ENGLISH 511 FINAL

Eng511 spring 2020

Q. Duality of Patterning (t# 75)

A small number of meaningless elements on one hand and a large number of meaningful elements on the other hand. Duality of patterning: hand configuration, place of articulation, and movement.

(from google) → Duality of patterning refers to the ability of human language, both signed and spoken, to form discrete meaningful units (morphemes; cf. "Rules of word formation (morphology)") from discrete non-meaningful segments (phonemes)

Q. Contexts of Childhood & Bilingualism (t# 121)

The meaning and definition of bilingualism varies tremendously from situation to situation. Some individuals are bilingual because they live in bilingual regions; some become bilingual because their home language is not the same as their school or business language; some become bilingual because colonization has imposed another language. Others become bilingual because they have studied a language in school or because they grew up in homes with two languages. A distinction has been drawn between simultaneous bilingualism and sequential bilingualism. When children acquire two languages at the same time, their bilingualism is referred to as simultaneous bilingualism. Sequential bilingualism occurs when an individual (child or adult) acquires a second language after already acquiring a native language. This type of bilingualism is also referred to as second-language acquisition. Most commonly, children learn two languages simultaneously when they are born into a community that is bilingual. In some communities, bilingualism is simply expected.

Q. Language creativity (topic 126 video lect)

The process of creative problem-solving usually begins with defining the problem. This may lead to finding a simple non-creative solution, a textbook solution, or discovering prior solutions developed by other individuals. If the discovered solution is sufficient, the process may then be abandoned. Improvement in proficiency preceded the improvement in intelligence, suggesting that language proficiency caused cognitive improvement rather than the other way around. Considerable research indicates that bilingual children show greater Metalinguistic awareness than monolingual children. Although it was once thought that bilingualism led to cognitive impairment, there is now evidence that bilingual children perform better on certain problem-solving and creativity tasks than do monolingual children.

Q. feral or isolated children or only Isolated Children (t# 128)

Feral children are those who have grown up in the wild. Lane presented a detailed description and analysis of a boy named Victor, who was found in the woods of France in 1797. Peasants spotted the boy running naked through the woods, searching for potatoes and nuts, and he was subsequently captured by some hunters and brought to civilization. They called him the Wild Boy of Aveyron, after the province in which he was found. The Wild Boy came to the attention of Jean-Marc-Gaspard Itard, a young physician. At the time of his capture, Victor was thought to be about 12 or 13 years old. He had no speech, although his hearing was normal and he uttered some sounds. Other physicians thought that Victor was deaf and retarded, but Itard was optimistic that

he could be trained to be socialized and to use language. Itard worked intensively with Victor for 5 years, using techniques of language training and behavior modification similar to those used by modern researchers.

Q. Discuss the critical period hypothesis with example (t#129)

There is a period early in life in which we are especially prepared to acquire a language is referred to as the critical period hypothesis. Many investigators who favor the critical period hypothesis suggest that there are neurological changes in the brain that leave a learner less able to acquire a language, although the nature of these supposed changes is not well understood. Most commonly, these changes are assumed to occur near puberty. Surprisingly, although the critical period hypothesis has evoked much discussion, there have been few empirical studies that have tested the hypothesis. A landmark study was reported by Johnson and Newport (1989) who examined native speakers of Korean and Chinese who had immigrated to the United States at various ages between 3 and 39 years of age. On the average, the participants who arrived earlier (that is, before puberty) had been in the United States about the same amount of time as those who had arrived later. They also included a group of native speakers for comparison purposes.

Q. how critical period effect second language learning (t#130)

The evidence from second-language acquisition research has not provided unequivocal evidence for the critical period hypothesis. The best we can say is that young children generally learn L2 better than older children and adults, at least in the long run. Moreover, the advantage that younger learners display in some studies may be due to biological changes (as assumed in the critical period hypothesis), environmental factors, cognitive changes, or some combination of factors. Clearly, we have much more to learn about how the capacity for language acquisition changes over the life span.

Q. Explain cognitive process (topic#133 video lecture)

Cognition is "the mental action or process of acquiring knowledge and understanding through thought and experience. It encompasses processes such as attention, memory and evaluation, comprehension and production of language. Cognitive processes use existing knowledge and generate new knowledge. So, cognitive processes are a function of the brain, a cognitive theory will not necessarily make reference to the brain or to biological processes (compare neuro cognitive). It may purely describe behavior in terms of information flow or function.

Q. How many languages being spoken in the world

Well, roughly 6,500 languages are spoken in the world today

Q. What do you know about Piaget's theory of cognitive development? (t# 133 video lect)

Piaget's theory of cognitive development explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment. According to Piaget, children are born with a very basic mental structure on which all subsequent learning and knowledge are based. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological

maturation and environmental experience. Children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment. There Are Three Basic Components To Piaget's Cognitive Theory:

Schemas: building blocks of knowledge.

Adaptation processes that enable the transition from one stage to another (equilibrium, assimilation, and accommodation).

Stages of Cognitive Development: sensorimotor, preoperational, concrete operational,

Piaget is known for studying the stages children pass through during cognitive development.

Q. Explain briefly operating principles (t# 134 lecture)

One of the most productive approaches to the question has been Slobin's work on operating principles. Operating principles are children's preferred ways of taking in (or operating on) information.

Principle 1: Children Learn What They Hear Most

Principle 2: Children Learn Words for Things and Events That Interest Them

Principle 3: Interactive and Responsive Rather Than Passive Contexts Promote Language Learning

Principle 4: Children Learn Words Best in Meaningful Contexts

Principle 5: Children Need to Hear Diverse Examples of Words and Language Structures

Principle 6: Vocabulary and Grammatical Development Are Reciprocal Processes

Q. What do you know about sensorimotor schemata/ piaget sensory motor? (t# 134)

A sensorimotor schema is a psychological construct which gathers together the perceptions and associated actions, schemas available to a young infant are biological and very limited and initially consist of reflexes. The schema represents knowledge generalized from all the experiences. Sensorimotor schemata are ways of organizing the world that emerge in the first two years of life. As children interact with their environments, they go through an astonishing amount of cognitive growth in a relatively short period of time.

Q. What are the sub-stages of sensorimotor schemata? (t# 135 lecture)

Reflexes (0-1 month): The child understands the environment purely through inborn reflexes.

Primary Circular Reactions (1-4 months): This sub stage involves coordinating sensation and new schemas.

Secondary Circular Reactions (4-8 months): The child becomes more focused on the world.

Coordination of Reactions (8-12 months): The child starts to show clearly intentional actions.

Tertiary Circular Reactions (12-18 months): Children begin a period of trial-and-error Experimentation

Early Representational Thought (18-24 months): Children begin to develop symbols

Q. What is whole object bias? (t#136)

When children encounter a new label, they prefer to attach the label to the entire object rather than to part of the object. For example, if a child is shown and given the label "truck", the child will assume truck refers to the whole object instead of the tires, doors, colors or other parts. Even in cases where color or a dynamic activity are made salient to children, they will still interpret the new word as a label for whole objects (Markman,1991).

Q. What is Taxonomic Bias? (t#136)

In language development, the tendency of children to suppose that a novel word that refers to one thing also refers to similar things (rather than thematically related things). Children will assume that the object label is a taxonomic category rather than a name for an individual dog.

Q. What is mutual exclusivity bias? (t#137)

Mutual exclusivity is a word learning constraint that involves the tendency to assign one label/name, and in turn avoid assigning a second label, to a single object. This assumption is typically first seen in the early stages of word learning by toddlers, but it is not limited to young childhood.

Q. What are impairments of language and cognition? (t#138)

A cognitive-linguistic impairment can often result from a right brain injury. This does not directly affect the language area of the brain, but can affect attention, memory, problem solving and interpretive language, which in turn affect communicative abilities. A close relationship exists between language and cognition (individuals with down syndrome). Some individuals display cognitive skills that are advanced relative to the individual's linguistic skills. Cognition is sufficient for language.

Q. Define pidgins and creoles. (t#139 lect)

A pidgin is an auxiliary language that arises when speakers of several mutually unintelligible languages are in close contact (Bickerton). A creole occurs when the children of these immigrants acquire a pidgin as their native language. Creole languages are largely invented by children and show fundamental similarities, which derive from a biological program for language.

Q. What is the language bioprogram? (t#140 lect)

How innate processes operate in child language has been called the language bioprogram hypothesis by Bickerton. Bickerton's claim, is that we, as children, have an innate grammar that is available biologically if our language input is insufficient to acquire the language of our community. Unlike pidgins, the creoles resembled the structural rules of other languages. From these observations, Bickerton concludes that children have an innate grammar that, in the absence of proper environmental input, serves as the child's language system. He calls this system the Language Bioprogram. Studies of creole language suggest that we have a linguistic backup system, the language bioprogram, which springs into action when language input is limited.

Q. What is parameter setting? (t#141)

Parameters is a framework within generative linguistics in which the syntax of a natural language is described in accordance with general principles (i.e. abstract rules or grammars) and specific parameters (i.e. markers, switches) that for particular languages are either turned on or off. According to Chomsky, children are born with the knowledge of the parameters and their possible settings.

Q. What is head parameter? (t#141)

Each phrase in the language has one element that is most essential, which is called the head. the man with the bow tie. English is a head-first language, In contrast, in Japanese the heads appear last rather than first. Watashi wa nihonjin desu (I Japanese am). **Another parameter is the null-subject parameter** (sometimes called the prodrop parameter). (11) Play it. (12) Eating cereal.

Q. Explain the subset principle. (t#142 lect)

Whenever there are two competing grammars generating languages of which one is a proper subset of the other, the learning strategy of the child is to select the less inclusive one. Children learning fixed-word-order languages generally stick to the orders used by their parents. The subset principle allows for some testable developmental prediction. If fixed word order is the default value, then children all over the world should begin their linguistic careers by producing utterances that adhere to strict word order. Children learning free-word-order languages appear to use only some of the permissible orders of their language, at least in certain circumstances.

Q. What are the issues of negative evidence? (t#143 lect)

At the grammatical level, positive evidence is evidence that a particular utterance is grammatical in the language that the child is learning; negative evidence is evidence that a particular utterance is ungrammatical. Children receive negative evidence when someone indicates that a particular utterance is ungrammatical. Pinker (1990) argues that it would be very difficult to acquire a language from positive evidence alone. Although negative evidence is present and may assist language development, it is not necessary. The contrast between the poverty of the stimulus and the robustness of the child's language remains the soundest justification for innate mechanisms.

Q. What are objections to innate mechanisms? (t#144)

Studies of pidgins and creoles suggest the presence of an innate backup grammar. Researchers studying parameters have attempted to specify what kinds of linguistic information must be innately present before children can take advantage of the language they receive from their environment. Though objections to innate language mechanism are not overruled, most of the studies converge on the conclusion that some innate linguistic must be present in order for children to acquire language as successfully as most children do.

Q. define aphasia (t#145)

Aphasia is a disorder that results from damage to portions of the brain that are responsible for language. For most people, these areas are on the left side of the brain

Q. symptoms of broca's aphasia/expressive aphasia (t#145 lect)

1: poor or absent grammar.

2: difficulty forming complete sentences.

3: omitting certain words, such as "the," "an," "and," and "is" (a person with Broca's aphasia may say something like "Cup, me" instead of "I want the cup")

4: more difficulty using verbs than nouns correctly.

Q. expressive aphasia/broca's aphasia/ is broca's aphasia and expressive aphasia same or not (t#145)

Broca's aphasia is also known as expressive aphasia. The speech of a person with expressive aphasia contains mostly content words such as nouns, verbs, and some adjectives. The omission of function words makes the person's speech agrammatic. For example, a person with expressive aphasia might say "Smart... university... smart... good... good..." A person with expressive aphasia will exhibit effortful speech. The speech of a person with expressive aphasia contains mostly content words such as nouns, verbs, and some adjectives. Self-monitoring is typically well preserved in patients with Broca's aphasia. In very severe forms of expressive aphasia, a person may only speak using single word utterances. Typically, comprehension is mildly to moderately impaired in expressive aphasia due to difficulty in understanding complex grammar.

Q. Discuss Wernicke's aphasia Conduction aphasia (t#146)

Carl Wernicke discovered a different form of aphasia. Wernicke's aphasia results from damage to a region in the left temporal lobe near the auditory cortex. This region is now called Wernicke's area. Wernicke's aphasia is associated with deficits in comprehension and semantic organization. **Wernicke's aphasia is also known as receptive aphasia**, in which individuals have difficulty understanding written and spoken language

Q. What are the common symptoms seen in patients with Wernicke's aphasia? (t#146)

Impaired Comprehension, Poor Word Retrieval, Fluent Speech, Production of Jargon, Awareness

Q. Conduction aphasia (t#146)

Conduction aphasia results from dissociation of an intact Broca's area from an intact Wernicke's area and leads to a deficit in repetition. A third major type of aphasia is conduction aphasia, which is a disturbance of repetition. In Conduction aphasia, Patients will display frequent errors during spontaneous speech such as substituting sounds and Speech will often contain paraphasic errors

Q. What are other aphasias? (t#147)

Other Aphasias include:

• Pure word deafness

• Disruption of inputs to Wernicke's area results in an inability to understand speech.

• **Corpus Callosum**: The corpus callosum connects the left side of the brain to the right side, each side being known as a hemisphere. **(this is imp for short q)**

• Alexia: Pure alexia refers to the inability to read

Q. Discuss Geschwind's models of language processing? (t#148)

The Wernicke-Geschwind model is an early model for understanding how speech is produced in humans. There are two main functions that the Wernicke-Geschwind model explores: comprehension and responding to the written word and comprehension and responding to spoken language. The Wernicke-Geschwind model is a historical model developed to understand the pathway in the brain responsible for auditory and visual cognition and speech responding.

Q. Explain experimental studies of aphasia (t#149)

Let us look at psycholinguistic research that has clarified the role of syntactic and semantic processes in various aphasias. The traditional view has been that Broca's or Agrammatic aphasia is a production deficit and Wernicke's a comprehension deficit.

• Underlying language representation is intact with Broca's patients but they have difficulty putting appropriately formulated linguistic messages into words.

(1) The book that the girl is reading is yellow (2) The horse that the bear is kicking is brown.

• The results suggest that both groups suffer from subtle syntactic deficits in comprehension that are revealed once semantic cues are eliminated.

(5) The gymnast loved the professor from the northwestern city who complained about the bad coffee.

• Broca's patients are unable to activate words quickly enough to use them in normal comprehension.

(6) It was the girl who chased the boy. (7) It was the boy whom the girl chased.

Thus, Broca's patients resort to a simple strategy resulting in performance on sentences, presumably due to their inability to rapidly analyze the syntactic structure. In case of Wernicke's aphasia the ability to grasp the meaning of spoken words & sentences is impaired, while the ease of producing connected speech is not affected.

Q. Explain implications for understanding normal language processing (t#150)

How well does aphasic language illuminate normal language? One way to approach the issue is to examine whether the distinctions we were compelled to draw when discussing normal language are the same ones that we observe in aphasic cases. A major distinction in the study of normal language processing is between comprehending language and producing it. There is still much more to learn about language in individuals with various forms of aphasia. What we have learned to date is that some aspects of aphasic language do not fit into psycholinguistic theories, as currently construed.

Q. What is Split-Brain research? (t#151)

Split-brain is a term to describe the result when the Corpus Callosum connecting the two hemispheres of the brain is severed to some degree. It is an association of symptoms produced by disruption of or interference with the connection between the hemispheres of the brain.

Q. Describe lateralization in normal brains (t#152)

The human brain is divided into two hemispheres - left and right hemispheres. Lateralization of brain function means that there are certain mental processes that are mainly specialized to one side or the other. For example Visual field task: used with split-brain patients. Most mental functions are distributed across the hemispheres but there are specific processes that are specialized to one hemisphere.

Q. Explain contributions of the right hemisphere/ right hemisphere in language (t#153)

The right hemisphere (RH) has some talents in the linguistic realm. Normal individuals use the skills of both hemispheres to comprehend and produce language, so we need to examine some of the ways that the two hemispheres interact during language use.

- Right hemisphere is better prepared than the left to appreciate some of the pragmatic aspects of language
- Chiarello (1991) concludes that „„a consideration of the available neuropsychological data leads one to the view that processes subserved by each of the two cerebral hemispheres are necessary for the proper interpretation of words in context.
- Ability of individuals with RH brain damage to interpret conversational remarks (Kaplan et al, 1990).
- Individuals with RH damage were as adept as control subjects in interpreting the literally true sentences, but were poorer at identifying the pragmatic intent of literally false utterances.

Q. Explain aphasia in children (t#154)

Lenneberg based his hypothesis primarily on studies of children recovering from brain damage. He cites the work of Basser (1962), who found that if brain damage occurred prior to the onset of speech, speech is often delayed in rate but normal in pattern; children go through the normal stages of language development but proceed more slowly. Basser also reports that damage to the right hemisphere in the first two years of life produces as much disruption in speech development as damage to the left hemisphere. Basser (1962) reported that brain damage that is sustained after the onset of speech produces different results. Speech disturbances were considerably more common when the damage occurred in the left hemisphere than in the right hemisphere in a group of children who sustained injuries between 2 and 10 years of age. Injury to the left side resulted in language disturbances nearly twice as often as injury to the right side.

Q. Hemispherectomy studies (t#154)

We learn more about the development of lateralization from examining the results of a surgical operation known as a hemispherectomy. This operation is normally used to treat incurable and potentially fatal tumors and involves the removal of either the left or the right cerebral hemisphere. Removal of the right hemisphere in adults leads to little or no language impairment, whereas removal of the left hemisphere leads to significant language problems (Springer & Deutsch, 1998).

Q. What are behavioral and psychological Studies? (t#155)

Some studies have applied behavioral techniques such as dichotic listening to children with normal development and provided the clearest picture of the development of lateralization to date. Behavioral and psychological studies have been applied to child with normal development by using dichotic listening and conclude that lateralization is present at birth. Kimura was one of the first to report that children as young as 4 to 6 years could produce adult like right-ear advantages on the dichotic task. In addition, studies of very young infants have found right-ear advantages for speech as well.

Q. Discuss development of lateralization & lateralization in other species (t#156)

Lateralization is not limited to humans or even to primates. Japanese macaque monkeys show lateralization of species-specific vocalizations, and anatomical arrangements in songbirds are analogous to those in humans. This evidence suggests that human lateralization for speech is part of a larger evolutionary pattern. Human lateralization of speech is not an isolated event among animals and that the brain mechanisms underlying speech may have evolved in ways that are analogous to how similar structures in other species have evolved. The study on perception of vocalizations in Japanese macaque monkeys showed better performance when the vocalizations were given to the right ear. Human lateralization of speech is part of a larger pattern in which a number of species show lateralization on the left half of the brain for important, species-specific sounds.

Q. Discuss evolution of language (t#157)

Evolution of language is the gradual change in human language over time. It involves the origin and divergence of languages and language families, and can be considered analogous to biological evolution, although it does not necessarily occur through the same mechanisms. The human language is a phenomenon of gradual change over the period of time. Further, in the process, it involved the origin of language and divergences of some languages families. Approaches to the origin of language according to some underlying assumptions:

• Continuity theories

• Discontinuity theories

Some theories see language mostly as an innate faculty. Other theories regard language as a mainly cultural system.

Q. Explain communication in present-day primates (t#158)

Primates communicate to satisfy their biological and social needs, such as avoiding predators, interacting with other group members, or maintaining cohesion during travel. e.g, chimpanzees sometimes bristle hair during

conflicts, which makes them appear bigger and more dangerous and conveys their willingness to escalate. Hence, Primates use a range of different signals, to communicate that satisfy their biological and social needs. Noam Chomsky, a prominent proponent of discontinuity theory, argues that a single chance mutation occurred in one individual in the order of 100,000 years ago, installing the language faculty (a component of the mid-brain) in "perfect" or "near-perfect" form. A majority of linguistic scholars as of 2018 hold continuity-based theories, but they vary in how they envision language development

Q. Discuss teaching language to non-human primates (t#159)

Some researchers have tried to teach apes to use language. Because of the structure of their vocal organs, apes can't say words, but they can communicate using signs or computers. Using these means, apes can make requests, respond to questions, and follow instructions. Although chimpanzees are bright and perhaps possess the strongest linguistic skills of any nonhuman primates, their linguistic accomplishments to date appear to fall short of language as we ordinarily use the term.

Q. What is the continuity debate? (t#160)

Communication skills of nonhuman primates, studied either in the wild or in the laboratory, fall well short of the full range of human language. In the wild, nonhuman primates display signals that have meaning, but the signals fail to achieve some of the defining characteristics of language. Moreover, the system of communication is very limited. It is impossible to know exactly how language evolved, and undoubtedly we need to explore further many aspects of a natural selection account. But the conclusion that natural select ion cannot account for language requires further exploration.

Q. Explain gesture and speech as possible evolutionary sequences (t#161)

Natural language, as Pinker and Bloom have argued, is compatible with the Darwinian concept of natural selection. We still need to identify the sequence of events that led to language as we know it today. No one is quite sure exactly what happened, but there have been some interesting conjectures that lead to testable predictions. Gestural language may be more easily acquired than a spoken language, and thus may be closer to the origins of language. The studies of the evolution of language have examined gestures, brain specialization, and vocal tract specialization in nonhuman primates. Fossil records of vocal tract anatomy suggest that the capacity for speech is a recent evolutionary development.

Q. Explain brain size and social cognition as possible evolutionary sequences (t#162)

The finding that brain size increased prior to vocal tract changes helps us pin down the sequence of evolutionary events but also raises an issue. Why did brain size increase? That is, what selective pressures led to this development? Dunbar (1993, 1998) has pointed out, brain size has costs as well as benefits. Dunbar's view provides an interesting and plausible explanation of why language evolved. With regard to our evolutionary ancestors, the social cognition hypothesis is that language evolved as a bonding device. Larger group sizes led to larger brains, including brains more capable of inferring the intentions of others, and larger brains ultimately led to language (Dunbar, 1998). As with all of these views, issues remain to be discussed, but Dunbar's view

provides an interesting and plausible explanation of why language evolved. If this view is correct, then social pressure is the driving force behind the evolution of language

Q. Explain the Whorf hypothesis (t#163)

A hypothesis first advanced by Edward Sapir in 1929 and it was developed by Benjamin Whorf. The Sapir–Whorf hypothesis, also known as the linguistic relativity hypothesis, refers to the proposal that the particular language one speaks influences the way one thinks about reality. Linguistic relativity stands in close relation to semiotic-level concerns with the general relation of language and thought, and to discourse-level concerns with how patterns of language use in cultural context can affect thought. Linguistic relativity is distinguished both from simple linguistic diversity and from strict linguistic determinism.

Q. Explain linguistic determinism and relativity (t#164)

Linguistic determinism refers to the notion that a language determines certain nonlinguistic cognitive processes. Linguistic relativity refers to the claim that the cognitive processes that are determined are different for different languages. Whorf hypothesis states that our language shapes the way we think about the world. This hypothesis consists of two parts: Linguistic determinism which states that languages determines cognitive processes, and linguistic relativity states that the resulting thought processes vary from language to language.

Q. Give some Whorfian examples: Lexical examples and grammatical examples (t#165)

Whorf provided a number of examples designed to show that linguistic determinism and relativity were valid concepts. They can be broadly organized into lexical and grammatical examples.

Lexical Examples:

Differentiation: refers to the number of words in a given domain (e.g , colors, birds, fruits, and so on) in a lexicon. Languages differ in the domains that are most differentiated. Whorf noted that in the American Indian language of Hopi, just one word covers everything that flies except birds. Whorf suggested that there is no natural way to carve up reality; different languages do it in quite different ways. The number of words in a lexicon varies with how one defines the word. Languages differ in the degree to which they differentiate various lexical domains does not seem to be at issue.

Grammatical Examples

In English, we come to respect the difference between nouns and verbs as a fundamental distinction. Another example of grammatical diversity concerns the extent to which a language uses word order or morphology to signal meaning. Some of the grammatical distinctions that are found in other languages do appear to be semantically significant. Whorf believed that grammatical distinctions such as these exert an effect on not just the way individuals think but also their overall world view. In English, there is a distinction between what Whorf called individual nouns (more commonly called count nouns) and mass nouns. In contrast, in Hopi, there are no mass nouns.

Q. Give a criticism on Whorf hypothesis/ arguments on Whorf hypothesis (t#167)

While linguists generally agree that linguistic relativism, can be shown to be true to some extent, there are criticisms of the stronger form of the Sapir-Whorf Hypothesis, also known as linguistic determinism. Another point of criticism is problem of translatability. Three main arguments on Whorf Hypothesis:

• The grammatical structure is the first one, since the syntactic system of a language and the perceptual system of the speakers of that language do not have the kind of interdependent relationship that the Sapir-Whorf Hypothesis claimed to have.

• The second one goes to the translation, as there is no real translation.

• The last one belongs to the process of second language acquisition. According to the hypothesis, languages have different conceptual systems, if it is true, then someone who speaks one language will be unable to learn another language because he lacks the right conceptual system.

Q. What are Sapir-Whorf hypothesis: limitations and possibilities (t#168)

• The Sapir-Whorf hypothesis concludes that our language determines how we experience the world we are living in and how we experience that experience as a whole. The language a person speaks affects his thoughts and perspectives on the world.

• Language in Mind: Advances in the Study of Language and Thought (2003) gives three ideas on language and thought concepts. a. Language as a lens b. Language as a tool kit c. Language as a category maker.

• Some studies conclude that Sapir-Whorf hypothesis being significant, but not being applicable to all situations.

• People's views of the world might depend upon their cultural norms, beliefs and perceptions.

• Last but not the least would be the issue of the experiment itself. When one tries to study how people use language, without biasing them, he uses language to explain the study and conduct the experiments.

• Sapir and Whorf state that language and thought are two closely related terms. Generally, now, researchers come to a conclusion that the Sapir-Whorf hypothesis has some truth; yet, the extent of truth in the hypothesis is unsolved or yet to be solved.

Q. Explain theory that 'speech is essential for thought' (1st theory on culture and language) (t#169)

We must learn how to speak aloud, otherwise we cannot develop thinking. Proponents: (a) Thought is a kind of behavior, speech, which originates from speech production (b) Thought develops as a kind of speech - By speaking aloud, you start to speak sub vocally or make internal articulations.

Q. Why is speech production not necessary in order to think? Inadequacies of the theory (t#169)

1) Children having no speech production can comprehend and think.

2) Speech comprehension, which implies thought, develops from speech production in normal children

3) Simultaneously speaking aloud while thinking about something different.

4) Telling a lie

5) Meaning and thought occur without behavior

6) Interpreting between languages can be done

All of these 6 objections to the theory show that speech production is not necessary for thought.

Q. Explain the theory that 'Language is essential for thought' (2nd theory on culture and language) (t#170)

We must learn language, how to produce or understand speech, otherwise we cannot develop thinking. Proponents:

a) The language system, with its rule or vocabulary, is necessary for thought.

b) Thought was derived from speech production.

c) Thought is supposed to be language-specific and not universal.

Q. What are the inadequacies of the theory, 'Language is essential for thought'? (t#170)

1. Deaf persons without language can think.

- If one holds that language is the basis for thought, then these deaf children do not think and that they were merely robots.

2) Multilingual are whole persons.

- According to this theory, if multilingual have more than one thought process (one for each language), such persons would not be able to think coherently or would have separate thought intelligences/ personalities.

3) Intelligent animal behavior occurs without language.

- Thought must have some basis other than language. The following examples can prove this statement.

So, according to this theory, we must learn language, how to produce or understand speech, otherwise we cannot develop thinking.

Q. A deaf person can think without language explain (t#170)

Deaf children, when at play and when participating in activities around the home, behave as intelligently and rationally with respect to the environment as do hearing children

- If one holds that language is the basis for thought, then these deaf children do not think and that they were merely robots.

Q. Explain the theory that 'Language determines or shapes our perception of nature' (3rd theory on culture and language) (t#171)

Language determines or shapes our perception of nature (The learning of language will determine or influence the way we perceive the physical world, visually, auditorily, etc.) Proponent - One's knowledge of vocabulary or syntax influences one's perception and understanding of nature.

Q. Inadequacies of the theory that language determines or shape our perception of nature. (t#171)

1) Perception, interest, and need determine vocabulary - It is our interest and need that determine our coinage of vocabulary and its use. E.g. Children, from all over the world, are enchanted by dinosaurs. They perceive the types of dinosaurs. Through perception, they develop their interesting dinosaurs and later they feel the need to seek the names of these objects.

2) Color and snow vocabulary - Rather than language determining perception, it is perception that determines language. –

Color words: E.g. Speakers of a language with limited repertoire of color terms appeared no different from speakers with broader repertoire of color terms in terms of distinguishing colors of rainbow. –

Snow words: E.g. Hawaiians have only one, the English word 'snow' but the Inuits have single words for snow-on-the-ground, hard-snow-on-the-ground, block-of-snow and others. As for English-speaking skiers in cold countries, they name snow through its physical condition by creating phrases namely 'powder snow', 'wet snow', etc.

3) Hopi 'Time' and Chinese 'Counterfactuals' - Hopi people and time - People are not different because of their language, but because of their experiences. Deep down, we are all the same; it couldn't be otherwise. E.g. Hopi people use periods relating to the harvest, the moon, the sun and other significant events. We do much the same in English ("……when it gets dark", ".... when the weather gets warm"). –

The Chinese language and 'counterfactuals' - Chinese were not as able as English speakers to think hypothetically about what is not true because of certain grammatical features of the Chinese language. - This happened due to faulty translations but once proper translations were made, there was no basis for claiming a difference in thinking.

4) Lack of vocabulary does not indicate lack of concept - We describe a thing, which does not have a single word for it, with a phrase carrying a similar concept. E.g., we have a name for the underside of our hand that is called 'palm' but we have no word for the topside. Instead we use the phrase 'back of the hand.' - This shows that lack of vocabulary item is not indicative of a lack of a concept.

5) Knowledge overrides literal word meanings - We can believe something quite different from what the language literally specifies and that the continual use of a language form may not change an underlying thought.

In other words, one thing is said but another is understood. (similar to lying, but in this case, people know it is not true) E.g., the word 'sunset'. We always hear and use this word that it leads us to believe that the sun sets on its own. The truth is, it is the earth that moves, not the sun.

6) Multilingual's view of nature - If it is said that different languages have distinctive and important effects on the way we view nature, then the multilingual must similarly have distinctive and important ways of viewing nature. But such is not the case. Multilingual is a whole person who perceives nature as other humans do.

Q. why chinese cannot express counterfactual reasoning (t#171)

The Chinese language and 'counterfactuals 'Chinese were not as able as English speakers to think hypothetically about what is not true because of certain grammatical features of the Chinese lang. This happened due to faulty translations but once proper translations were made, there was no basis for claiming a difference in thinking.

Q. Explain the theory language determines or shapes our cultural world view (t#172)

Language determines or shapes our cultural world view (The learning of language will determine or influence the way we understand our culture and the world).

Proponents of theory:

a) Even if language is somewhat distinct from thought, nevertheless, knowing a language will itself condition and influence one's cultural, social beliefs or views of the world.

b) Language does provide a view of culture and society and an outlook on the world.

Q. What are the inadequacies of the theory language determines or shapes our cultural world view? (t#172)

1) Same language yet different world views.

2) Different languages yet similar world views.

3) Same language but world view changes over time.

4) One language can describe many different world views

5) Multilingual's world view.

So, according to this theory, the learning of language will determine or influence the way we understand our culture and the world.

Q. Explain erroneous beliefs underlying the four theories of culture and languages (t#173)

Discarding the anti-Mentalist position of some of the Behaviourist theorists who would treat thought as some sort of speech or behaviour, there are certain erroneous beliefs which might have been held by the other non-Behaviourist theorists that led them to invalid conclusions.

We will consider three such mistaken beliefs:

(1) Their analysis of language is adequate: The most serious deficiency in the theorizing of Whorf, Sapir, Korzybski, Skinner, von Humboldt, and others concerns the assumption that the directly observable words or the structure of a sentence represent all of the semantic or thought elements of that sentence.

(2) The meaning of words is linguistic in origin: there is no necessary relationship between the sound of a word and its meaning.

(3) There are primitive languages and primitive human intelligence: all languages are of similar complexity, with each having similar basic forms and operations.

So, once one learns the premises that a people hold, their behaviour and statements that were previously thought to be strange or illogical immediately become rational.

Q. Every single word or sentence has a meaning to convey. Do you agree? (t#173)

Meaning for words is acquired in four main ways: **(1)** a sound form is associated with an object, situation, or event in the world, e.g. the sound 'dog' with the object 'dog'**; (2)** a sound form is associated with an idea or experience in the mind, e.g. 'pain' with the feeling of 'pain'; **(3)** an inference may be made in a linguistic context, an idea may be suggested, e.g. in reading a paragraph one word may not be known but because everything else is understood, its meaning may be guessed at by inference; and **(4)** an analysis of known component morphemes may suggest a meaning for the sound form, e.g. the meaning of 'un primitive' can be gained through knowledge of the morphemes 'un' and 'primitive.

Q. Explain the best theory: Thought is independent of language/ relation between language and thought (t#174)

The relationship between language and thought is essentially the one that was advocated by the philosopher John Locke. It is that thought is independent of language, that language is dependent on thought, and that the function of language is to provide a means for the expression and communication of thought.

 Thought is independent of language: The thought system in the mind of the child develops over time as input stimuli of the world

The development of thought precedes the development of language: Through speech understanding the child develops a grammar and finds a means through speech production to provide meaningful speech.

The notion of thinking in language is a fallacy: Sound forms of words come to one's awareness while one is thinking.

The connections from particular thought to mental language and then physical speech are mainly automatic. Concerning the relation of language John Locke concludes: The Comfort and Advantage of Society, not being to be had without Communication of Thoughts, it was necessary, that Man should find out some external visible Signs, whereof those invisible Ideas, which his Thoughts are made up of, might be made known to others.

Q. Discuss testing the Whorf hypothesis (t#175)

Experimental tests of the Whorf hypothesis fall into two groups: those that examine the lexical level and those test the grammatical level. Before looking at these studies, however, let us consider what is needed to test the linguistic relativity hypothesis.

Differences in language determine differences in thinking must, at the outset, define the three key terms. First, we need to define what we mean by differences in language. Second, we need to define differences in thinking in a satisfactory manner. Whorf was especially interested in those aspects of thinking that indicated a habitual mode of thought. Finally, we need to clarify what is meant by saying that languages determine thought. The presence of linguistic categories creates cognitive categories. Presence of linguistic categories influences the ease with which various cognitive operations are performed. Hence, Psychological studies of the Whorf hypothesis have examined whether lexical and grammatical differences between languages influence various nonlinguistic cognitive processes.

Q. Explain color terms on lexical level (t#176)

At the lexical level, much work has been done on words for color. This is, in part, due to the fact that languages differ tremendously in their differentiation of the color domain. Some languages, such as English, have many color terms, and others have as few as two.

Q. Define codability (t#176)

A concept that has figured in much of the research on color cognition is codability. Brown (1958; see also Lenneberg, 1953) defined codability as the length of a verbal expression. If one's language does not have a specific word for the occasion, the speaker can still make the reference but will need to do so by some combination of words.

Q. What is Zipf 's law? (t#176 and google)

The relationship between frequency and length is captured in what is called Zipf 's law. Zipf (1935) examined Chinese, Latin, and English and found that the length of a word is negatively correlated with its frequency of usage. The more frequently a word is used in a language, the shorter the word (measured either in phonemes or syllables). English contain many examples of Zipf's law e.g. video camera-videocassette recorder becomes camcorder.

Q. Explain cross-linguistics studies (t#177)

The results of color term studies suggest that the presence of a brief verbal expression in a language influences certain cognitive processes. However, to evaluate the notion of linguistic determinism, we need to study the effects of color terms in different languages. These results suggest that under some circumstances the manner in

which we perceive and remember colors is related to the linguistic terms we use to refer to them. Thus, the color domain appears to provide support for the weak version of linguistic relativity.

Q. What are number terms in lexical studies? (t#178)

Another set of studies is relevant to how the lexicon may influence thought processes: How morphological differences in number names between Asian languages (Chinese, Korean etc) and English may influence children's conceptualization of numbers and ultimately their mathematics achievement. In English, the system of naming numbers is relatively complex. Asian languages such as Chinese are more regular

Q. What are object terms? (t#179)

Recent research in how infants learn names pertaining to objects is also relevant here. Conceptual categories related to object names are constructed at the time when we learn a language, not before. If so, it is then expected to see different kinds of early object terms in children acquiring different languages. The prevalence of nouns and verbs in speech given to children (as well as the way they are used) may influence the timing of certain cognitive achievements.

Q. What are spatial terms? (t#180)

Children's early word meanings are neither simply labels for existing concepts (the cognitive view) or constructed entirely because language requires (the Whorf hypothesis). Rather, they result from the interaction of existing cognitive development and the semantic categories of the input language. English and Korean differ substantially. Hence, Korean and English differ in spatial terms, and children acquiring these languages appear to carve up reality in different ways. Languages also differ in the spatial frames of reference. These frames of reference influence performance on nonlinguistic spatial tasks.

Q. Explain subjunctive & counterfactual reasoning with respect to Grammatical Influences on Cognition (t#181)

A. H. Bloom (1981) the differences between how Chinese and English speakers reason. Particularly interested in counterfactual reasoning, which is the ability to reason about an event that is contrary to fact.

• The English language has the subjunctive mood

(2) If John had come earlier, they would have arrived at the movies on time.

• Chinese does not have a specific form, such as the subjunctive, to express a counterfactual meaning.

(3) If the Hong Kong government were to pass a law requiring that all citizens born outside of Hong

Kong make weekly reports of their activities to the police, how would you react?

(4) If I am the U.S. president, then I will think before I speak.

• Bloom predicted that Chinese speakers would make more errors in counterfactual reasoning than English speakers.

• Bloom concludes that the presence or absence of explicit marking of the counterfactual in one's language influences the facility with which one uses this mode of thought.

Q. Discuss the development of subjunctive and complex-syntactic (t#182)

For many foreign-language (FL) learners of Spanish, one of the most unique grammatical constructs of the Spanish language is the subjunctive. The subjunctive is not highly productive in English, and so students have almost no L1 models with which to formulate hypotheses about its use in Spanish. The subjunctive research shows that learners do not acquire skills and knowledge for this construct in isolation of other aspects of their IL development, and that certain internal and external factors play important role subjunctive & syntactic development.

Q. What is grammatical marking of form? (t#183)

Traditional grammars refer to grammatical forms as "parts of speech" e.g. the grammatical form of the word dog is noun, of the word bite is verb, and of the word tiny is adjective. Grammatical form also includes the internal structure of words, phrases, and clauses. Presence of a grammatical distinction in a language may increase cognitive processes. To conclude, the grammatical distinctions in a language may influence cognitive processes. The observations from the suburban children suggest that even if grammatical categories determine qualities of thought, they are not the only determinants.

Q. Explain grammatical marking of objects and substances (t#184)

Languages also differ in their grammatical distinctions of objects and substances.

Count nouns refer to objects, while mass nouns refer to substances.

In English objects such as horse, candles and chairs are referred to as count nouns and smoke, air, water as mass nouns.

Q. Explain grammatical marking of gender (t#185)

A system of grammatical gender: every noun was treated as either masculine, feminine or neuter, existed in Old English.

Preference now is for gender-neutral language. English marks grammatical gender only in singular personal pronouns (for example, he, she, it). In contrast, other languages have much more extensive gender systems.

Spanish nouns that refer to males end in-o (as in hermano or brother, and gato or male cat & females end in -a (hermana) young children may use grammatical gender as a basis for classification at least some of the time.

The French gender system is similar to Spanish.

The form of the determiner or article depends upon its syntactic or grammatical role in a sentence,

The man scratched the cat (Der Mann kratzt die Katze)

The two-category gender system in Spanish and French may be more easily acquired by children and then extended to inanimate objects.

People's thinking about objects is influenced by the seemingly arbitrary assignment of a noun to be masculine or feminine in one's native language.

So, in English we find grammatical gender only in singular personal pronouns, on the other hand ,gender system is very extensive in other languages.

Q. Discuss syntactic disorder as problems with sequencing words in order/which category commonly deals with language disorder (t#187)

Syntactic deficits are common in language disorders and have always been at the focus of research on language disorders.

• Syntactic deficits a Boca's aphasia an acquired language disorder caused by strokes affecting left frontal regions.

• The core symptoms of Boca's aphasia is an agrammatic spontaneous speech production.

• The dichotomy between intact lexical-semantic and impaired syntactic abilities in Boca's aphasia and spared syntactic but affected lexical-semantic capabilities in Wernicke's aphasia.

• Children with specific language impairments display severe problems in acquiring inflectional morphology, verb movement and complex syntactic constructions.

• The genetic basis underlying the specific syntactic deficits observed in syndrome, ultimately uncovering those aspects of language capacity that are genetically specified in our species.

Q. What is aphasia to Neurolinguistics / while general linguistics is the study of grammar which category deals with disorders in language? (t#188)

Neurolinguistics is the branch of linguistics that analyzes the language impairments that follow brain damage in terms of the principles of language structure and aphasia is an acquired language disorder subsequent to brain damage in the left hemisphere.

• The most common cause of aphasia is a cerebral vascular accident (CVA) commonly referred to as a stroke.

• Aphasia following traumatic events is non-progressive in contrast to aphasia arising from brain tumor, some types of infection, or language disturbances.

• Primary progressive aphasia based on inclusion and exclusion criteria.

• Aphasia involves one or more of the building blocks of language.

• The degree of impairment varies across modalities, with written language often, but not always, more affected than spoken language.

• At the most severe end of the spectrum, a person with aphasia may be unable to communicate.

Q. Explain reading and writing disorders in neurolinguistics (t#189)

Reading disorders and writing disorders can occur alone but are often present together. Spelling impairment can affect both reading and writing; there is a bidirectional relationship between spelling and word reading such that difficulty or progress in one area can influence performance in the other area.

Reading Disorders: Reading and language-based learning disabilities are commonly called dyslexia.

Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read.

Examples of specific types of reading disorders include:

Word decoding: People who have difficulty sounding out written words; matching the letters to sounds to be able to read a word.

Lack of fluency: People who lack fluency have difficulty reading quickly, accurately, and with proper expression (if reading aloud).

Poor reading comprehension: People with poor reading comprehension have trouble understanding what they read.

Writing Disorders: Dysgraphia is a writing disorder. It is a condition of impaired letter writing by hand.

It is not a developmental motor disorder, but rather related to orthographic coding in working memory.

Dysgraphia commonly occurs with dyslexia and is a relate condition.

Hence, Reading disorders and writing disorders have bidirectional relationship as they are presented together and both influence each other in difficulty area as well as performance area.

Q. Difference between surface dyslexia and phonological dyslexia. (t#190)

Phonological dyslexia

The term “phonological dyslexia” refers to a symptom pattern of difficulty with decoding and connecting sounds to symbols. Individuals with that form of dyslexia typically have difficulty sounding out unfamiliar words and do poorly on tests of non-word reading. It is a disorder of reading characterized by impairment in non-word reading ability.

Surface dyslexia

Surface is a subtype of dyslexia characterized by a difficulty in the lexical access of word meanings. Patients with surface dyslexia of disorder cannot recognize a word as a whole due to the damage of the left parietal or temporal lobe. Individuals with surface dyslexia rely on pronunciation rules. The dual route theory of reading proposes that skilled readers utilize two mechanisms when converting written language to spoken language: the direct, lexical pathway and the indirect, non-lexical pathway

Q. Define dyslexia (t#191)

Dyslexia is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. In a person with dyslexia, the brain processes written material differently

Q. What are the symptoms of dyslexia?

• Difficulty in learning to read

• Milestones reached later

• Delayed speech development

• Spelling

• Speech problems

Q. What is the treatment? (t#191)

Psychological testing: This helps teachers develop a better-targeted program for the child.

Guidance and support: Counseling can help minimize any negative impact on self-esteem.

On-going evaluation: developing their coping strategies and identify areas where more support is needed.

Q. Deep dyslexia (t# 192)

Deep dyslexia is a form of dyslexia that disrupts reading processes. Deep dyslexia may occur as a result of a head injury, stroke, disease, or operation. This injury results in the occurrence of semantic errors during reading and the impairment of non word reading. Deep dyslexia is considered to be a "central dyslexia" as compared to a "peripheral dyslexia". Deep dyslexia is mainly characterized by the occurrence of semantic reading errors or semantic paralexia. Deep dyslexics have more difficulty reading abstract than concrete and highly imaginable words, more difficulty reading adjectives, adverbs than nouns. The difficulty of deep dyslexics in reading abstract words has been referred to as the "imageability effect". Words with higher ease of predication scores are more easily read aloud by deep dyslexics than words with lower ease of predicaton scores. Hence deep dyslexia disrupts reading processes. There have been many different studies done in an attempt to treat deep dyslexics, all which have been met with varying success

Q. Write some name of prominent theories of language acquisition. (t#193)

Amongst the most prominent theories of language acquisition that has been put forward by linguists is the:

- Cognitive Development Theory
- Humanistic Approach (Abraham Maslow, Carl Rogers)
- Behaviorist Theory
- Behaviorist Theory for Second Language Learning
- The Innateness Hypothesis
- The Critical Period Hypothesis

Q. What are the issues in First language acquisition? (t# 195)

Issue one: Position meeting the criteria for a scientific theory: Chomsky's innateness position seems to meet a convincing criterion for a scientific theory. It covers aspects of some other theories, possesses the properties of scientific theory and has claims for contents. Chomsky believes that both body and mind exist, and the elements needed for theory-making are body, behavior, and mind. His position shares aspects from other positions; for example, epiphenomenalism considers mind as the side effect of an action.

Issue two: Child's logical thinking: Piaget supports the child's logical thinking which is attributable to his third stage of development called "concerned operational period" (occurring roughly around the age of 7 to 11 years). Piaget labels stage three as "preparation for an achievement of concrete operations."

Issue three: The origins of language: First, we refer to Chomsky's position and then to that of Vygotsky. Chomsky is nativist, and he argues that the ability to acquire language is innate and that children are programmed to learn language. Some form of pre-programming can explain the speed with which children learn the complex skill of using language and the similarity of language acquisition across cultures.

Q. Explain an innatist theory by Noam Chomsky (t#196)

Nativists contend that a child is born with an innate knowledge of or predisposition toward language, and that this innate property (the LAD or UG) is universal in all human beings. The innateness hypothesis was a possible resolution of the contradiction between the behavioral notion that language is a set of habits that can be acquired by a process of conditioning and the fact that such conditioning is much too slow and inefficient a process to account for the acquisition of a phenomenon as complex as language, But the innateness hypothesis presented a number of problems itself

Q. Discuss children vs. adults in Second-Language learning/ why children learn quick and accurate (t# 199)

Language acquisition starts in very early childhood, but SLA can happen in childhood, early or late, as well as in adulthood. Children acquiring their first language easily and well, yet individuals learning a second language, particularly in an educational setting, can meet with great difficulty and sometimes failure. One needs to approach the comparison by first considering the differences between children and adults. A 2-year old and an 11-year-old exhibit vast cognitive, affective, and physical differences. In C2-A2 comparison, one is holding language constant and manipulating the differences CI-A2, unfortunately manipulates both variables.

To sum up, studies on children vs adults in SLL show that acquiring a first language is easy, but learners face difficulty in second language learning and sometimes face failure in attaining native like proficiency as per CPH

Q. Explain the interference between First and Second languages (t#202)

L1 is a speaker's first language. L2 is the second, L3 the third etc.

Example: A learner whose L1 is Spanish may find Portuguese and Italian easy languages to learn because of afairly close connection between the languages.

In the classroom: L1 interference - where a speaker uses language forms and structures from their first language in language they are learning - is an area many teachers are concerned with. In a mono-lingual class

where the teacher also speaks the L1, it is easier to identify interference and address it, often discussing it explicitly with learners. L1 interference' has been replaced by 'language transfer'. Language transfer is the effect that one language – particularly the first language – has on another. Transfer can occur at all levels: pronunciation, vocabulary, grammar and discourse. Interference was seen as something negative, whereas transfer may also be positive, especially if the L1 and L2 share many features in common.

Q. Order of Acquisition . What is meant by order of acquisition in language acquisition process (t#204)

The order of acquisition is a concept in language acquisition describing the specific order in which all language learners acquire the grammatical features of their first language. All children acquire their first language in a fixed, universal order, regardless of the specific grammatical structure of the language they learn. Linguistic research has largely confirmed that this phenomenon is true for first-language learners; order of acquisition for second-language learners is much less consistent.

Q. children have better pronunciation than adults why? (t#205)

Children learn second languages easier than adults is because of the child's ability to adapt the proper pronunciation of a language. It is true that the younger a child begins to learn a second language, the better their pronunciation. Adults have a more difficult time adapting the pronunciation of a foreign language, and so sound less competent than a child who has the ability to speak a second language with the proper accent.

Q. What are the basic psychological factors affecting Second-Language learning? Q. What are the affective factors in Second Language acquisition self-esteem?(t# 207)

Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-Esteem: Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. 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.

Q. Which are the social situations affecting Second-Language learning. (t#209)

•**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

Q. The natural situation in SLA (t#209)

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. The classroom situation: the classroom for second-learning is planned situation. As we all know physically, there is isolated from the rest of social life.

Q. Language learning after the critical age (t#210)

Adults can learn 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.

Q. What are learners' characteristics? Or role of motivation in SLL (t#211)

Three learner characteristics have consistently been found to be consequential for language learning: motivation, anxiety, and beliefs about language learning.

Motivation: A number of factors that affect second-language learning operate only in certain types of situations. The question of 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. A 1- or 2-year-old needs no motivation to learn a second language; given language input, the young child will automatically learn – with learning even occurring in negative circumstances. An older child of 4 or 5 years, however, may need motivation in order to learn a second language since by that age the child may be aware of whether a language is positively or negatively regarded by others, or the child may prefer other activities

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. 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.

Q. Can SLA happen only in early childhood? (t#212)

In early childhood, becoming bilingual is often an unconscious event, as natural as learning to walk or ride a bicycle. But why? According scientific surveys, language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanisms which are only active until to the age of 12. Long agrees, but goes further by conditioning the acquisition of a native competence in morphology and syntax to exposure to the second before the age of 15.These assertions are contradicted by empirical studies on older beginners who have reached very high in second language levels of competence. Other factors that we should take into consideration are children's flexibility, spontaneity and tolerance to new experiences. Kids are more willing to communicate with people than adults, they are curious and they are not afraid of making mistakes. They handle difficulties (such as missing vocabulary) very easily by using creative methods to communicate, such as non-verbal means of communication

Q. Discuss the relationship between age and acquisition (google/topic 212)

Lenneberg´s critical period hypothesis suggests that there is a biologically determined period of life when language can be acquired more easily. Beyond this time a language is more difficult to acquire. According to Lenneberg, bilingual language acquisition can only happen during the critical period (age 2 to puberty). The critical period hypothesis is associated with neurophysiological mechanisms suggesting that in late bilinguals the early and the late acquired languages are represented in spatially separated parts of the brain (Broca's area). In early bilinguals, however, a similar activation in Broca's area takes place for both languages. This loss of the brain´s plasticity explains why adults may need more time and effort compared to children in second language learning.

Q. What are the instructional variable? (google/topic 212)

The instructional factors that teachers should consider in meeting individual needs are much the same for various groups of students. These factors are discussed in the following sections.

Meaningful Reading and Writing Tasks

In recent years the criteria for effective instruction have undergone a dramatic shift from emphasis on drill and practice to emphasis on meaningful tasks of reading and writing. The focus of instruction should be on ways to help students integrate new knowledge with existing knowledge to construct meaning. Good readers spend the majority of their time engaged in meaning-making activities such as silent reading and peer discussions. It is important for the tasks that students do to require thinking. For example, choosing the correct response to a literal detail question requires significantly less thinking than summarizing the important events in a story.

Expectation Level

Research indicates that children in remedial and compensatory programs spend the majority of their time completing low-level tasks. Not only does this pattern reflect lower expectations, but students do not develop the higher levels of academic functioning necessary to achieve success in later years. While gifted students are academically advanced, they also need special provisions to meet their individual needs. Like all learners, their potential is affected by the quality of instruction and the learning experiences provided.

Students' Strengths

Successfully meeting individual needs is dependent upon knowing what an individual is already able to do and linking what is already known with what remains to be learned. By helping students to bridge the gap between their current abilities and the intended goal, teachers are providing scaffolds of support for learning.

Q. Cognitive strategy (t#213)

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.

Q. Classical Method of teaching language (t#215)

Classical Method: locus on grammatical rules, memorization 01 vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. Classical Method was adopted as the chief means for teaching foreign languages. Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. Grammar Translation Method remarkably withstood attempts at the outset of the twentieth century to "reform" language teaching methodology. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, tr ions, and rote exercises

Q. Auditory and musical learner (t#218)

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. Auditory learners might say words out loud or hum tones to better learn them. This strategy is a key for keeping musical learners engaged in class lessons

Q. Discuss reflectivity and impulsivity (t#219)

A cognitive style in problem solving related to whether the individual tends to make quick decisions or instead weighs up alternatives before deciding. The degree 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. Reflectivity and impulsivity is cognitive styles of a learner that shows learner’s ability of a solving of a problem.

Q. Perceptual learning style (t#222)

It 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.

Q. Language learning strategies (t#224)

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. Socio affective 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.

Q. What are the communication strategies in course of learning a second language? (t#225)

Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information. Faerch and Kasper (1983a, p. 36) defined communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal." Kasper and Faerch proposed a model of speech production that involved a planning phase and a production phase. Researchers have identified three components of communication strategies problematicity, consciousness & intentionality. Some learners' inter languages are characterized by communication strategies. So, learners use communication strategies in second language learning in order to overcome the problems in communication process

Q. Discuss avoidance strategies in case of learning a L2 (t#226)

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. 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 which are risk-taking or resource-expansion strategies and risk avoiding strategies. So, avoidance strategies involve leaving a message unfinished because of language difficulties and avoiding topic areas or concepts that pose language difficulties.

Q. Discuss compensatory strategies (t#227)

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. Hence, compensatory strategies is one of the types of communication strategies which learners use in order to compensate limitations in learner's language. Few of them are following strategies:

Circumlocution, Approximation, Use of all-purpose words, Word coinage

Q. How you can incorporate SBI (strategy base instruction) into the language classroom? (t#228)

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.

Q. What is the main instrument used for learners' to identify strategies of SLA (T#229)

The most widely used instrument for learners to identify strategies is Oxford is (1990a) Strategy Inventory for Language Learning (SILL).Once style preferences have been identified, a learner can proceed to take action through strategies. Other forms Include self reports *diaries, portfolios etc. The SILL's 50 items, divided into six categories, each present a possible strategy (i.e "I use rhymes to remember new English words.") which responders must indicate on a five-point scale of "never true of me" to "always true of me."

Q. Three types/levels of self-esteem (t#235)

Three general levels of self-esteem are follows:

• **General or global self-esteem** is said to be relatively stable in a mature adult

•**Situational or specific self-esteem** refers to one/s self-appraisals in particular life situations

•**Task self-esteem** relates to particular tasks within specific situations.

Hence, the affective domain and self-esteem appears to be an important variable in second language acquisition

Q. Domain of language acquisition/affective domain of language (t#235)

The affective domain: Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact. Benjamin Bloom and Iris colleagues (Krathwohl, Bloom, & Masia, 1964) provided a useful extended definition of the affective domain that is still widely used today. **1.** At the first and fundamental level, the development of affectivity begins with receiving. Persons must be aware of the environment surrounding them and be conscious of situations, phenomena, people, objects; be willing to receive—to tolerate a stimulus, not avoid it—and give a stimulus their controlled or selected attention. **2**. Next, persons must go beyond receiving to responding, committing themselves in at least some small measure to a phenomenon or a person. Such responding in one dimension may be in acquiescence, but in another higher dimension, the person is

willing to respond voluntarily without coercion, and then receives satisfaction from that response. **3**. The third level of affectivity involves valuing: placing worth on a thing, a behavior, or a person.

Q. Discuss attribution theory and self-efficacy (t#236)

Weiner describes attribution theory in terms of four explanations for success and/or failure in achieving a personal objective: ability, effort, perceived difficulty of a task, and luck. According to Weiner, learners tend to explain, that is, to attribute, their success on a task on these four dimensions. Depending on the individual, a number of causal determinants might be considered. If a learner feels he or she is capable of carrying out a given task, in other words, a high sense of self-efficacy, an appropriate degree of effort may be devoted to achieving. Attribution and Self-efficacy theories propose that it is essential for learners to believe in themselves in order to succeed at a set of tasks

Q. Count down the four factors related to attribution theory. (t# 236)

Ability: Is a relatively internal and stable factor over which the learner does not exercise much direct control.

Task Difficulty: Is an external and stable factor that is largely beyond the learner's control

Effort: Is an internal and unstable factor over which the learner can exercise a great deal of control

Luck: Is an external and unstable factor over which the learner exercises very little control

Q. Discuss willingness to communicate (t# 237)

A factor related to attribution and self-efficacy, one that has seen a surge of recent interest in the research literature is the extent to which learners display a willingness to communicate as they tackle a second language. Willingness to communicate (WTC) may be defined as "an underlying continuum representing the predisposition toward or away from communicating, given the choice". Or, more simply put, "the intention to initiate communication, given a choice". Emerging from studies and assertions about language learners 'willingness to communicate and what we in common lay terms sometimes label as "shyness," researchers have now been examining the extent to which WTC is a factor not just in second language acquisition, but one that may have its roots in a learner's first language communication patterns

Q. Discuss inhibition and risk taking (t# 238)

Inhibition and risk taking are the effective factors of second language learning inhibition and risk taking affect second language learning as they both are concerned with learners' psychological and social characteristics. Inhibition is defined as that all human beings in their understanding of themselves, build sets of defenses to protect the ego. It is a feeling of self-consciousness and inability to act.

While risk taking is the ability to make intelligent guesses. Risk taking is an important characteristics of successful learning in L2. High risk taking will yield positive results in second language learning and self-esteem seems to be closely connected to a risk taking factor.

Q. Discuss anxiety as an affective factor in L2 learning (t # 239)

Spielberger defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." The research on anxiety suggests that anxiety, like self-esteem, can be experienced at various levels. Foreign language anxiety can have a negative effect on the language learning process. Anxiety lies in the distinction between debilitative and facilitative anxiety. Anxiety in a language learning is an inability of learner to express the ideas effectively.

Q. Discuss empathy (t# 239)

Empathy is the process of putting yourself into someone else's shoes of reaching beyond die self to understand what another person is feeling and it is an ability to reach beyond the self to others. A communication requires a sophisticated degree of empathy. Oral communication is a case in which, cognitively at least, it is easy to achieve emphatic communication. Second language learning situation, the problem of empathy becomes acute.

Q. attribution theory (t# 239)

It focuses on how people explain the causes of their own successes and failures. Few scholars describe attribution theory in ternus of four explanations for success and/or failure in achieving a personal objective: ability-, effort, perceived difficulty of a task, and luck. Two of those four factors are internal to the Learner: ability and effort; and two are attributable to external circumstances outside of the learner: task difficulty and luck. According to Weiner, learners tend to explain, that is, to attribute, their success on a task on these four dimensions Depending on the individual, a number of causal determinants might be cited.

Q. Discuss extroversion (t# 240)

Another level of learning styles depends on whether a person is an extrovert learner or an introvert learner. Extraversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extraversion is potentially important factors in the acquisition of a language as this trait lends to assertive participation on the part of a learner.

Q. Define preemption principle. (t#240 lect)

If you hear people using a form different from the one you are using, and do not hear anyone using your form, abandon yours and use theirs

Q. Language as an instrument of knowledge (t#242)

Language is equally an instrument of understanding and knowledge; the specialized languages of mathematics and science, for example, enable human beings to construct theories and to make predictions about matters they would otherwise be completely unable to grasp

Q. Differentiate between instrumental motivation and integrative motivation. (t#242 video lect)

Motivation, in its general sense, falls into two main categories: integrative and instrumental that cover 12 learners' overall goal and orientation towards learning 12 with persistence and positive attitude

Instrumental motivation is "a desire to gain social recognition or economic advantages through knowledge of a foreign language" (Gardner & Lambert, 1972, p.14). Instrumental motivation is learning a second language in order to achieve some other instrumental goal: furthering a career, reading technical materials, translating, passing an exam, etc (Gardner & Lambert, 1972)

Integrative motivation when someone learns a language because they desire to learn more about its culture, its people and language, i.e. they wish to integrate with the target language culture and become part of that culture. Integrative motivation learners' desire to communicate with a valued 12 group (Gardner,1985) .

Q. Stereotypes or generalization/ stereotype in cultural context……!! (t#248)

Stereotypes: Oversimplification of group's characteristics, based on some factual elements but are not generally applicable to all Generalizations: Statements or beliefs about a cultural group based upon factual evidence. While applies to majority of the people, yet not true of every single person in a group. Hence, stereotypes and generalizations reflect cultural differences and their understanding can enable both learners and teachers of a second language to recognize the process as dynamic and versatile.

Q. Second Culture Acquisition & Social Distance (t#249)

Robinson Stuart and Nocon suggested that language learners undergo culture learning as a "process, that is, as a way of perceiving, interpreting, feeling, being in the world and relating to where one is and who one meets" (p. 432). Culture learning is a process of creating shared meaning between cultural representatives. It is experiential, a process that continues over years of language learning, and penetrates deeply into one's patterns of thinking, feeling, and acting. It is common to describe culture shock as the second of four successive stages of culture acquisition:

1. **Stage 1** is a period of excitement and euphoria over the newness of the surroundings.

2.**Stage 2**—culture shock—emerges as individuals feel the intrusion of more and more cultural differences into their own images of self and security. In this stage, individuals rely on and seek out the support of their fellow countrymen in the second culture, taking solace in complaining about local customs and conditions, and seeking escape from their predicament.

3. **Stage 3** is one of gradual, and at first tentative and vacillating, recovery. This stage is typified by what Larson and Smalley (1972) called "culture stress": some problems of acculturation are solved while other problems continue for some time

4. **Stage 4** represents near or full recovery, either assimilation or adaptation, acceptance of the new culture and self-confidence in the "new" person that has developed in this culture.

Q. Mirror neuron explain (t#254)

The role of mirror neurons in imitation is more contentious. Although mirror neurons have not been recorded directly in humans, brain-imaging studies point to an equivalent system in the human brain, and this system is activated when people imitate action yet monkeys appear to be incapable of imitation suggesting that the mirror system did not evolve to mediate imitation. Mirror neurons represent a distinctive class of neurons that discharge both when an individual executes a motor act and when he observes another individual performing

the same or a similar motor act. The mirror system provided a natural platform for the subsequent evolution of language.

Q. process of lexical development in bilingual children (t#260)

Lexical development in children who learn their second language when their Ll is already developed is different from that of children who grow up in a bilingual environment (i.e. simultaneous bilingualism). The beginning step of learning words in L2 is translation, or learning the definitions. This is different from how they learned their LI which involves inputting the information of semantic and formal entities together. When accessing these newly learned words, the basic language semantic system will be activated, which means when L2 word is activated, the basic language word with the same meaning is also activated. It can be said that learners are still thinking in basic language but try to represent in L2 by translation as more semantic and syntax knowledge is learned for the L2. As learners gain more and more exposure to the new language, they will complete the development of L2 when they can access and use the language from the concept, which can be said to be thinking in that language directly.

Q. Language mode (t#262)

Grosjean has developed the idea of a language mode to explain the various ways multilingual use their languages. The language mode is defined as follows: “The state of activation of the bilingual’s languages and language processing mechanisms, at a given point in time.” The language mode is a continuum, ranging from a monolingual mode to a bilingual speech mode (Grosjean to appear). In the monolingual mode only one language is activated and the other languages in a multilingual are deactivated. According to GrosJean, language mode is processing and language bilingualism activation at a given time and cognitive processes reflect knowledge characterization in the actual use of language

Q. writing system (t# 265)

Writing system is based on speech sounds: phonemes or syllables in the sound-based system, each symbol represents a speech sound, either a phoneme or a syllable. There are many different sound-based writing scripts in use throughout the world today – for example, Devanagari in India, Arabic in Egypt, the Hangul syllabary in South Korea, the two Kana syllabaries in Japan, the Cyrillic alphabet in Russia and Bulgaria, and the Roman alphabet in English-speaking countries and Western Europe. Some of these sound-based orthographies correspond highly to their spoken forms. Among these are Finnish and Spanish, which use the Roman alphabet to represent the phonemes of their spoken languages, and Korean and Japanese, which use their own native scripts, Hangul and Kana, respectively, to represent the syllables of their spoken languages. (Complexities) occur with Japanese, however, because it also mixes Chinese-type characters into its writing system even though those characters (kanji) can be written in the syllabic forms.) The sound-based orthographies of these languages are easier to read than are sound-based orthographies where the correspondence of written symbol to sound is not high, as is the case for English.

Q. What is meant by arrangement in terms of writing context (video lecture 266)

Writing: The act of forming letters and characters on paper, wood, stone or other material for the purpose of recording the ideas which characters and words express for communication. Human children naturally acquire fluent language without being taught. **Arrangement**: writing systems differ in whether the graphemes are written from right to left. To sum up, written language is taught and learned consciously in contrast to spoken language and its classifications include basic unit of sound, regularity, frame and arrangement.

Q. The Study of Writing: Definitions and Classifications (t#266)

Writing: The act of forming letters and characters on paper, wood, stone or other material for the purpose of recording the ideas which characters and words express for communication. Human children naturally acquire fluent language without being taught. Unlike spoken fluency, written language, which must be taught and consciously learned. 'True writing undoubtedly has its roots in pictures for concepts—called pictograms.

Classification of writing systems

Basic unit of sound: The first type of system is the syllabary and the second type of writing system is the alphabet. Regularity: Another way to classify writing systems is by the degree of regularity of their grapheme-sound correspondence. Some systems are highly regular; others are highly irregular. Frame: the way the units are grouped on a page to create larger units. Arrangement: writing systems differ in whether the graphemes are written from right to left. To sum up, written language is taught and learned consciously in contrast to spoken language and its classifications include basic unit of sound, regularity, frame and arrangement.

Q. Back propagation/back prop/backward propagation (google)

Back propagation, short for "backward propagation of errors," is an algorithm for supervised learning of artificial neural networks using gradient descent. Given an artificial neural network and an error function, the method calculates the gradient of the error function with respect to the neural network's weights.

Q. Define SLD/ specific learning disability (google)

Specific learning disability (SLD) refers to a disorder in one or more of the basic processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations.

Q. young learns language faster than adults explain if you agree (google)

Many researchers believe that learning foreign language before the puberty and even better earlier allows children to speak more fluently, almost like native speakers. In addition, learning more than one language at early age improves lifelong ability to communicate with others and contributes to cognitive development and cultural awareness. Some scientists believe that children learn language differently but not necessary easier than adults. As they point out, children acquire a language by using the same parts of the brain as the parts that control unconscious actions. This is why it often seems that children pick up words and phrases without much effort.

Q. Language processing (google)

Language processing refers to the way humans use words to communicate ideas and feelings, and how such communications are processed and understood. Language tests evaluate the ability of language processing disorders in children. Language processing refers to the way humans use words to communicate ideas and feelings, and how such communications are processed and understood. Language tests evaluate the ability of language processing and knowledge for appropriate use.

Q. Which type of information is stored in left hemisphere?

Analytic thought, Logic, Language, Reasoning, Science and Math, Written, Number skills, Right-hand control

Q. Bloom and Pinker proposition regarding animal communication.

Pinker and Bloom argue that a language that is qualitatively different than animal communication may have evolved by the process of natural selection. Natural language, as Pinker and Bloom have argued, is compatible with the Darwinian concept of natural selection.

Q. Language awareness (google)

If children learn two languages, they learn two ways of referring to objects in their environment. Does the bilingual child who has learned that the cat and el gato refer to the same animal better understand that language is arbitrary, the principle that there is (in general) no relation between a word and its referent? Leopold thought so, stating that ‘‘the most striking effect of bilingualism was a noticeable looseness of the link between the phonetic word and its meaning.’’ This phenomenon may be broader than word meaning. It may be that bilingual children are in general more attentive to language than monolingual children. As Vygotsky (1934/1986) has suggested, a bilingual child would ‘‘see [one’s] language as one particular system among many, to view its phenomena under more general categories, and this leads to an awareness of [one’s] linguistic operations

Q. Autonomous Search Model of Foster (L#6)

One of the earliest and most influential models is the autonomous search model of Forster. In this model, the word recognition system is divided into several different components. One is devoted to the orthographic (spelling) properties of a word and another to the phonetic properties. Each of these is organized in descending order of frequency. Forster’s model assumes that the lexicon is autonomous or independent of other systems involved in language processing. Thus, according to this model, activation of words from the lexicon is not directly influenced by syntactic or semantic factors. Such factors affect the general cognitive system. Information from the lexicon is fed into this more general system, and in this way, syntactic/semantic information may influence word activation. Originally, the model assumed a single comparator that matched the incoming signal to the lexical representation in the phonetic or orthographic files. This led to a problem in terms of the number of files that needed to be searched versus the observed speed of word recognition.

Q. Mental lexicon (google)

In psycholinguistics, a person's internalized knowledge of the properties of words. Also known as a mental dictionary. There are various definitions of mental lexicon. The mental lexicon is the cognitive system that constitutes the capacity for conscious and unconscious lexical activity." The term mental lexicon was introduced by R.C. Oldfield. The mental lexicon is defined as a mental dictionary that contains information

regarding a word's meaning, pronunciation, syntactic characteristics, and so on. The mental lexicon is a construct used in linguistics and psycholinguistics to refer to individual speakers' lexical, or word, representations. The mental lexicon differs from the lexicon in that it is not just a general collection of words; instead, it deals with how those words are activated, stored, processed, and retrieved by each speaker. An individual's mental lexicon changes and grows as new words are learned and is always developing, but there are several theorists that argue exactly how this occurs

Q. Define First language Acquisition

First Language Acquisition is touted by linguist as the process of acquiring a language via exposure whilst young. First language is defined as the primary language -not necessarily mother tongue- which the speaker first acquires and use on a constant basis. According to Lenneberg the language that one picks up during the critical period will generally be the person's first language. The Canadian census agrees that the first language that one acquires during childhood is the first language.

Q. Define Second language

A second language, however, can be a related language or a totally different one from the first language. Language acquisition is a cognitive process cognitive process (reasoning, perception, judgment and memory) of "acquiring" a language. It is usually done subconsciously, with the mind slowly structuring the template to mold the language into shape. Language learning however, means a person is trying to learn the language consciously through practice, training, or experience.

Q. Language/linguistic transmission (google)

Language transmission, the passing on of language features such as words between people, is the process of inheritance that underlies linguistic evolution. ... As more commonly used words are encountered more often, this means that it is the frequencies of words which are copied. In linguistics, cultural transmission is the process whereby a language is passed on from one generation to the next in a community. ... Cultural transmission is generally regarded as one of the key characteristics distinguishing human language from animal communication.

Q. does children learn or acquire first language (Google)

Children acquire language through interaction - not only with their parents and other adults, but also with other children. All normal children who grow up in normal households, surrounded by conversation, will acquire the language that is being used around them. Younger children are often regarded as superior language learners than older children or adults, some believe that young children can effortlessly acquire two or more languages simultaneously. At the same time, some parents and educators fear that bilingual language exposure may slow children's language development and even cause them to mix or confuse their languages. We will examine some of these ideas.

Q. Metacognitive strategy (google)

People who adopt the metacognitive strategy plan, arrange, focus, evaluate on their own learning process. They identify and monitor their own learning style preferences and needs, such as gathering and organizing L2

materials, arranging a study space and a schedule for L2 revision and learning, monitoring mistakes made in L2, evaluating task success, and evaluating the success of any type of learning strategy. Things they do: Observe how the SL teacher speaks in the SL. Observe how they themselves speak in the SL. Practice speaking in SL in front of the mirror. Crosscheck with Google to find out if their pronunciation is correct, and correct it. Doing crossword puzzles and play word games like scrabble. Take note of how other people communicate in SL, especially natives.

Q. DIFF BETWEEN ACQUISITION AND LEARNING (google)

Children acquire language through a subconscious process during which they are unaware of grammatical rules. This happens especially when they acquire their first language.

Language learning, on the other hand, is the result of direct instruction in the rules of language.

Q. Write names of schools of thought in Second Language acquisition

Following are the main:

1. Functionalism
2. Structuralism
3. Generativism
4. Cognitivism

Q. Factors of Communication Strategies (google)

- Knowing and reaching out to key audiences/stakeholders.
- Recognizing communications opportunities.
- Developing and conveying key messages.
- Providing useful, relevant information to groups or individuals.
- Making use of resources provided by NASP and/or your state.
- Coordinating with colleagues within NASP and/or your state.
- Encouraging fellow school psychologists to be active communicators

Q. Plasticity of language learning imp (google)

Lang learning boosts brain plasticity and ability to code new information. By studying brain electrical activity of volunteers, researchers found that language acquisition enhances brain plasticity and capacity for learning. Language learning boosts brain plasticity and ability to code new information. In particular, they note that early language learning plays a significant role in the rapid formation of memory circuits for coding new information.

The notion of **plasticity** with respect to adult **language acquisition** is often traced back to Penfield and Roberts (1959, p. 240), who argue that for recovery from aphasia the adult brain is “inferior” while the child brain is “plastic,” that is, more likely to regain **language** function.

Q. applied linguistic

The term applied linguistics refers to the interdisciplinary field that aims to seek out, identify, and provide solutions to real-life problems that result from language-related causes. This research encompasses a wide variety of fields including language acquisition, language teaching, literacy, literary studies, gender studies, speech therapy, discourse analysis, censorship, professional communication, media studies, translation studies, lexicography, and forensic linguistics.

Q. Cultural transmission (google)

Cultural transmission is the process through which cultural elements, in the form of attitudes, values, beliefs, and behavioral scripts, are passed onto and taught to individuals and groups. Human language is culturally transmitted, or taught. Other animals communicate largely with signs they are born knowing.

Q. Language learning styles (google)

Learning styles mediate between emotion and cognition, as you will soon discover. For example, a reflective style invariably grows out of a reflective personality or a reflective mood. An impulsive style, on the other hand, usually arises out of an impulsive emotional state. People's styles are determined by the way they internalize their total environment, and since that internalization process is not strictly cognitive, we find that physical, affective, and cognitive domains merge in learning styles. Some would claim that styles are stable traits in adults

Q. Lexical decision task (google)

In a lexical decision task (LDT), a participant needs to make a decision about whether combinations of letters are words or not. For example, when you see the word "GIRL", you respond "yes, this is a real English word", but when you see the letters "XLFFE" you respond "No, this is not a real English word". The task was introduced by Meyer and Schvaneveldt in the 1970s. Their study aimed to understand how long-term memory is organized and how we retrieve information from it.

Q. According to attribution theory, the explanations that people tend to explain success or failure can be analyzed in terms of three sets of characteristics. How? (google)

First: The cause of the success or failure may be internal or external. /hat is, we may succeed or fail because of factors that we believe have their origin within us or because of factors that originate in our environment.

Second: The cause of the success or failure may be either stable or unstable. If we believe cause is stable, and then the outcome is to be the same if we perform the same behavior on another occasion. If it is unstable, the outcome is to be different one another occasion.

Third: The cause of the success or failure may be either controllable or uncontrollable. Controllable factor is one which we believe we ourselves can alter if we wish to do so. The uncontrollable factor is one that we do not believe we can easily alter.

Q: Universal Grammar? (google)

Universal grammar is the theoretical system of categories, operations, and principles shared by all human languages and considered to be innate. The term is also known as Universal Grammar Theory. Linguist Noam Chomsky explained, "'Universal grammar' is taken to be the set of properties, conditions, or whatever that constitute the 'initial state' of the language learner, hence the basis on which knowledge of a language develops." The concept is connected to the ability of children to be able to learn their native language..

Q. disorders in language

Syntactic disorder: Syntactic disorder is Problems with sequencing words in order. Syntactic deficits are common in language disorders and have always been at the focus of research on language disorders.

Aphasia: Aphasia is an acquired language disorder subsequent to brain damage in the left hemisphere. It is characterized by diminished abilities to produce and understand both spoken and written language compared with the speaker's presumed ability pre-cerebral damage. The type and severity of the aphasia depends not only on the location and extent of the cerebral damage but also the effect the lesion has on connecting areas of the brain.

Reading Disorders: Reading and language-based learning disabilities are commonly called dyslexia. Dyslexia is a brain-based type of learning disability that specifically impairs a person's ability to read.

Writing Disorders: Dysgraphia is a writing disorder. It is a condition of impaired letter writing by hand. It is not a developmental motor disorder, but rather related to orthographic coding in working memory. Dysgraphia commonly occurs with dyslexia and is a relate condition.

Phonological dyslexia: The term "phonological dyslexia" refers to a symptom pattern of difficulty with decoding and connecting sounds to symbols. Individuals with that form of dyslexia typically have difficulty sounding out unfamiliar words and do poorly on tests of non-word reading. It is a disorder of reading characterized by impairment in non-word reading ability.

Surface dyslexia: Surface is a subtype of dyslexia characterized by a difficulty in the lexical access of word meanings. Patients with surface dyslexia of disorder cannot recognize a word as a whole due to the damage of the left parietal or temporal lobe. Individuals with surface dyslexia rely on pronunciation rules. The dual route theory of reading proposes that skilled readers utilize two mechanisms when converting written language to spoken language: the direct, lexical pathway and the indirect, non-lexical pathway