

Question # 10 of 10 ( Start time: 02:51:20 PM, 20 July 2023 )

Generative Linguistics and Cognitive Psychology are -----

Confirmed by Barbie  
This file also include some major  
defines from lesson 35-38 of quiz 4

Select the correct option

<input type="radio"/>	meta related
<input type="radio"/>	quasi related
<input type="radio"/>	related
<input type="radio"/>	semi related



BC200406709: MARYAM MUKHTAR

ENG511 - Psycholinguistics (Quiz No.4)

Question # 9 of 10 ( Start time: 02:49:54 PM, 20 July 2023 )

In second-language acquisition there is no critical age for \_\_\_\_\_.

Select the correct option

- |                                  |            |
|----------------------------------|------------|
| <input checked="" type="radio"/> | syntax     |
| <input type="radio"/>            | context    |
| <input type="radio"/>            | semantics  |
| <input type="radio"/>            | pragmatics |



syntax



of a second language. Is there any barrier to the learning of a second language and, if so, at what age does this barrier become operational? As far as adult second-language learning is concerned, we have the common observation that a very great number of adults do, in fact, learn the syntax of other languages perfectly. There are those who speak second languages so well that, on the basis of the grammar alone (not the pronunciation, which we shall deal with shortly), they would be judged native speakers. There is no demonstrated critical age for learning syntax. There are, however, studies which demonstrate a differential effect for the age at which acquisition of syntax began. Patkowski (1980) had native speakers of English rate the syntax of transcripts of spontaneous speech from immigrants to the USA who had entered before or after the age of 15. Transcripts were used to remove any possible influence of accent on the raters.

ENG511 - Psycholinguistics (Quiz No.4)

Question # 6 of 10 ( Start time: 02:47:22 PM, 20 July 2023 )

\_\_\_\_\_ strategies refers to methods used to help students understand the way they learn.

Select the correct option

- Accumulative
- Structural
- Meta cognitive
- Functional

Click to

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language teaching (Wenden, 2002). A review of the history of language teaching will reveal some interesting "changing winds and shifting sands." One way of looking at this history is to consider the extent to which methodological trends have emphasized the respective roles of the teacher and the learner.

**Topic-224: Learning Strategies**

Learning strategies refer to students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals. Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socioaffective strategies have to do with social-mediating activity and interacting with others. Learning strategies, as opposed to communication strategies, typically involve the receptive skills of listening and reading. Gender has been shown to be a significant variable in strategy use, both in the case of learning and in communication strategies. Learning strategies help students to self-regulate their learning styles which facilitate them to achieve their goals.

Question # 3 of 10 ( Start time: 02:45:24 PM, 20 July 2023 )

----- is the process whereby the rules and structures of a second language are explained to a learner.

Select the correct option

- Extrapolation
- Explication 
- Exaptation
- Expectation

Click to Save Answer &amp; M



rules and



women may be better language learners. They are more sensitive to the new linguistic forms and are more ready to incorporate them into their speech. Thus they will be more likely to rid themselves of any inter language forms that deviate from target-language norms.

In sum, currently there are no clear-cut explanations yet as to why females outperform males in L2 learning. The reasons that females hold a more positive attitude seems to have been widely agreed. Male and female culture differences are also possible explanations. Females are more cooperative and more delicate in dealing with relationship while males emphasize more maintaining their hierarchical relationship. Thus female 'culture' fits L2 learning, as it is more readily to deal with the treat to their identity posed by L2 learning. There is also some evidence suggesting that females' better listening comprehension ability puts them at an advantage in L2 learning.

#### Topic-207: Basic Psychological Factors Affecting Second-Language Learning

**Explication:** The nature of explication is the process whereby the rules and structures of a second language are explained to a learner. This explanation is given in the first language of the learner. The learner is then expected to understand, learn, and apply the rule in the second language. Why a language cannot be learned completely by explication while parts of a second language can be learned by explication, it is impossible for it to be learned entirely by explication. This is because not all of the rules of any one language have been discovered and written down. Even for a language such as English, the most researched of all languages; one still finds linguistic journals discussing the concepts involved in such commonplace features of English as tense and the article.


**Induction:** Learning rules by self-discovery is the essence of the process of induction. The child who is exposed to second-language speech and remembers what he or she has heard will be able to analyze and discover the generalization or rule that underlies that speech. Actually, not only must the learner devise the rule based on the speech that has been heard, but he or she must also figure out how those rules are to be applied in other cases.

**Memory:** Vocabulary learning and rote memory is crucial to learning. It is inconceivable that a person with severe memory impairment could ever learn his or her native language, much less a second

Question # 2 of 10 ( **Start time: 02:44:35 PM, 20 July 2023** )

\_\_\_\_\_ is the most important in second language learning.

Select the correct option

<input type="radio"/>	Motivation
<input type="radio"/>	Emotions
<input type="radio"/>	Age factor 
<input type="radio"/>	Surrounding

Question # 1 of 10 ( Start time: 02:43:53 PM, 20 July 2023 )

Perceptual learning style is an approach to learning through the\_\_\_\_\_

Select the correct option

<input type="radio"/>	skills
<input type="radio"/>	thinking
<input type="radio"/>	practice
<input type="radio"/>	five senses 

## Social Situations Affecting SLL

- **The natural situation:** A natural situation for second-language learning is one where the second language is experienced in a situation that is similar to that in which the native language is learned.
- With age, language is more essential for social interaction.
- Older children can have problems
- **The classroom situation:** The classroom is isolated from other social life.
- Learning language as part of a group and not as an individual
- **ESL or EFL community context:** The classroom is a community where the SL is spoken is a matter of some importance, this will allow students to benefit from both a natural situation outside the class and their classroom learning.



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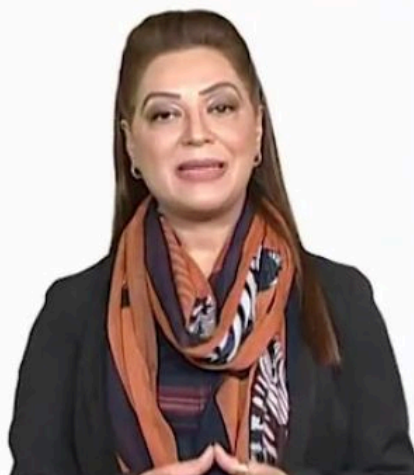


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There is indeed a critical period by which learning should commence in order to afford the learner with the chance to achieve native-like capabilities. It has been documented repeatedly that learners achieve better results depending on the age at which they begin to learn a



Question # 9 of 10 ( Start time: 02:34:57 PM, 20 July 2023 )

Uneasy feelings in learning or using the new language is called \_\_\_\_\_


Select the correct option

<input type="radio"/>	motivation
<input type="radio"/>	anxiety 
<input type="radio"/>	extradition
<input type="radio"/>	induction

Question # 8 of 10 ( Start time: 02:34:22 PM, 20 July 2023 )

In second-language acquisition there is no critical age for\_\_\_\_\_


Select the correct option

<input type="radio"/>	context
<input type="radio"/>	semantics
<input type="radio"/>	pragmatics
<input type="radio"/>	syntax 

Question # 7 of 10 ( Start time: 02:33:46 PM, 20 July 2023 )

The term \_\_\_\_\_ refers to the understanding that every student learns differently.

Select the correct option

- |                       |                 |
|-----------------------|-----------------|
| <input type="radio"/> | LAD             |
| <input type="radio"/> | cognition       |
| <input type="radio"/> | meta cognition  |
| <input type="radio"/> | learning styles |
- 

Question # 5 of 10 ( Start time: 02:32:50 PM, 20 July 2023 )

-----strategies involve leaving a message unfinished because of language difficulties.

Select the correct option

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | Avoidance   |
| <input type="radio"/> | Explication |
| <input type="radio"/> | Enumeration |
| <input type="radio"/> | Examination |



Question # 10 of 10 ( Start time: 02:26:38 PM, 20 July 2023 )

Uneasy feelings in learning or using the new language is called \_\_\_\_\_.

Select the correct option

<input type="radio"/>	induction
<input checked="" type="radio"/>	anxiety
<input type="radio"/>	motivation
<input type="radio"/>	extradition

← Eng...      

 anxiety 1 / 9     

intensity of their feelings. For example, some learners only study the language because of a language requirement, while others expect to use the language in their future career. In addition to having different reasons for language learning, people who hope to use the language for career purposes probably have a stronger motivation than those people who simply hope to pass a language requirement.

### ***Anxiety***

**Anxiety** includes uncomfortable feelings when learning or using the new language. Several studies have found that approximately 1/3 of American foreign language learners experience **anxiety** in response to language learning (Horwitz, Tallon, and Luo, 2009). Most anxious language learners feel uncomfortable when speaking or listening to the new language, but some language learners also find writing or even reading to be **anxiety**-provoking.

### ***Learner Beliefs***

Beliefs about language learning are important because they influence how students approach language learning and the language learning strategies that they choose to use. Many language learners, for example, think that they are too old to learn a foreign language well.

ENG511 - Psycholinguistics (Quiz No.4)

Question # 9 of 10 ( Start time: 02:25:59 PM, 20 July 2023 )

Most successful learners utilize both visual and \_\_\_\_\_input.

Select the correct option

<input type="radio"/>	signal
<input type="radio"/>	textual
<input type="radio"/>	auditory
<input type="radio"/>	written



Question # 7 of 10 ( Start time: 02:23:25 PM, 20 July 2023 )

\_\_\_\_\_ is the most important in second language learning.

Select the correct option


<input type="radio"/>	Surrounding
<input type="radio"/>	Emotions
<input type="radio"/>	Age factor 
<input type="radio"/>	Motivation

Question # 6 of 10 ( **Start time: 02:22:45 PM, 20 July 2023** )

The classroom is \_\_\_\_\_ other social life.

**Select the correct option**

<input type="radio"/>	mixed with
<input type="radio"/>	restricted to
<input type="radio"/>	integrated with
<input type="radio"/>	isolated from



Question # 5 of 10 ( Start time: 02:21:59 PM, 20 July 2023 )

Field independent (Fi) style enables you to distinguish parts from a \_\_\_\_\_.

Select the correct option

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | a whole     |
| <input type="radio"/> | fragments   |
| <input type="radio"/> | piece       |
| <input type="radio"/> | other parts |





# Quiz

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BC200418246: NEELAM SHAHZADI

ENG511 - Psycholinguistics (Quiz No.4)

Quiz Start Time: 02:19

Question # 4 of 10 ( Start time: 02:21:19 PM, 20 July 2023 )

-----strategies are communication strategies used by learners to compensate for limitations in their language.

Select the correct option

- Exmination
- Explication
- Enumeration
- Compensation

Click to Save Answer & Move to



BC200418246: NEELAM SHAHZADI

ENG511 - Psycholinguistics (Quiz No.4)

Question # 3 of 10 ( Start time: 02:20:36 PM, 20 July 2023 )

There are \_\_\_\_\_types of social structures which can affect the acquisition of second languages.

Select the correct option

- |                       |       |
|-----------------------|-------|
| <input type="radio"/> | three |
| <input type="radio"/> | four  |
| <input type="radio"/> | five  |
| <input type="radio"/> | six   |




Click to Save

Question # 2 of 10 ( **Start time: 02:20:03 PM, 20 July 2023** )

Explication \_\_\_\_\_ with age.


**Select the correct option**

<input type="radio"/>	decreases
<input type="radio"/>	remains static
<input type="radio"/>	increases 
<input type="radio"/>	remains neutral

Question # 1 of 10 ( Start time: 02:19:15 PM, 20 July 2023 )

Perceptual learning style is an approach to learning through the\_\_\_\_\_.

Select the correct option


<input type="radio"/>	skills
<input type="radio"/>	practice
<input type="radio"/>	five senses 
<input type="radio"/>	thinking

Question # 2 of 10 ( Start time: 02:06:27 PM, 20 July 2023 )

Closely linked to the concept of autonomy is the\_\_\_\_\_

Select the correct option

<input type="radio"/>	thinking
<input type="radio"/>	practice
<input type="radio"/>	skills
<input type="radio"/>	learning awarness




ENG511 - Psycholinguistics (Quiz No.4)

Question # 3 of 10 ( Start time: 02:07:34 PM, 20 July 2023 )

Learning \_\_\_\_\_are individual differences in learning.

Select the correct option

- |                       |  |
|-----------------------|--|
| <input type="radio"/> | psyche   |
| <input type="radio"/> | ideas  |
| <input type="radio"/> | styles  |
| <input type="radio"/> | cognition  |

Question # 4 of 10 ( Start time: 02:08:03 PM, 20 July 2023 )

Most people believe that children are \_\_\_\_\_ adults in learning a second language.

Select the correct option

- |                       |             |   |
|-----------------------|-------------|---|
| <input type="radio"/> | better than | ✓ |
| <input type="radio"/> | inferior to |   |
| <input type="radio"/> | equal to    |   |
| <input type="radio"/> | minor to    |   |

BC200413608: SHANZA SAJJAD

ENG511 - Psycholinguistics (Quiz No.4)

Question # 5 of 10 ( Start time: 02:08:31 PM, 20 July 2023 )

People who adopt the \_\_\_\_\_ strategy tend to analyze and reason.

Select the correct option

- |                       |   |
|-----------------------|---|
| <input type="radio"/> | Affirmative   |
| <input type="radio"/> | Cognitive  |
| <input type="radio"/> | Behavioristic   |
| <input type="radio"/> | Functionalistic   |

BC200413608: SHANZA SAJJAD


ENG511 - Psycholinguistics (Quiz No.4)

Question # 6 of 10 ( Start time: 02:09:00 PM, 20 July 2023 )

\_\_\_\_\_ focuses on grammatical rules and memorization.

Select the correct option

<input type="radio"/>	Classical method
<input type="radio"/>	Generative method
<input type="radio"/>	Modern method
<input type="radio"/>	Functional method



BC200413608: SHANZA SAJJAD

ENG511 - Psycholinguistics (Quiz No.4)

Question # 7 of 10 ( Start time: 02:09:37 PM, 20 July 2023 )

Most successful learners utilize both visual and \_\_\_\_\_input.

Select the correct option

<input type="radio"/>	written
<input type="radio"/>	textual
<input type="radio"/>	signal
<input type="radio"/>	auditory



BC200413608: SHANZA SAJJAD

ENG511 - Psycholinguistics (Quiz No.4)

Question # 8 of 10 ( Start time: 02:10:55 PM, 20 July 2023 )

Field independent (FI) style enables you to distinguish parts from a \_ \_

Select the correct option

<input type="radio"/>	fragments
<input type="radio"/>	other parts
<input type="radio"/>	a whole
<input type="radio"/>	piece





# Quiz

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BC200413608: SHANZA SAJJAD

ENG511 - Psycholinguistics (Quiz No.4)

Question # 9 of 10 ( **Start time: 02:12:15 PM, 20 July 2023** )

Audiolingual Method (ALM) was a rejection of its classical predecessor, the \_\_\_\_\_

Select the correct option

- |                       |                            |
|-----------------------|----------------------------|
| <input type="radio"/> | Generative method          |
| <input type="radio"/> | Structural method          |
| <input type="radio"/> | Grammar translation method |
| <input type="radio"/> | Functional method          |
- 

## Learning Style: FI Left & Right-Brain Dominance



**Learning styles** might be thought of as 'cognitive, affective, and physiological traits and respond to the learning environment. A **field independent** (FI) style enables you to distinguish parts from a whole, to concentrate on something. **Left- and Right-Brain Dominance:** The theory is that people are either left-brained or right-brained.

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The term "learning styles" refers to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.



## Language Teaching in the Twentieth Century

- As schools of thought have come and gone, so have language teaching trends waxed and waned in popularity.
- Audio Lingual Method (ALM) was a rejection of its classical predecessor, the Grammar-Translation Method, diminishing the need for metacognitive focus on forms of language.
- Since the early 1970s, the symbiotic relationship of theoretical disciplines and teaching methodology has been continued to manifest itself.
- Communicative Language Teaching (CLT), now a catch phrase for language teachers.
- A significant difference between current language teaching practices and those of, say, a half a century ago, is the absence of proclaimed "orthodoxies" and "best" methods.



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**Learning styles** might be thought of as 'cognitive, affective, and physiological traits and respond to the learning environment. A **field independent** (FI) style enables you to distinguish parts from a whole, to concentrate on something. **Left- and Right-Brain Dominance:** The theory is



Question # 10 of 10 ( Start time: 02:14:25 PM, 20 July 2023 )

There are \_\_\_\_\_ types of social structures which can affect the acquisition of second languages.

Select the correct option

<input type="radio"/>	four
<input type="radio"/>	five
<input type="radio"/>	six
<input type="radio"/>	three



Click to Sa



social st



the class, may also affect one's determination and persistence to be involved in the classroom and its activities. This same negative attitude could impair memory functioning and detract from focusing on the target language. In the same way, any of a host of personality and sociocultural variables could have deleterious effects (Brown, 1987).

#### **Topic-206: Social Category**

Three types of social structures which can affect the acquisition of second languages are: sociolinguistic setting, specific social factors, and situational factors. Sociolinguistic setting refers to the role of the second language in society. Specific social factors that can affect second language acquisition include age, gender, social class, and ethnic identity. Situational factors are those which vary between each social interaction.

**Language attitudes:** Language attitudes in the learner, the peer group, the school, the neighborhood, and society at large can have an enormous effect on the second language learning process, both positive and negative.

**Learner attitudes:** Learners manifest different attitudes towards 1) the target language, 2) the



## ENG511 - Psycholinguistics (Quiz No.4)

Question # 7 of 10 ( Start time: 02:09:37 PM, 20 July 2023 )

Most successful learners utilize both visual and \_\_\_\_\_ input.

Select the correct option

<input type="radio"/>	written
<input type="radio"/>	textual
<input type="radio"/>	signal
<input type="radio"/>	auditory



visual and

**Topic-ZZ1: Visual, Auditory, and Kinesthetic Styles**

Yet another dimension of learning style—one that is salient in a formal classroom setting—is the preference that learners show toward either visual, auditory, and/or kinesthetic input. Visual learners tend to prefer reading and studying charts, drawings, and other graphic information. Auditory learners prefer listening to lectures and audiotapes. And kinesthetic learners will show a preference to demonstrations and physical activity involving bodily movement. Of course, most successful learners utilize both visual and auditory input, but slight preferences one way or the other may distinguish one learner from another, an important factor for classroom instruction. In one study of adult learners of ESL, Joy Reid (1987) found some significant cross-cultural differences in visual and auditory styles. By means of a self-reporting questionnaire, the subjects rated their own preferences. The students rated statements like "When I read instructions, I learn them better" and "I learn more when I make drawings as I study" on a five-point scale ranging from "strongly agree" to "strongly disagree." Among Reid's results: Korean students were significantly more visually oriented than native English-speaking Americans; Japanese students were the least auditory students, significantly less auditory inclined than Chinese and Arabic students. Reid also found that some of the preferences of her subjects were a factor of gender, length of time in the United States, academic field of study, and level of education. Later, Reid (1995) reported on



Question # 1 of 10 ( Start time: 02:05:13 PM, 20 July 2023 )

To

----- strategies are strategies that learners use to overcome these problems in order to convey their intended meaning.

Select the correct option

<input checked="" type="radio"/>	Communication
<input type="radio"/>	Enumeration
<input type="radio"/>	Examination
<input type="radio"/>	Explication

Click to Save Answer &amp; Move to Next Q



intended



Learning strategies refer to students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals. Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socioaffective strategies have to do with social-mediating activity and interacting with others. Learning strategies, as opposed to communication strategies, typically involve the receptive skills of listening and reading. Gender has been shown to be a significant variable in strategy use, both in the case of learning and in communication strategies. Hence, learning strategies help students to self-regulate their learning styles which facilitate them to achieve their goals.

#### Topic-225: Communication Strategies

In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. These strategies, with the exception of switching languages, are also used by native speakers.

While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information. In the arena of linguistic interaction, it is sometimes difficult, of course, to distinguish between the two, as Tarone (1983) aptly noted, since comprehension and production can occur almost simultaneously.

#### Topic-226: Avoidance Strategies

A language learner aims to convey messages to the other people he communicates while producing a foreign or second language and to reach this aim he makes use of various strategies. Corder (1978:18) points out this fact and states that in such a situation the learner has to choose one of the two principal macro strategies available to him. In the first case, he may attempt to use all the linguistic

## Summary of Psychological Factors Affecting SLL

Table 6.1 Important psychological and social factors affecting second-language learning for children and adults

	Psychological factors				Social factors	
	Intellectual				Situation	
	Inductive	Explicative	Memory	Motor Skills	Natural	Classroom
Children under 7	High	Low	High	High	High	Low
7-12	High	Medium	Med/High	Med/High	Medium	Medium
Adults over 12	High	High	Medium	Low	Low	High



• **Induction:** This ability remains at a relatively high level with age, except with certain individuals in old age.

• **Explication:** Increases with age.

• **Memory:** An ability in which very young children are High. An ability, though, declines with age and Medium/ High value for ages 7 to 12 and a Medium value for Adults are assigned.

• **Motor Skills:** The table indicates a general decline from a High for young children to Low for adults.

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There are many social situations in which a second language is learned. Broadly the most important social categories that cover all situations include: the natural, the classroom and, community context.



Basic psychological factors affecting SLL:

- **Explication:** Explication is the process whereby the rules and structures of a SL are explained to a learner.
  - Explication is rarely applicable to young children.
  - **Induction:** Learning rules by self-discovery is the essence of the process of induction.
  - **Memory:** Memory is crucial to learning especially of grammatical structures and rules.
- Children under 7 years display a phenomenal ability at rote memorization.
- Motor skills:** creation of speech sounds-the ability to control the muscles that manipulate the organs of speech.

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Table 6.1 Important psychological and social factors affecting second-language learning for children and adults

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• **Motor Skills:** The table indicates a general decline from a High for

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## Basic Psychological Factors Affecting SLL

### Basic psychological factors affecting SLL:

- **Explication:** Explication is the process whereby the rules and structures of a SL are explained to a learner.
- Explication is rarely applicable to young children.
- **Induction:** Learning rules by self-discovery is the essence of the process of induction.
- **Memory:** Memory is crucial to learning especially of grammatical structures and rules.

Children under 7 years display a phenomenal ability at rote memorization.

**Motor skills:** creation of speech sounds-the ability to control the muscles that manipulate the organs of speech. Decline in general motor skills, decline in ability for new articulations.



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Table 6.1 Important psychological and social factors affecting second-language learning for children and adults

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	Intellectual			Motor Skills	Situation	
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Children under 7	High	Low	High	High	High	Low
7-12	High	Medium	Med/High	Med/High	Medium	Medium
Adults over 12	High	High	Medium	Low	Low	High

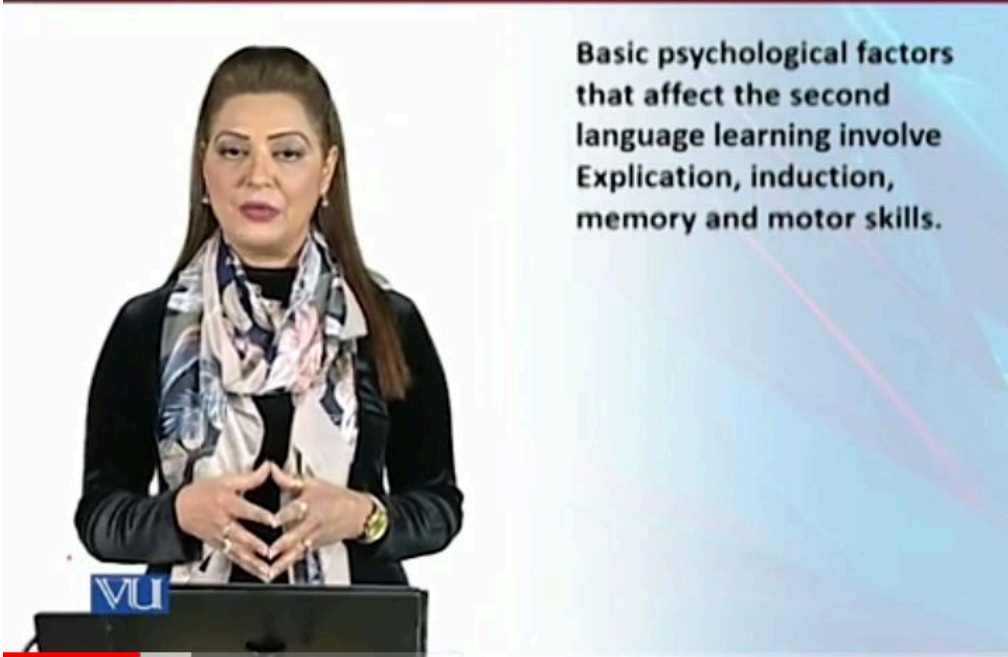
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# Basic Psychological Factors Affecting SLL



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Table 6.1 Important psychological and social factors affecting second-language learning for children and adults

	Psychological factors				Social factors	
	Intellectual		Memory	Motor Skills	Situation	
	Inductive	Explicative			Natural	Classroom
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**Induction:** This ability remains at a relatively high level with age, except with certain individuals in old age.

**Explication:** Increases with age.

**Memory:** An ability in which very young children are High. An ability, though, declines with age and Medium/ High value for ages 7 to 12 and a Medium value for Adults are assigned.

**Motor Skills:** The table indicates...

## Children Are Better: A Common Belief

- **Processing Differences:** Distinct between adults & child brain
  - **Proficiency Differences:** children acquire a second language quicker than adults *second language faster*
  - **Pronunciation:** A child has an ability to adapt the proper pronunciation of a language as compared to an adult.
  - **Aging & Learning Ability:** As people age, their ability to learn new a skill diminishes.
  - **Learning Methods:** Vary among children and adults.
- Two psychological variables:**
- Motivation:** Motivation for learning a second language, for instance, is not likely to arise in a natural type of setting such as with a young child.
  - Attitude:** A negative attitude towards the target language or its speakers may also affect one's determination and persistence.



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People are categorized according to many socially relevant dimensions: e.g. age, gender, ethnicity, education level, occupation, and economic status. Such categorization often influences what experiences they have, how they are perceived by



## Children Are Better: A Common Belief



Most people believe that children are better than adults in learning a second language. This seems to be backed up by the common observation that young second-language learners seem to pick up another language quickly, just by exposure and without teaching.

### ENG511\_Topic205

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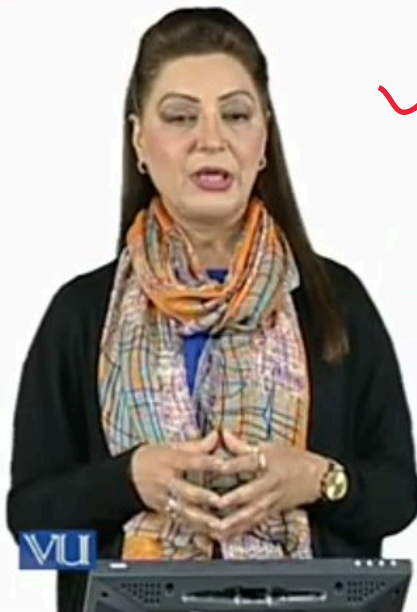
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## Compensatory Strategies



✓ Compensation strategies are communication strategies used by learners to compensate for limitations in their language. Different kinds of learners have preferences for different kinds of learning strategies.



### Topic-227: Compensatory Strategies

**Circumlocution:** Describing or exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew)

**Approximation:** Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat)

**Use of all-purpose words:** Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, what-do-you-call-it, thingle)

**Word coinage:** Creating a non-existing L2 word based on a supposed rule (e.g., vegeta nan is vegetarian)

**Prefabricated patterns:** Using memorized stock phrases, usually for "survival" purposes (e.g., Where is the \_\_\_\_\_ or Comment allez -vous? where the morphological components are not known to the learner)

**Nonlinguistic signals:** Mime, gesture, facial expression, or sound imitation


**Literal translation:** Translating literally a lexical item, idiom, compound word, or structure into L2

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**Foreignizing:** Using a LI word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix)



## Avoidance Strategies



So, avoidance strategies involve leaving a message unfinished because of language difficulties and avoiding topic areas or concepts that pose language difficulties.



While learning strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information. In the arena of linguistic interaction, it is sometimes difficult, of course, to distinguish between the two, as Tarone (1983) aptly noted, since comprehension and production can occur almost simultaneously.

### **Topic-226: Avoidance Strategies**

A language learner aims to convey messages to the other people he communicates while producing a foreign or second language and to reach this aim he makes use of various strategies. Corder (1978:18) points out this fact and states that in such a situation the learner has to choose one of the two principal *macro strategies* available to him. In the first case, he may attempt to use all the linguistic



## Avoidance Strategies

• Corder points out this fact and states that in such a situation the learner has to choose one of the two principal *macro strategies* available to him.

*risk-taking or resource-expansion strategies*

*Risk-avoiding strategies*

- **Topic Avoidance:** the abandonment of the topic for which the learner lacks the appropriate grammatical and lexical background to produce sentences
- **Message Abandonment:** after beginning to talk about a concept, the learner leaves his/her utterance incomplete as he/she does not know the meaning of this concept.
- **Meaning Replacement:** the topic is preserved but instead of being specific and giving details.



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## Avoidance Strategies



Avoidance, which takes multiple forms, has been identified as a communication strategy. Learners of a second language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language.



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### Topic-226: Avoidance Strategies

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sources at his disposal and pass the precise information to the party he interacts. The learner may paraphrase the message, invent new words, guess words, and borrow some items from his mother tongue.



## Learning Strategies

- ✓ Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.
- ✓ Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.
- ✓ Socioaffective strategies have to do with social-mediating activity and interacting with others.
- ✓ Learning strategies, as opposed to communication strategies, typically involve the receptive skills of listening and reading.
- ✓ Gender has been shown to be a significant variable in strategy use, both in the case of learning and in communication strategies.



extent to which pedagogical views have emphasized the respective roles of the teacher and the learner.

### Topic-224: Learning Strategies

Learning strategies refer to students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals. Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Socioaffective strategies have to do with social-mediating activity and interacting with others. Learning strategies, as opposed to communication strategies, typically involve the receptive skills of listening and reading. Gender has been shown to be a significant variable in strategy use, both in the case of learning and in communication strategies. Hence, learning strategies help students to self-regulate their learning styles which facilitate them to achieve their goals.

### Topic-225: Communication Strategies

In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies use to overcome these problems in order to convey their intended meaning. Strategies use paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. These strategies, with the exception of switching languages, are also used by native speakers.

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## Autonomy, Awareness and Action Strategies

- Use (and sometimes invention) of strategies, is required to develop sense of autonomy among learners
- Closely linked to the concept of autonomy is learning awareness.
- Too much awareness, too much explicit focus on grammar, or coupled with not subconscious communication, will smother learners' yearning to simply use language, unfettered by over-attention to correctness.
- Awareness of learners' predispositions, styles, strengths & weaknesses determine strategies & their availability to them.
- Styles are general characteristics & strategies are specific actions on a given problem.
- Certain learners seemed to be successful regardless of methods or techniques of teaching.



Implied in any consideration of the role of styles and strategies in learning a second language are three linked concepts: autonomy, awareness, and action. These three "As" of learner development have taken on significance in recent years, especially with increasing pedagogical emphasis on learner-centered language teaching (Wenden, 2002). A review of the history of language teaching will reveal some interesting "changing winds and shifting sands." One way of looking at this history is to consider the extent to which methodological trends have emphasized the respective roles of the teacher and the learner.

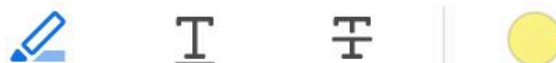
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### Topic-225: Communication Strategies

In the course of learning a second language, learners will frequently encounter communication



## Ambiguity Tolerance Reflectivity and Impulsivity



Thus, tolerance for ambiguity is one of the learner's styles that a learner adopts to act in a uncertain conditions. Further, Reflectivity and Impulsivity is a cognitive style of a learners that shows learner's ability of solving a problem.



answer to a problem or a slower, more calculated (reflective) decision. David Ewing (1977) referred two styles that are closely related to the reflectivity/impulsivity (R/I) dimension; systematic and intuitive styles. An intuitive style implies an approach in which a person makes a number of different gambles on the basis of "hunches," with possibly several successive gambles before a solution is achieved. Systematic thinkers tend to weigh all the considerations in a problem, work out all the loopholes, and then, after extensive reflection, venture a solution. The implications for language acquisition are numerous, it has been found that children who are conceptually reflective tend to make fewer errors in reading than impulsive children (Kagan, 1965); however, impulsive persons are usually faster readers, and eventually master the "psycholinguistic guessing game" (Goodman, 1970) of reading so that their impulsive style of reading may not necessarily deter comprehension.



## Learning styles in the classroom



Dr. Sumaira Sarfraz

✓ The term "learning styles" refers to the understanding that every student learns differently.

Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.



### Topic-218: Learning Styles in the Classroom

#### 1. Auditory and musical learners

Auditory learners like to hear solutions and examples explained to them and may gravitate towards music subjects and group learning as a way to understand information. Auditory learners often have a high aptitude for distinguishing notes and tones in music and speech.

Qualities often associated with auditory learners include:

- Possessing a 'good ear' for music and tones
- May be distractible
- Likes to talk to self /others /hum /sing




Question # 7 of 10 ( Start time: 12:34:23 PM, 20 July 2023 )

The classroom is \_\_\_\_\_ other social life.

Select the correct option

<input type="radio"/>	integrated with
<input type="radio"/>	mixed with
<input type="radio"/>	restricted to
<input type="radio"/>	isolated from




## ENG511 - Psycholinguistics (Quiz No.4)

Question # 6 of 10 ( Start time: 12:32:33 PM, 20 July 2023 )

Most people believe that children are \_\_\_\_\_ adults in learning a second language.

Select the correct option

<input type="radio"/>	inferior to
<input type="radio"/>	better than 
<input type="radio"/>	equal to
<input type="radio"/>	minor to



children are



## CHILDREN VS. ADULTS IN SECOND-LANGUAGE LEARNING

**Topic-205: Children are Better: A Common Belief Psychological Category**

Speaking a second language is an important skill for all people, both young and old. It has long been believed that children are better able to learn a second language. In actuality, it is not that children learn language better than adults, but that adults and children learn language differently. By understanding these differences and making adjustments to the learning process, all people can acquire a second language, no matter their age.

**Processing differences:** There are distinct differences in the way an adult brain processes foreign language when compared to the brain of a child. Dr. Paul Thompson of UCLA used MRI imaging and animation technology to view what parts of the brain adults and children use when learning a second language. What was found is that children use a part of their brain called the "deep motor area." The "deep motor area" of the brain is responsible for processes that are not consciously thought about like

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## ENG511 - Psycholinguistics (Quiz No.4)

Question # 6 of 10 ( Start time: 12:32:33 PM, 20 July 2023 )

Most people believe that children are \_\_\_\_\_adults in learning a second language.

Select the correct option

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | inferior to |
| <input type="radio"/> | better than |
| <input type="radio"/> | equal to    |
| <input type="radio"/> | minor to    |



children are



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Question # 5 of 10 ( Start time: 12:31:12 PM, 20 July 2023 )

In Psycholinguistics, SBI is \_\_\_\_\_.

Select the correct option

<input type="radio"/>	Sequential based instruction
<input type="radio"/>	none of the given options
<input type="radio"/>	Strategic based instruction
<input type="radio"/>	Standard based instruction

Click to



SBI

**Nonlinguistic signals:** Mime, gesture, facial expression, or sound imitation**Literal translation:** Translating literally a lexical item, idiom, compound word, or structure from LI to L2**Foreignizing:** Using a LI word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix)**Code-switching:** Using a LI word with LI pronunciation or a L3 word with L3 pronunciation while speaking in L2**Appeal for help:** Asking for aid from the interlocutor either directly (e.g., what do you call . . .?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression)**Topic-228: Strategy Based Instructions**

Much of the work of researchers and teachers on the application of both learning and communication strategies to classroom learning has come to be known generically as **strategies-based instruction (SBI)** (McDonough, 1999; Cohen, 1998), or as learner strategy training. Cohen (1998) likes to refer to "5581"—styles and strategies-based instruction—to emphasize the productive link between styles and strategies. As we seek to make the language classroom an effective milieu for learning, it has become increasingly apparent that "teaching learners how to learn" is crucial. Wenden (1985) was among the first to assert that learner strategies are the key to learner autonomy, and that one of the most important goals of language teaching should be the facilitation of that autonomy.

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Question # 4 of 10 ( Start time: 12:28:52 PM, 20 July 2023 )

-----strategies involve leaving a message unfinished because of language difficulties.

Select the correct option

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | Enumeration |
| <input type="radio"/> | Explication |
| <input type="radio"/> | Avoidance   |
| <input type="radio"/> | Examination |



Question # 3 of 10 ( Start time: 12:26:45 PM, 20 July 2023 )

Tolerance for ambiguity is one of the learner's \_\_\_\_\_ that a learner adopts to act in a uncertain condition:

Select the correct option

<input type="radio"/>	psyche
<input checked="" type="radio"/>	styles
<input type="radio"/>	ideas
<input type="radio"/>	cognition

Click to Save Answ



tolerance



- Sensitive and empathetic

It's important for educators to understand that not all social learners are extraverted or highly communicative, and that they can also be visual, auditory, verbal, logical, or physical learners. The interpersonal aspect perhaps better describes the settings in which they are most comfortable, rather than how they absorb information.

As such, teachers should be cognizant of the breadth of variation between different types of social learners. For example, social doesn't strictly mean verbal. Some social learners prefer to listen in a group setting, rather than on their own.

**Topic-219: Ambiguity Tolerance**

A third style concerns the degree to which you are cognitively willing to tolerate ideas and propositions that run counter to your own belief system or structure of knowledge. Some people are, for example, relatively open-minded in accepting ideologies and events and facts that contradict their own views; they are ambiguity tolerant, that is, more content than others to entertain and even internalize contradictory propositions. Others, more closed-minded and dogmatic, tend to reject items that are contradictory or slightly incongruent with their existing system; in their ambiguity intolerance, they wish to see every proposition fit into an acceptable place in their cognitive organization, and if it does not fit, it is rejected.

**Reflectivity and impulsivity**

It is common for us to show in our personalities certain tendencies toward reflectivity and impulsivity at other times. Psychological studies have been conducted to determine the extent to which, in the cognitive domain, a person tends to make either a quick or gambling (impulsive) guess at an answer to a problem or a slower, more calculated (reflective) decision. David Ewing (1977) referred to two styles that are closely related to the reflectivity/impulsivity (R/I) dimension; systematic and intuitive styles. An intuitive style implies an approach in which a person makes a number of different gambles on the basis of "hunches," with possibly several successive gambles before a solution is achieved. Systematic



Question # 1 of 10 ( Start time: 12:21:27 PM, 20 July 2023 )

The term \_\_\_\_\_ refers to the understanding that every student learns differently.

Select the correct option

- |                       |                 |
|-----------------------|-----------------|
| <input type="radio"/> | meta cognition  |
| <input type="radio"/> | cignition       |
| <input type="radio"/> | LAD             |
| <input type="radio"/> | learning styles |
- 

Question # 5 of 10 ( Start time: 11:58:46 AM, 20 July 2023 )

Learning \_\_\_\_\_ are individual differences in learning.

Select the correct option

<input type="radio"/>	cognition
<input type="radio"/>	ideas
<input checked="" type="radio"/>	styles
<input type="radio"/>	psyche



individual difference

**Topic-220: The Role of Learning Styles in the Teaching/Learning Process**

Learning styles are **individual differences** in learning. An individual's learning style "is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills" [7, p. 1]. Individuals approach learning differently due to differences in their learning styles. A person's approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment.

Understanding learning styles and the role of learning styles in the teaching/learning process is a key component in effective teaching. According to Sarasin, "teaching cannot be successful without knowledge of learning styles and a commitment to matching them with teaching styles and strategies. Utilizing learning style theory in the classroom is extremely beneficial at all educational levels for a variety of reasons. Some research has found a relationship between occupational preference and learning style type. In addition, student's learning styles have been shown to be affected by their life experiences, particularly at the postsecondary level. Individuals pursuing careers in information technology (IT) typically encounter a professional work environment that exploits extensive problem solving which draws upon their abilities with a kinesthetic learning style. Therefore, knowledge of learning styles is useful in designing classroom activities that support the development of this learning style." 133



Question # 2 of 10 ( Start time: 11:52:25 AM, 20 July 2023 )

\_\_\_\_\_ focuses on grammatical rules and memorization.

▶ Select the correct option

<input type="radio"/>	Generative method
<input type="radio"/>	Functional method
<input type="radio"/>	Classical method
<input type="radio"/>	Modern method



grammatical rules



Images of reality. Spivcy (1997, p. 24) noted that constructionist research tends to focus on "individuals engaged in social practices, ... on a collaborative group, [or] on a global community." "The champion of social constructivism is Vygotsky (1978), who advocated the view that "children's thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment" (Kaufman, 2004, p. 304).

#### Topic-215: Nineteen Centuries of Language Teaching

Kelly's (1969) informative survey of language teaching over "twenty-five centuries" revealed interesting anecdotal accounts of foreign language instruction but few if any research-based language teaching methods. In the Western world, "foreign" language learning in schools was synonymous with the learning of Latin or Greek. Latin, though, to promote intellectuality through "mental gymnastics," was until relatively recently held to be indispensable to an adequate higher education. Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign languages. Little thought was given at the time to teaching oral use of languages; after all, languages were not being taught primarily to learn oral/aural communication, but to learn for the sake of being "scholarly" or, in some instances, for gaining a reading proficiency in a foreign language. Since there was little if any theoretical research on second language acquisition in general, or on the acquisition of reading proficiency, foreign languages were taught as any other skill was taught. So language teaching before the twentieth century captured as a "tradition" that, in various manifestations and adaptations, has been practiced classrooms worldwide even up to the present time. Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries, beyond a focus on grammatical rules as the basis for translating from the second to the native language. But the Grammar Translation Method remarkably withstood attempts at the outset of the twentieth century to "reform" language teaching methodology, and to this day it remains a standard methodology for language teaching

Question # 1 of 10 ( Start time: 11:49:53 AM, 20 July 2023 )

In second-language acquisition there is no critical age for \_\_\_\_\_.

Select the correct option

- |                                  |            |
|----------------------------------|------------|
| <input checked="" type="radio"/> | syntax     |
| <input type="radio"/>            | pragmatics |
| <input type="radio"/>            | semantics  |
| <input type="radio"/>            | context    |



critical age



There are many social situations in which a second language is learned. Basically, we can cover the most important of them according to three categories, the natural, the classroom, and community context. The natural situation in which a second language is learned is one that is similar to that in which the first language is learned. It can involve social situations such as those involving family, play, or the workplace. The classroom situation involves the social situation of the school classroom. Each of these types of social situations has its own advantages and disadvantages. The community context allows students to have access to a natural situation outside of the class and thereby supplement their classroom learning.

#### Topic-210: Classroom Situations: Is There A Critical Age for Second-Language Learning?

Adults can learn a second language; it is reasonable to ask the same question about the acquisition of a second language. Is there any barrier to the learning of a second language and, if so, at what age does this barrier become operational? As far as adult second-language learning is concerned, we have the common observation that a very great number of adults do, in fact, learn the syntax of other languages perfectly. There are those who speak second languages so well that, on the basis of the grammar alone (not the pronunciation, which we shall deal with shortly), they would be judged native speakers. There is no demonstrated critical age for learning syntax. There are, however, studies which demonstrate a differential effect for the age at which acquisition of syntax began. Patkowski (1980) had native speakers of English rate the syntax of transcripts of spontaneous speech from immigrants to the USA entered before or after the age of 15. Transcripts were used to remove any possible influence of the raters.



Question # 10 of 10 ( **Start time: 12:06:04 PM, 20 July 2023** )

Generative Linguistics and Cognitive Psychology are -----

Select the correct option

<input type="radio"/>	meta related
<input type="radio"/>	related 
<input type="radio"/>	semi related
<input type="radio"/>	quasi related

Question # 9 of 10 ( Start time: 12:04:58 PM, 20 July 2023 )

People who adopt the \_\_\_\_\_strategy tend to analyze and reason.

Select the correct option

<input type="radio"/>	Behavioristic
<input type="radio"/>	Cognitive 
<input type="radio"/>	Functionalistic
<input type="radio"/>	Affirmative



analyze and rea



Psycholinguistics (ENG511)

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meaning map in their brain (mental linkages), and then being able to retrieve that information. Adopting this strategy will allow the learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard). Things they do: do a lot of exercises on English grammar. Create a word bank from your reading materials or TV shows and memorize the meaning of the words and try to use them.

**Cognitive strategy**

People who adopt the cognitive strategy tend to **analyze and reason**. They form internal mental codes and revise them to receive and produce the message in the target language. Adopting this strategy will enable you to internalize the language in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, and practicing in naturalistic settings, and practicing structures and sounds formally.

**Things they do:** People learning Korean watch Korean dramas and try to replicate how the characters pronounce Korean words. Watch Korean dramas and try to replicate how the characters use certain words in a sentence. Write emails or letters in SL. Read SL reading materials such as magazines and newspapers.

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**Comprehension strategy**

People who adopt the comprehension strategy find themselves **guessing unknown words when listening and reading**. They also try to replace words they do not know with longer phrases or other words that they know when speaking and writing to overcome gaps in knowledge.

**Things they do:** Try to guess the meaning of words they don't know. Try to understand the meaning




ENG511 - Psycholinguistics (Quiz No.4)

Question # 8 of 10 ( Start time: 12:03:47 PM, 20 July 2023 )

Explication \_\_\_\_\_ with age.

Select the correct option

<input type="radio"/>	remains neutral
<input type="radio"/>	decreases
<input type="radio"/>	increases
<input type="radio"/>	remains static



Question # 7 of 10 ( Start time: 12:02:27 PM, 20 July 2023 )

\_\_\_\_\_ strategies refers to methods used to help students understand the way they learn.

Select the correct option

<input checked="" type="radio"/>	Meta cognitive
<input type="radio"/>	Structural
<input type="radio"/>	Accumulative
<input type="radio"/>	Functional

Click to



the way they



#### **Topic-223: Autonomy, Awareness, and Action Strategies**

Implied in any consideration of the role of styles and strategies in learning a second language are three linked concepts: autonomy, awareness, and action. These three "As" of learner development have taken on significance in recent years, especially with increasing pedagogical emphasis on learner-centered language teaching (Wenden, 2002). A review of the history of language teaching will reveal some interesting "changing winds and shifting sands." One way of looking at this history is to consider the extent to which methodological trends have emphasized the respective roles of the teacher and the learner.

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Question # 6 of 10 ( Start time: 12:00:27 PM, 20 July 2023 )

Perceptual learning style is an approach to learning through the\_\_\_\_\_.

Select the correct option

<input type="radio"/>	five senses
<input type="radio"/>	practice
<input type="radio"/>	thinking
<input type="radio"/>	skills

Click



perceptual

**Topic-222: Students' Diverse Learning Styles in Learning English as A Second Language**

In the process of learning the language, there are many variables that determine the success of a language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles (Sharp, 2004). In a class made up of various learning styles, it is always necessary for the teachers, particularly the language teachers to identify, respect, and work on the diversity of the learners' differences.

Students may have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more instructors understand the differences, the better chance they have of meeting the diverse learning needs of their students. This phenomenon was proven true according to the Spolsky's general model of second language learning (1989).

**Perceptual** learning style is an approach to learning through the five senses. It comprises of auditory learner, visual learner, tactile learner, kinesthetic learner, and haptic learner. Auditory learners learn more through hearing. Visual learners learn more through seeing. Tactile learners discover things through sense of touch. Kinesthetic learners enjoy learning through movement and body experience. Haptic learners are the combination of tactile and kinesthetic learners where they learn more through sense of touch and body involvement. Environmental learning style, on the other hand, comprises of only one dimension which is physical versus sociological. Physical learners can learn better when there are variables such as temperature, sound, light, food, time, and classroom management. These variables have to be taken into considerations during the learning process. In contrast, sociological learners are motivated to learn when there are variables such as group, individual, pair and team work, and level of teacher authority. These variables are important in encouraging the students' motivation to learn.

