



**KHALID  
HAROON**

Today's learners,  
Tomorrow's leaders.



# English Literature

ملخصات تخصص الادب الإنجليزي

**L201B MTA**



ملخصات البروفيسور



# L201B: DEFINITIONS BOOK 3 - MTA

## CHAPTER 11: TALKING AND WRITING IN ENGLISH:

### DEFINITIONS:

- 1. Genre:** a type or category of text characterized by certain features and used for specific social purposes. For example, a menu, a lab report, a restaurant menu, a job application email, or a WhatsApp conversation, each has different conventions.
- 2. Phatic Communion:** talk used to build social relationships rather than exchange information. For example, saying “How are you?” at the start of a conversation, even if you don't expect a detailed answer.
- 3. Adjacency Pairs:** pairs of utterances where the first creates an expectation for a particular kind of second. For example, (A): “Hi!”, (B): “Hello!”
- 4. Conversation Analysis (CA):** the study of naturally occurring talk, focusing on its structure, turn-taking, and interactional organization. For example, analyzing interruptions and adjacency pairs in a dinner table conversation.
- 5. Terms of Address:** the words or phrases used to refer to or call someone, which reflect relationships and power dynamics. For example, using “Dr.” versus “Alvin” or “boy” in conversation, depending on social hierarchy.
- 6. Turn-Taking:** the orderly exchange of speaking roles in conversation. The process by which speakers manage who speaks and when in a conversation. For example, person A speaks, pauses at a “transition relevance place,” then Person B responds.
- 7. Synchronous Communication:** Real-time interaction where all participants are present. For example, a Zoom call or live chat.
- 7. Language Practices:** routines or activities in which people take part for purposes. For example, bedtime stories, finding something out, persuading somebody to do something or simply building relationships with other people. It focuses on how language is part of our daily routines and how it functions to help us, such as express creativity and playfulness.
- 8. Literacy Practices:** the ways in which people use reading and writing in their daily lives, shaped by cultural and social norms. For example, a parent reading picture books with a child at bedtime, or a mother reading bedtime story to her child regularly.
- 9. Paralanguage:** tone of voice, pauses and gestures are central to the meaning of talk, we learn these forms alongside language itself.
- 10. Talk:** any kind of spoken interaction, including informal conversations and formal settings such as lectures or interviews. For example, a conversation, a lecture, or even sign language between two deaf individuals. Or a conversation between friends at a bus stop or a courtroom cross-examination.



**11. Conversation:** a specific kind of talk that is informal and not governed by institutional rules. **For example**, two friends chatting on a playground, as opposed to a courtroom exchange. Or children chatting on a school playground (as opposed to a teacher-led classroom discussion).

**12. Ideational Function (Halliday):** the use of language to convey content or information. It is the role of language in building and maintaining social relationships. **For example**, “It rained a lot last year”, this gives factual information about the weather.

**13. Interpersonal Function (Halliday)** the use of language to establish and maintain social relationships. the role of language in conveying information or discussing topics. **For example**, “How are you feeling today?” – shows concern and builds rapport.

**14. Speech Acts:** Actions performed via utterances. **For example**, saying “I apologize” not only describes but enacts an apology.

**15. Preferred Response:** the expected or socially accepted reply in an adjacency pair. **For example**, (A): “Would you like some tea?”, (B): “Yes, please.”

**16. Dispreferred Response:** a reply that deviates from the expected social norm. **For example**, (A): “Would you like some tea?”, (B): “No, thanks.” (less socially preferred)

**17. Politeness:** language strategies to show respect, manage social relationships, and avoid offense. **For example**, using indirect speech: “Would you mind opening the window?”, or saying “Excuse me” before interrupting someone, or addressing someone as “Sir” or “Ma’am”.

**18. Face (Goffman):** a person’s social identity or self-image in interaction. Its strategies are used to maintain or save face in conversation. **For example**, being ignored in public might lead to “losing face”. In the story of Dr. Poussaint, being called “boy” damaged his face or self-respect.

**19. Digital Written Interaction:** written communication via digital platforms that mimic spoken conversation. Text-based communication via digital platforms mirrors the feature of spoken conversation. **For example**, chatting through WhatsApp or Facebook Messenger using emojis and short responses like “kk thanks!”.

**20. Digital Conversation Analysis:** the study of how digital written communication (text messaging) replicates spoken talk structures like turn-taking and adjacency pairs. **For example**, a delayed response in WhatsApp where someone replies after several unrelated texts.

**21. Multimodal Literacy:** the ability to interpret and produce texts that use multiple modes such as text, images, emojis, or layout. **For example**, a biology assignment with diagrams, captions, and labeled visuals. **Another example**, a student assignment that includes diagrams, headings, and images along with text.

**22. Asynchronous Communication:** interaction with delayed responses. **For example**, email or message boards.

**23. Quasi-Synchronous Interaction:** written digital communication with very short response times. For example, a WhatsApp group chat with fast replies.

**24. Repair (in conversation):** correction of errors in speech or text, done by oneself (self-repair) or another (other-repair). **For example**, (A): “When I run ot—” (B): “Out\*”, or A: “I goed—went to the store.” (Correcting a typo in a message)

**25. Emoji (and its functions):** a pictorial symbol used in digital text to express emotion, tone, or function like turn-taking or linking. **For example**, 😊 to show happiness, 🙋 to signal leaving, 📎 to refer to a previous image or message.

**26. A Register:** is a set of conventions for language use, including specialist vocabulary.



## CHAPTER 12: GROWING UP WITH ENGLISH:

**1. Emergent Grammar:** the early stage in child language development where children begin to use language creatively and apply grammatical rules. **For example,** a child says “goed” instead of “went,” reflecting rule-based language use before mastering exceptions.

**2. Formulaic Language:** language learned and used in fixed phrases or ‘chunks’, often without full grammatical understanding. **For example,** a child repeating “Have a nice day” as a whole phrase without knowing the structure behind it.

**3. Early Utterances:** refer to the initial spoken words or phrases produced by young children as they begin to learn language. These utterances are often simple, incomplete, or grammatically incorrect but represent meaningful attempts to communicate. **For example,** a child saying “want juice” instead of “I want some juice” is using an early utterance that expresses a clear need with minimal structure.

**4. Child Directed Speech (CDS):** a speech style used by adults when talking to young children, characterized by a higher pitch, exaggerated intonation, and simplified vocabulary. **For example,** a parent saying, “Look at the doggy! Woof woof!” to attract a toddler’s attention.

**5. Emergent Literacy:** the skills, knowledge, and attitudes that precede learning to read and write. **For example,** a child scribbles on paper pretending to write a shopping list like their parents.

**6. Translanguaging:** a process where multilingual speakers use elements from multiple languages in an integrated way to make meaning. **For example,** in a classroom, a teacher might explain science concepts in English and allow students to discuss them in Urdu to deepen understanding.

**7. Logograph:** a written character that represents a word or phrase. **For example,** the symbol “£” stands for the word “pound.”

**8. Pictograph:** a picture symbol that conveys an idea or phrase. **For example,** a toilet symbol showing a figure in a skirt for “women.”

**9. Communicative Competence:** the ability to use language correctly and appropriately in different social contexts. **For example,** a child learns to say “please” and “thank you” when requesting or receiving something, showing an understanding of social language norms.

**10. Linguistic Competence:** the subconscious knowledge of grammar that allows a speaker to form correct sentences in a language. **For example,** a child who says “holded” instead of “held” demonstrates awareness of past tense rules, even though the form is incorrect.

**11. Multilingualism:** the ability to speak and understand more than two languages. **For example,** a Kenyan who speaks Kikuyu, Swahili, and English fluently is multilingual.

**12. Overgeneralization: Applying** regular grammatical rules to words that are exceptions. **For example,** saying “mouses” instead of “mice.”

**13. Overextension:** a child uses one word to label many different things based on shared features. **For example,** calling all four-legged animals “dog.”

**14. Underextension:** a child uses a word in a narrower context than adults would. **For example,** a child calls only their own pet “dog” and not other dogs.



- 15. Language Acquisition:** the subconscious process of learning language through natural interaction, especially in childhood. **For example,** a child picking up grammar rules and vocabulary just by listening and speaking with family members.
- 16. Usage-Based Approach (Cognitive Aspect):** a view that emphasizes how language learning is shaped by frequency of use, memory, and general cognitive skills. **For example,** a child learns that “cup” refers to many different cups over repeated exposure and use.
- 17. Usage-Based Approach (Social Aspect):** a view that highlights language as a tool for social interaction, learned through participation in community practices. **For example,** a child learns to say “bye-bye” after hearing others use it when leaving.
- 18. Alphabetic System:** a writing system where symbols represent individual phonemes (sounds). **For example,** the English word “cat” uses three letters to represent three sounds: /k/, /æ/, /t/.
- 19. Syllabic System:** a writing system where symbols represent syllables. **For example,** in Japanese, the character “か” represents the syllable “ka.”
- 20. Orthographic Depth:** the complexity of the relationship between spelling and pronunciation in a language. **For example,** English has deep orthography: the letters in “knight” don’t correspond directly to sounds.
- 21. Visual and Actional Capabilities:** the ability to distinguish and produce different writing symbols based on shape, direction, and cultural context. **For example,** a child learns that in Arabic, letters like “ا” change shape based on position in the word.
- 22. Scaffolding (in CDS):** adult support in language learning, helping the child to expand their linguistic abilities. **For example,** a parent repeats and expands a child’s utterance: Child says “dog,” parent says “Yes, a big brown dog.”
- 23. Code-Switching:** the practice of alternating between two or more languages or dialects within a conversation or sentence. **For example,** a bilingual speaker might say: “We’re going to the mall bas ma 3indi floos” (but I have no money).
- 24. Telegraphic Language:** early form of speech by children where only content words are used, omitting function words. **For example,** a child saying, “Daddy key” instead of “These are Daddy’s keys.”
- 25. Bilingualism:** the ability to read and write proficiently in two different writing systems or languages. **For example,** a child writes “I love my sister” in English and uses Chinese characters for “girl power” above the sentence.
- 26. Mother Tongue (L1):** the first language a person learns from birth and typically uses in the home or community. **For example,** a child born in Egypt who grows up speaking Arabic at home has Arabic as their mother tongue.
- 27. Second Language (L2):** any language learned after the mother tongue, often for education, work, or wider communication. **For example,** Nigerian student learning English at school is using English as a second language.
- 28. Language Shift:** the process by which a community gradually stops using one language in favor of another. **For example,** a minority group in the UK that once spoke Welsh but now primarily uses English.
- 29. Language Maintenance:** efforts by individuals or communities to preserve the use of their native or heritage language. **For example,** a family in Canada speaking Punjabi at home and sending their children to weekend language school.
- 30. Language Attitudes:** beliefs and feelings people have about different languages or language varieties. **For example,** seeing English as the language of success and prestige, while viewing local dialects as less educated.
- 31. Heritage Language:** a minority language spoken at home by members of a diaspora or immigrant community. **For example,** a Korean-American child learning Korean at home while speaking English at school.



**32. Language Ideologies:** deep-rooted beliefs about the role and value of different languages in society. **For example,** the idea that “good” English should follow British or American standards, while other Englishes are seen as incorrect.

## CHAPTER 13: LEARNING ENGLISH, LEARNING THROUGH ENGLISH:

**1. Subtractive Bilingualism:** a process where learning a second language (L2) leads to the loss or weakening of the first language (L1), often due to educational or societal pressures to prioritize the dominant language. **For example,** a child from a Spanish-speaking household in the UK may begin to forget Spanish if they are immersed only in English at school and are discouraged from using their native language.

**2. Medium of Instruction (MoI):** the language used to teach academic subjects in educational institutions. **For example,** in many Malaysian secondary schools, English is the medium of instruction for science and mathematics.

**3. Bilingualism:** is the ability of an individual to use two languages proficiently. It can be additive (where both languages are supported) or subtractive (where the second language replaces the first), and may be influenced by cultural, social, or educational contexts. **For example,** a child in a Punjabi-speaking home in the UK learns English at school while continuing to speak Punjabi at home. This is additive bilingualism if both languages are maintained.

**4. Additive Bilingualism:** a process where a second language (L2) is learned in addition to the first language (L1), with both languages being supported and developed. **For example,** a bilingual program in England allows children to develop English proficiency while maintaining fluency in Punjabi at home and school.

**5. Dynamic Bilingualism:** a modern approach to bilingualism that recognizes how multilingual individuals use all their language resources fluidly and interchangeably across contexts. **For example,** a student in Malaysia might use a mix of English, Malay, and Mandarin in everyday communication depending on the topic and audience.

**6. Monolingual Ideology:** a belief system that promotes the use of only one language (often the dominant national language), often marginalizing minority or migrant languages. **For example,** in the U.S., “English-only” policies in schools discourage the use of Spanish or other home languages in education.

**7. Postcolonial Language Policy:** policies developed in formerly colonized nations that address the role of colonial languages (like English) versus indigenous or national languages in education and society. **For example,** after independence, Malaysia promoted Bahasa Melayu as the national language, but maintained English for science and higher education due to its global utility.

**8. Language and Identity:** the idea that language shapes how individuals view themselves and are perceived by others, influencing cultural belonging and personal identity. **For example,** a migrant learning English in the UK may begin to adopt British cultural practices, influencing how they see their place in society.

**9. Language Policy:** official decisions by governments or institutions about which languages should be used in education, media, and public life. **For example,** a government choosing to teach all science subjects in English from grade 6 onwards.

**10. English as a Lingua Franca (ELF):** English used as a common language of communication among speakers of different native languages. **For example,** a university in Denmark offers business courses in English to accommodate international students from China, Brazil, and Egypt.

**11. English as a Foreign Language (EFL):** the study of English in countries where it is not used as a common means of daily communication. **For example,** a Kuwaiti student learning English in school for academic or career purposes.

**12. English as a Second Language (ESL):** English used in countries where it plays a vital communicative or official role, alongside local languages. **For example,** in India or Nigeria, English is taught in schools and used in government and law.



**13. English as a Medium of Instruction (EMI):** the use of English to teach academic subjects such as science or history, rather than just English language itself. **For example**, a Malaysian university offering a biology degree in English rather than Malay.

**14. Content and Language Integrated Learning (CLIL):** an approach where students learn a subject and a language at the same time. **For example**, learning geography in English in a Spanish-speaking country, with a focus on both content and language development.

**15. English for Citizenship:** the requirement in some countries that immigrants demonstrate proficiency in English and cultural knowledge as part of the naturalization process. **For example**, the UK requires migrants to pass the “Life in the UK Test,” which includes English language proficiency and understanding of British customs.

**16. English in International Education:** the use of English as the language of instruction in global higher education institutions to attract international students and foster academic exchange. **For example**, Danish universities offering engineering programs in English to compete globally and attract foreign students.

**17. Language Assimilation vs. Integration:** (**Assimilation**): when migrants are expected to fully adopt the language and culture of the host country. (**Integration**): when migrants retain their cultural identity while learning to function within the dominant society. **For example**, a Somali family in the UK choosing to speak Somali at home while engaging in English schooling reflects integration, not assimilation.

**18. Educational Linguistic Inequality:** the unequal access to education caused by linguistic barriers or policies that favor one language over others. **For example**, migrant children dropping out due to lack of support for their home language in English-only classrooms in the U.S.

**19. Immersion Programmes:** educational programs where students are fully immersed in a second language environment to develop language fluency. **For example**, a French-speaking child attending an English-only school in Canada to become bilingual.

**20. Language of Instruction:** the primary language used by the teacher to deliver academic content in the classroom. **For example**, in many international schools, English is the language of instruction regardless of students’ native languages.

**21. Submersion:** a situation where students are placed in classes taught in a language they do not understand, with little support. **For example**, a refugee child placed in an English-speaking classroom without preparatory language support.

**22. Language Proficiency:** the level of skill a person has in using a language across speaking, reading, writing, and listening. **For example**, a student scoring a B2 on the CEFR scale shows intermediate-high proficiency.

**23. Language Support Strategies:** teaching techniques used to help students learn both the subject and the language of instruction. **For example**, a science teacher simplifying English terms, using visuals and repeating explanations for better comprehension.

---

## CHAPTER 14: “WORKING IN ENGLISH”:

**1. Community of Practice (CoP):** a group of people engaged in a shared activity, developing their own ways of communicating, behaving, and interacting based on common goals and repeated collaboration. **For example**, employees in a marketing department using specific jargon like “conversion rate” and “target audience” reflect a shared professional culture and knowledge.

**2. Workplace Communication:** the way language is used among colleagues, clients, and institutions to achieve tasks and build relationships. **For example**, emails, meetings, customer calls, and memos are all forms of workplace communication.



**3. Workplace Language:** the structured and goal-oriented form of communication used in professional contexts, often characterized by formality, power asymmetry, and efficiency. **For example,** in a business meeting, using terms like “action plan,” “deliverables,” or “KPIs” instead of casual expressions such as “what we’re gonna do next.”

**4. Institutional Talk:** communication that occurs in formal settings following established roles and norms. **For example,** a job interview where the employer leads the interaction and the candidate responds accordingly.

**5. Genre (in workplace context):** a structured form of communication used for specific purposes in a workplace. **For example,** authoring a formal email to request a leave of absence or drafting a project report.

**6. Accommodation Theory:** a theory by Howard Giles that explains how people adjust their speech and behavior to align with their conversation partners, often to gain approval or achieve understanding. **For example,** a manager speaks more slowly and use simpler language when talking to a new intern unfamiliar with business jargon.

**6. Context:** in linguistics and communication, context refers to the circumstances, environment, and social conditions in which language is used and interpreted. It includes physical setting, participants, cultural norms, and purpose of communication. Context shapes how meaning is constructed and understood in both spoken and written language. Understanding context is essential because the same words can carry different meanings depending on where, when, and with whom the interaction occurs.

- **Workplace Context:** a conversation between a manager and an employee in a formal meeting room is shaped by professional hierarchy and goals. **For example,** “Let’s schedule a follow-up on the quarterly targets.” – The formal tone reflects business-related communication.
- **Classroom Context:** A teacher explaining a grammar rule to students in an educational setting. **For example,** “Can anyone give me a sentence using the present perfect tense?” – The language is instructional and educational.
- **Casual Social Context:** Friends chatting informally at a café or on a messaging app. **For example,** “Hey! What’s up? Wanna hang out later?” – The tone is informal, and shared background knowledge is assumed.

**7. Professional Discourse:** the specialized language and communication styles used in specific professions. **For example,** medical professionals using terms like “BP,” “diagnosis,” or “code blue” in a hospital setting.

**8. English as a Lingua Franca (ELF):** English used as a common means of communication among speakers from different language backgrounds, often in business or academic contexts. **For example,** a meeting between a Brazilian engineer, a German manager, and a Japanese technician conducted in English to ensure mutual understanding.

**9. Linguistic Capital:** the ability to use language appropriately and effectively in various institutional and social contexts, often giving individuals an advantage. **For example,** a candidate who can shift between formal language and personal storytelling in an interview demonstrates high linguistic capital.

**10. Communicative Competence:** the ability to use language effectively and appropriately in various professional and social contexts. **For example,** a flight attendant using polite, clear English with passengers from different cultural backgrounds.

**11. Genre (in workplace language):** a recognizable form of communication characterized by specific structure, style, and purpose, which becomes established through repetition in specific contexts. **For example,** a financial report with headings like “Executive Summary,” “Quarterly Revenue,” and “Recommendations” follows the formal genre of business writing.

**12. Humour in Workplace Culture:** a communicative strategy within professional environments that can foster bonding, reinforce group identity, or challenge authority—varies across communities. **For example,** in one company, playful teasing is accepted among colleagues; in another, humor is only used cautiously and with formal tone.

**13. Turn-Taking (in Meetings):** the structured process of taking turns to speak in conversation, especially important in formal settings like meetings. **For example,** a meeting chairperson invites each participant to contribute one at a time, ensuring all voices are heard.



**14. Asymmetrical Relationship:** a communication situation where power or knowledge is unevenly distributed between participants. **For example,** a doctor explains medical terms to a patient, where the doctor holds expert knowledge and authority in conversation.

**15. Gatekeeping Encounter:** an interaction where access to jobs, services, or opportunities is controlled by someone in authority. **For example,** a job interview where the panel decides who gains access to employment based on the candidate's responses and performance.

**16. Deterritorialization of English:** the process by which English becomes separated from its cultural origins (UK, USA, etc.) and is adapted by global users for practical purposes. **For example,** a Czech businessperson using English in Asia for trade without reference to British or American cultural norms.

**17. Multimodality in Business Communication:** the use of multiple modes (text, visuals, graphs, sound) in conveying meaning in professional settings. **For example,** a PowerPoint presentation that includes charts, bullet points, and infographics to explain quarterly sales performance.

**18. Intercultural Communication:** interaction between people from different cultural backgrounds using language to navigate differences. **For example,** a Japanese engineer and a Brazilian manager working on a project must interpret each other's indirect and direct styles of speaking.

**19. Language Management:** the policies and practices organizations adopt to manage language diversity and communication. **For example,** a multinational company offering English training to staff while also providing translated materials in local languages.

**20. Code of Conduct (Language Use):** agreed-upon language behaviors in workplaces to ensure clarity, professionalism, and inclusiveness. **For example,** using gender-neutral terms like "they" or avoiding slang in formal reports.

**21. Standard English:** the generally accepted form of English used in formal writing and professional communication. **For example,** a legal contract is written in Standard English to ensure clarity and avoid misinterpretation.

**22. English as a Global Language:** the use of English as a common means of communication in international business, diplomacy, and professional life. **For example,** a business meeting between German and Chinese partners is conducted in English as their shared working language.

**23. English in Global Business:** English used as the dominant language for international commerce, often privileging native speakers but evolving into more neutral, functional forms through ELF. **For example,** an Indian company negotiating with a Polish firm uses English to finalize a deal, despite no native English speakers being involved.

**24. In-Group Language / Specialist Terminology:** vocabulary or expressions used within a specific profession or community, often unintelligible to outsiders. **For example,** in IT, terms like "server migration," "API integration," and "backend stack" serve as insider language among developers.

للحصول على الملخصات الحصرية مع الشرح

عن طريق المعهد 66837797





# للانضمام لقروبات الدراسية العامة

EL097 - EL098 - EL099 - EL111 - EL112  
EL117 - EL118 - EL119 - E120 - E121- EL122  
EL330 - TR102 - A112A/B - L201A/B  
A230A/B - E304A/B - EA300A/B

- ✓ نخبة من الأساتذة والمدرسين ذوي خبرة من خريجين / خريجات AOU بمرتبة الشرف.
- ✓ شروحات مجانية وآخر الاخبار الحصرية.
- ✓ أفضل الملخصات المجانية (المحدثة).



51148200

