionalism	difficult	standardization	b
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Q: \_\_\_\_\_ argues, there is no way to distinguish one from the other.

Noam chomsky	Steven pinker	Eve clark	DeGraff	d
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Q: The languaging of creole speakers takes different features from their entire linguistic \_\_\_\_\_.

capability	repertoire	inefficiency	Will power	b
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Q: Languaging has more features of the creole itself, leading linguists to refer to this variety as a \_\_\_\_\_.

basilect	Dialect	language	ineptitude	a
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Q: Standardization is not an \_\_\_\_\_ characteristic of language.

Beneficial	inherent	capability	inefficiency	b
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Q: \_\_\_\_\_ occurs by fixing and regulating such features as the spelling and the grammar of a language in dictionaries and grammar books which are then used for prescriptive teaching of the language.

Errors	Standardization	Mistakes	Difference	b
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Q: The term standard language is often used in opposition to standard is \_\_\_\_\_.

vernacular	jargon	slang	Literary	a
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Q: Coulmas defines standard as a \_\_\_\_\_ variety of language.

low	standard	prestigious	good	c
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Q: The standard norm is decided and codified by a \_\_\_\_\_ group, disseminated through the institutions of the state such as education and then usage is constantly policed and users dissuaded from divergent practices, both formally and informally.

class	social	economic	central	d
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Q: \_\_\_\_\_ play a lot of attention to the teaching of language itself.

Society	school	Language	linguistics	b
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Q: \_\_\_\_\_ is central in school because it is also the means through which teaching and learning occurs.

class	books	language	pen	c
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Q: Standardization and literacy are intrinsically \_\_\_\_\_.

linked	Differ	Exists	standard	a
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Q: The acquisition of literacy presupposes the existence of a codified written standard, and Standardization depends on the existence of a \_\_\_\_\_ form of language.

Learned	Taken	Exclusive	written	d
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Q: Literacy relies on the \_\_\_\_\_, the standard language itself is taught explicitly in school, and it certainly needs to be taught.

Local	standard	Certain	Ensure	b
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Q: The exclusive use of a standard variety for school has important implications for \_\_\_\_\_ education.

Multilingual	Monolingual	bilingual	Translanguaging	c
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Q: The \_\_\_\_\_ language practices of the home often have little to do with the standard minority language taught in school.

Creole	minoritized	pidgin	French	b
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Q: There is a difference between the way in which language is used in academic tasks and in \_\_\_\_\_ and intimacy.

Discussion	dialogue	Monologue	conversation	d
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Q: The surface fluency so evident in \_\_\_\_\_ language is most often supported by cues that have little to do with language itself.

Social	School	Early	conversational	d
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Q: In personal dialogue, we often ask the other person to repeat, to clarify, and to provide an \_\_\_\_\_.

Answer	example	Suggestion	Idea	b
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Q: Language practices that are supported by meaningful interpersonal and situational cues, known as \_\_\_\_\_ language.

Multi	National	contextualized	Regional	c
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Q: BICS stands for \_\_\_\_\_.

	Basic interpersonal communication			b
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Q: To complete school tasks, and especially assessment tasks, another different set of language \_\_\_\_\_ is needed.

Skills	Tasks	Situations	Set	a
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Q: CALP stands for \_\_\_\_\_.

		Cognitive Academic Language proficiency		c
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Q: Cummins (2000) posits that academic language, both \_\_\_\_\_ and \_\_\_\_\_ is associated with higher-order thinking.

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Listening and speaking	Oralandwritten	Understanding and conveying	Art and gallery	b
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Q: Cummins argues that \_\_\_\_\_ is not superior to BICS.

ALP	CAT	ELT	CALP	d
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Q: Contextual support can also be \_\_\_\_\_ having to do with the experiences, interests, and motivations that interlocutors have.

Internal	external	Enough	superior	b
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Q: \_\_\_\_\_ groups impose their language on the less powerful.

Social	powerful	Class	Economics	b
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Q: Prejudice against users of \_\_\_\_\_ varieties of a language is as old as the history of language itself.

Nonstandard	Standard	Language	Linguistic	a
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Q: AAVE stands for \_\_\_\_\_.

American African Variable English	Anglo American Vernacular English	African American Vernacular English	African Anglo Vernacular English	c
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Q: The racism that is associated with language is what ToveSkutnabb-Kangas has termed \_\_\_\_\_.

linguicism	Dialect	Jorgen	Pidgin	a
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Q: Penny cook has also shown how language use in education may create \_\_\_\_\_ people, able to cooperate in their own exploitation.

good	docile	Civilized	Non civilized	b
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Q: Written \_\_\_\_\_ English in U.S. school assessments is increasingly used to create differences between monolinguals and bilinguals.

Standard	Regional	Asian	Non standard	a
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Q: The concept of \_\_\_\_\_ proposed by Foucault (1991).

CAT	governmentality	Politics	Tax	b
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Q: Foucault focuses on how language practices \_\_\_\_\_ the ways in which language is used.

Manage	Makes	regulate	Modify	c
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Q:The framework of \_\_\_\_\_ developed by Antonio Gramsci (1971).

Hegemony	Louis Pasteur	Michael Faraday	Archimedes	a
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Q: Antonio Gramsci framework explains how people acquiesce to invisible \_\_\_\_\_ power.

Ethnic	Unsocial	cultural	International	c
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Q: Erikson defines \_\_\_\_\_ as routine actions and unexamined beliefs that are consonant with the actions.

Linguistics practices	Hegemonic practices	Language practices	Speaking practices	b
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Q: Our routine language practices become \_\_\_\_\_ mechanisms which unconsciously create categories of exclusion.

Develop	Build	regulatory	unrestrictive	c
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Q: Language is a \_\_\_\_\_ construction, linked to the construction of the nation-state.

Social	Skill	Personality	Introverted	a
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Q: Despite the changes to our conception of nation-states is a result of \_\_\_\_\_.

Wars	globalization	Discrimination	Illegality	b
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Q: Bilingual schools that act on their potential to be transformative must build on the children's complex \_\_\_\_\_.

Pidgin	Creole	Translanguaging	language	d
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Q: Bilingual children tend to have more \_\_\_\_\_ skills and divergent thinking than monolingual children.

Bilingualism	Linguistics	metalinguistics	Multilinguistics	c
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Q: In many, perhaps most, settings in the world, it is normal and unmarked to \_\_\_\_\_ in interactions between individuals who belong to the same bilingual culture.

Language	translanguage	Language switching	Metalinguistics	b
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Q: Sometimes \_\_\_\_\_ takes place across cultures.

native-like control	translanguaging	Bilingualism	Interactions	b
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Q: Translanguaging, or engaging in bilingual or multilingual discourse practices, is an approach to \_\_\_\_\_ that is centered.

Multilingualism	Monolingualism	bilingualism	Phonology	c
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Q: Early scholars of bilingualism, in particular \_\_\_\_\_ only considered native-like control of two languages as a sign of bilingualism.

Ferdinand	bloomfield	Roman Jakobson	Paul Grice	b
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Q: Einar Haugen and Uriel Weinreich, had much broader definitions of \_\_\_\_\_.

Phonetics	Phonology	Morphemes	Bilingualism	c
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Q: Haugen considered even \_\_\_\_\_ proficiency in two languages a sign of bilingualism.

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Maximum	Almost	minimum	Least	c
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Q: Weinreich labeled someone who \_\_\_\_\_ between the two languages as a bilingual.

Limited	alternated	Differentiate	substituted	b
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Q: \_\_\_\_\_ speaks of incipient bilingualism to designate those who are at the very beginnings of acquiring some competence in another language.

Diebold	Roman	Edward Sapir	Paul Grice	a
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Q: \_\_\_\_\_ bilingualism presents a picture of children and adults who are equally competent in two languages.

Unbalanced	Language	balanced	Standard	c
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Q: The belief in balanced bilingualism holds that a bilingual is like two persons, each fluent in one of the \_\_\_\_\_ languages.

One	Two	Three	Four	b
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Q: The languages of an individual are rarely \_\_\_\_\_ equal, having different power and prestige.

Morally	socially	Personally	Equally	b
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Q: \_\_\_\_\_ are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds.

plurilingual	translanguaging	Semilingualism	Bilingual	b
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Q: Translanguaging therefore goes beyond what has been termed \_\_\_\_\_.

Codeswitching	Code mixing	Translanguage	semilingualism	a
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Q: \_\_\_\_\_ families and communities must translanguague in order to construct meaning.

Semilingualism	bilinguals	heritage-language	plurilingual	b
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Q: Translanguaging is thus the only \_\_\_\_\_ practice that can include all family members.

		discursive		c
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Q: Bilingual communities' translanguage extensively, sometimes using their languages for \_\_\_\_\_ modalities.

Same	different	Equal	Lesser	b
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Q: Bilingual practices are in no way \_\_\_\_\_ they simply reflect greater choices, a wider range of expression.

sufficient	ample	deficient	Bounteous	c
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Q: Fishman et al proposed the construct of \_\_\_\_\_.



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Ranges	domains	deficient	Non deficient	b
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Q: Domains allow scholars to make \_\_\_\_\_ between, on the one hand, clusters of interaction and interlocutors, and on the other, more concrete social situations.

Disconnection	Gap	connections	Dissociation	c
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Q: Grosjean (1997) refers to this language use of bilinguals as the \_\_\_\_\_ principle.

disconnection	complementarity	Atrocity	Segregation	b
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Q: Cenoz and Genesee conclude that \_\_\_\_\_ may not need the same levels of proficiency in all of their languages.

Bilinguals	Monolinguals	multilinguals	Semilingual	c
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Q: The linguistic choices for bilinguals are also \_\_\_\_\_.

equal	greater	viewpoint	lesser	b
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Q: Gumperz (1982) has shown how language use of bilinguals has much to do with the desire to be \_\_\_\_\_ distinct.

generally	clearly	socially	not	c
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Q: Scholars nowadays prefer the term \_\_\_\_\_ to refer to language contact phenomena at all linguistic levels.

preference	disconnection	transference	translanguaging	c
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Q: \_\_\_\_\_ is the process of going back and forth from one language to the other.

shifting	translanguaging	code mixing	Code-switching	d
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Q: Code-switching may be of at least \_\_\_\_\_ types.

one	three	two	four	c
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Q: The first type of Code-switching is \_\_\_\_\_.

intra-sentential	inter	co sentential	none	a
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Q: \_\_\_\_\_ refers to instances in which the switch occurs within the boundaries of a clause or a sentence.

translanguaging	sentential	intra-sentential	co sentential	c
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Q: Code-switching is a sophisticated linguistic skill and a characteristic of the \_\_\_\_\_ of fluent bilinguals.

utterance	speech	phrase	sentence	b
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Q: Myers-Scotton has shown how \_\_\_\_\_ in a code-switching environment is used to negotiate interpersonal relationships.

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mode selection	Code-selection	code mixing	none	b
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Q: Code mixing is usually accompanied by \_\_\_\_\_ in the linguistic forms.

utterance	selection	extension	reduction	d
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Q: Bilingualism is characterized by increasing \_\_\_\_\_ of linguistic features of the first language.

intensity	profit	loss	level	c
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Q: When a community engages in efforts to revitalize their language practices, this is called \_\_\_\_\_ bilingualism.

additive	recursive	negative		b
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Q: The \_\_\_\_\_ language continues to be used in traditional ceremonies and by many in the community to different degrees.

Mother	regional	ancestral	diglossic	c
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Q: \_\_\_\_\_ bilingualism draws attention to the fact that bilingualism is not simply linear.

Dynamic	additive	recursive	palinode	c
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Q: \_\_\_\_\_ is helpful in that it enables us to shed concepts of balanced bilingualism.

bilingualism	Plurilingualism	multilingualism	monolingualism	b
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Q: \_\_\_\_\_ (1991) suggests the concept of polyglot dialogue with everyone speaking their language, but understanding everyone else's.

Posner	Chomsky	Brones	John	a
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Q: The concepts of \_\_\_\_\_, language dominance, and mother tongue emerge from a treatment of bilingualism.

Plurilingualism	semilingualism	bilingualism	monolingualism	b
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Q: The obsession with \_\_\_\_\_ as the norm of reference has led to the proposal of the concept of semilingualism.

semilinguals	bilinguals	monolinguals	Plurilinguals	c
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Q: The development of \_\_\_\_\_ has expanded our understandings of the languaging practices of bilinguals.

pragmatics	sociolinguistics	Phonetics	language study	b
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Q: The language usually spoken in the individual's home in his early childhood although not necessarily used by him at present called \_\_\_\_\_.

regional	Father tongue	mothertongue	social	c
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Q: Those who are learning a \_\_\_\_\_ language should be considered emergent bilinguals.

Second	First	Third	mother	a
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Q: The concept of a second-language speaker is \_\_\_\_\_.

perfect	fluent	same like 1st	problematic	d
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Q: The term \_\_\_\_\_ language is also often used to refer to languages spoken by ethnic communities.

Mother	heritage	regional	ethnic	b
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Q: Productive bilingual abilities mean that bilinguals are capable of \_\_\_\_\_ signs in more than one language.

Speaking	writing	producing	all	d
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Q: \_\_\_\_\_ bilingual abilities mean that they may understand, read or attend to, or interpret, signs in more than one language.

additive	recursive	receptive	social	c
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Q: There are \_\_\_\_\_ circumstances that often produce receptive or passive bilinguals.

Four	five	six	seven	a
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Q: Deaf children may not develop the ability to productively sign the standardized \_\_\_\_\_ languages.

Written	spoken	heritage	sign	d
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Q: Bilingualism can also be a consequence of language \_\_\_\_\_, that is, the use to which one puts either language.

production	function	role	importance	b
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Q: The type of \_\_\_\_\_ bilingual is referred by Fishman.

Additive	receptive	recursive	elite	d
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Q: An Eelective bilingual is referred by \_\_\_\_\_ and Figueroa (1994).

Peer	Valdes	Chomsky	Maley	b
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Q: Acquisition, according to \_\_\_\_\_ refers to “picking up” a language.

Hellmann	Valdes	Chomsky	Krashen (1981)	d
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Q: The term \_\_\_\_\_ a second language is used to indicate the study of the language as is done in school or other formal settings.

acquiring	learning	studying	preferring	b
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Q: Simultaneous bilingualism has been referred to as the acquisition of bilingualism as a \_\_\_\_\_ language”

2nd	Third	first	primary	c
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## Lesson-31

Q: Starting to acquire a \_\_\_\_\_ language in childhood is not in itself a sufficient condition for the development of full bilingualism.

Mother	regional	first	second	d
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Q: The differences between early onset and late onset of bilingualism in school are negligible by the time students are in \_\_\_\_\_ school.

primary	higher	secondary	public	c
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Q: Children's communicative needs are also \_\_\_\_\_ than those of adults.

complex	simpler	fluent	problamatic	b
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Q: Language shift or maintenance does not happen in a vacuum, it occurs only when certain \_\_\_\_\_ conditions are present.

social	societal			b
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Q: Co-existence of more than one language called \_\_\_\_\_.

multilingualism	translanguaging	Trilingualism	bilingualism	d
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Q: Differences in power, value, and \_\_\_\_\_ conferred on each of the two languages that lead the group to maintain or abandon the home language.

language	status	education	money	b
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Q: Bilingual education programs for language minorities encourages mostly Spanish-speaking children to shift quickly to \_\_\_\_\_ only.

English	Spanish	regional	Mother tongue	a
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Q: RLS stands for \_\_\_\_\_.

Real Language Shifts	Rear Language Shifts	Reversing Language Skill	Reversing Language Shifts	d
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Q: Nationalist ideologies throughout the world continue to link language to identity \_\_\_\_\_.

bi-directionally	indirectionally	multidirectionally	unidirectionally	d
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Q: Language has much more than a \_\_\_\_\_ and symbolic function.

dialectic	semiotic	phonetic	spoken	b
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Q: There is a \_\_\_\_\_ role between language and identity.

Reciprocal	opposite	contrary	common	a
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Q: Postcolonial identity involves not only \_\_\_\_\_ but by extension otherness.

contrariness	sameness	oddness		b
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Q: Language ideologies represent the \_\_\_\_\_ system of ideas about social and linguistic relationships.

social	regional	cultural	societal	c
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Q: Attitudes, values, and beliefs about language are always \_\_\_\_\_.

societal	regional	cultural	ideological	d
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Q: Bourdieu's concept of linguistic practices as \_\_\_\_\_ capital.

Symbolic	semiotic	dialectic	Written	a
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Q: The \_\_\_\_\_ context can prevent individuals from accessing certain linguistic resources or adopting new identities.

societal	regional	cultural	social	d
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Q: There are \_\_\_\_\_ components of language policy.

six	seven	two	three	d
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Q: \_\_\_\_\_ is also known as language planning, language intervention, language engineering, or language treatment.

Language arrangement	Language learning	Language management	Language teaching	c
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Q: Language practices the \_\_\_\_\_ pattern of selecting among varieties that make up its linguistic repertoire.

common	rear	occasionally	habitual	d
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Q: Language beliefs and ideology interact with the \_\_\_\_\_ levels.

one	two	three	four	b
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Q: According to Cooper (1989), the LP enterprise can be carried out by \_\_\_\_\_ different kinds of actors.

six	five	four	three	d
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Q: Ager discusses \_\_\_\_\_ goals of language policy:

six	seven	eight	nine	b
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Q: Identity, as when states impose certain languages as a \_\_\_\_\_ to specific identities.

hindrance	passage	problem	link	d
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Q: Kaplan and Baldauf (1997) outline \_\_\_\_\_ different kinds of LP activities that schools must carry out.

four	five	six	seven	d
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Q: Skutnabb-Kangas and Phillipson (1994) have identified \_\_\_\_\_ broad categories of Linguistic Human Rights.

four	three	two	seven	c
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Q: Skutnabb-Kangas proposes that there are \_\_\_\_\_ kinds of LHRs.

two	three	four	five	a
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Q: \_\_\_\_\_ linguistic human rights refer to the right not to be discriminated against on the basis of language.

positive	public	common	negative	d
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Q: \_\_\_\_\_ linguistic human rights refer to the maintenance and development of identity through the freedom to practice unique aspects of minority life.

positive	public	common	negative	a
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Q: Bilingual \_\_\_\_\_ refers to the time allotments given to one language or the other in bilingual education.

learning	allocation	planning	teaching	b
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Q: The most equitable distribution of languages is, of course, a \_\_\_\_\_ allocation.

50:50	10:10	20:20	100:100	a
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Q: Most of the time, bilingual education programs have a \_\_\_\_\_ bilingual allocation.

primary	realistic	null	sliding	d
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Q: The child's home language is increasingly used until the two languages are equally divided in a \_\_\_\_\_ relationship.

50:50	10:10	20:20	100:100	a
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Q: As the power of the languages \_\_\_\_\_, the other language may be allocated equal time in the curriculum.

rise	promote	equalize	decrease	c
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Q: The \_\_\_\_\_ of bilingual allocation in bilingual education programs has to do with the resources available, including teachers and material, as well as societal goals.

sliding	variability	fixing	planning	b
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Q: Even after languages have been allocated, educators must make decisions about how languages will be used or arranged in the \_\_\_\_\_.

home	society	curriculum	school	c
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Q: The languages of a bilingual education curriculum can be arranged either by strictly separating them or by using the \_\_\_\_\_ languages flexibly.

six	one	two	eight	c
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# BILINGUALISM

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Q: Flexible language arrangements can be of \_\_\_\_\_ types.

three	two	seven	five	b
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Q: Bilingual education programs following \_\_\_\_\_ bilingual frameworks usually follow this structure.

recursive	common	additive	negative	c
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Q: Decisions as to how the languages are to be separated follow one of \_\_\_\_\_ strategies.

three	four	seven	four	d
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Q: In the United States it is quite common, as we have said, for teachers to write in \_\_\_\_\_ for English and red for Spanish of multilingualism in general.

Blue	green	pink	black	a
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Q: \_\_\_\_\_ has pointed out that teaching all subjects in the two languages.

Fishman	Polmenr	Rowder	Chomsky	a
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Q: Teachers who are members of bilingual communities will use their two languages in classrooms in ways similar to those in which they use them in the \_\_\_\_\_.

every where	country	home	community	d
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Q: \_\_\_\_\_ code-switching is often the way in which bilinguals teachers use language in transitional bilingual education classrooms.

Fixed	usual	primary	Random	d
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Q: In the late 1980s, Rodolfo Jacobson attempted to develop a pedagogy that used \_\_\_\_\_ as a pedagogical tool.

translanguaging	code mixing	code-switching	all	c
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Q: Jacobson's approach taught teachers never to use \_\_\_\_\_ switches.

inter-sentential	intra-sentential	code	inter-code	b
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Q: This bilingual arrangement requires that literacy be reserved only for the \_\_\_\_\_ language.

English	mother	dominant	First	c
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Q: The conception of bilingualism as linear and solely as  $1 + 1 = 2$  rejects any bilingual language which violates traditional concepts of language as an \_\_\_\_\_ system.

dependent	autonomous	solo	pedagogic	b
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Q: The \_\_\_\_\_-associations with code-switching in the classroom have been increasingly questioned by scholars.

# BILINGUALISM

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positive	negative	natural	additive	b
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Q: Responsible code switching means to control the \_\_\_\_\_ and quality of switching between languages in the classroom so as to serve the objective of the lesson.

speed	quantity	fluency	grammar	b
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Q: \_\_\_\_\_ means using both languages simultaneously.

code mixing	Co-langauging	co-mixing	Co-switching	b
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Q: García has been found that the \_\_\_\_\_ and metacognitive exercises offered in cross-linguistic work strengthen the students' languages.

Delta-inguistic	meta-linguistics	cross-linguistic	co langauging	b
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Q: The teacher's intent is always to develop a language of \_\_\_\_\_ or to make content in the majority language understood.

poor	power	region	country	b
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Q: Schools that adopt multiple bilingual teaching have a clear language policy that includes not only the development of bilingual proficiency, but also the \_\_\_\_\_ practices.

transdiglossic	translangauging	cross-linguistic	co langauging	b
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Q: Teachers breakdown information in to small pieces and proceeds in a \_\_\_\_\_ fashion.

linear	non linear	symmetric	parallel	a
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Q: In the \_\_\_\_\_ method, translation is avoided, and teachers' model language patterns that students then repeat.

express	shortest	direct	highest	c
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Q: The grammatical approach was based on \_\_\_\_\_.

performance	behavior	lecture	action	b
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Q: The communicative approach is derived from a constructivist \_\_\_\_\_ framework.

academic	practical	national	theoretical	d
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Q: \_\_\_\_\_ methodology is also used throughout the world for revitalization of languages.

immersion	interest	teaching	transgression	a
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Q: The cognitive approach \_\_\_\_\_ the transfer of knowledge stored as schemata or production systems in one language to the learning of new tasks in a second language.

carry	with	support	bear	c
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# BILINGUALISM

## Lesson-44

Q: Social justice is the most important principle of \_\_\_\_\_ education pedagogy.

mono lingual	multi lingual	diglossic	bilingual	d
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## Lesson-45

Q: Pakistan is a country with at least \_\_\_\_\_ major languages and 58 minor ones.

five	six	seven	eight	b
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Q: The national language, Urdu, has over \_\_\_\_\_ mother-tongue speakers.

11million	12 million	13 million	14 million	a
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Q: \_\_\_\_\_ is indeed the most widely understood language.

pushto	english	Urdu	punjabi	c
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Q: Language becomes deficiton what Bierre Bourdieu, the French sociologist, would call cultural \_\_\_\_\_.

social	capital	primary	neutral	b
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Q: Urdu spreads through schooling, media and \_\_\_\_\_, pragmatic pressures make the other Pakistani languages retreat.

internet	books	primary	urbanization	d
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Q: \_\_\_\_\_ was supposed to continue as the official language of Pakistan till such time that the national language(s) replaced it.

English	Spanish	Punjabi	German	a
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Q: Pakistani government has rationed out \_\_\_\_\_.

Urdu	Arabic	English	Punjabi	c
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Q: Punjabi is a huge language and will survive despite \_\_\_\_\_ shame and neglect. .

additional	culture	social	primary	b
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Q: Sindhi, and Pashto are both \_\_\_\_\_ languages and their speakers are proud of them.

big	small	rich	least	a
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Q: Over \_\_\_\_\_ small languages of Pakistan mostly in Northern Pakistan, which are under tremendous pressure?

forty	fifty	sixty	seventy	b
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## Lesson-46

Q: Pakistan should not rest content with localization in \_\_\_\_\_ alone.

Punjabi	English	sindhi	Urdu	d
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## BILINGUALISM

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Q: Localization in \_\_\_\_\_ is a step forward towards increasing the power base of the people.

Urdu	English	retinal	local	a
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Q: \_\_\_\_\_ factors outlined by David Crystal for the endangered languages.

six	seven	eight	five	a
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Q: An endangered language will progress if its speakers can \_\_\_\_\_ their language.

speak	understand	write	promote	c
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Q: AIDS, family planning in their local language through the \_\_\_\_\_.

school	computer	class	friends	b
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Q: Pakistan is a multilingual country, with \_\_\_\_\_ of its population suffering from multi-dimensional poverty.

40%	49%	45%	47%	b
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Q: The Economic Survey (2011) estimates the literacy rate at \_\_\_\_\_.

55%	57.7%	56.9%	58.6%	b
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Q: Participation in higher education is only \_\_\_\_\_ and is fraught with gender and regional disparities

1%	2%	3%	5%	d
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Q: On Independence Day in \_\_\_\_\_, Urdu was declared the national language.

1946	1947	1948	1949	b
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Q: Differences among individuals need to be accounted for and should not transform in to disadvantage in a \_\_\_\_\_ context.

instructive	educational	traditional	local	b
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Q: A \_\_\_\_\_ theory approach was adopted to generate categories from the interview data.

beached	grounded	based	high	b
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Q: PSGs stand for \_\_\_\_\_.

primary school government	private school government	personal school graduate	Private school graduates	d
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Q: The private school graduates in the study came from \_\_\_\_\_ income groups.

lower	middle	elite	poor	b
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Q: \_\_\_\_\_ GSGs felt they had learnt Urdu.

55%	57%	62%	65%	c
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Q: In private schools \_\_\_\_\_ was being used to explain concepts in classrooms.

## BILINGUALISM

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English	punjabi	Urdu	regional	c
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Q: Language based marginalization results from \_\_\_\_\_ of the linguistic capital that individuals possess.

valorization	devalorization	preferring	valorization	b
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Q: Those who possess the \_\_\_\_\_ linguistic capital they feel naturally superior to others.

most spoken	Mother	Valued	English	c
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