

ENG511 SUBJECTIVE

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Mids 2K25

What is proposition? IMP

A proposition is an idea unit; it is a statement that expresses **a factual claim**; it is the basic unit involved in the understanding and retention of text. Propositions correspond roughly to verbs, adjectives, adverbs, prepositions, and subordinating conjunctions (not nouns or pronouns). Proposition density is an important factor in reading comprehension because of a proposition's role in text comprehension and retention.

define Prelinguistic Communication?

Prelinguistic communication refers to the ways infants communicate **before they acquire spoken language**. It includes all the intentional and unintentional behaviors that infants use to express needs, emotions, and interests—without using actual words. These advances take place in the first year of life, suggesting that infants' understanding of communication precedes and facilitates much of the child's acquisition of phonology, syntax, and semantics.

Explain Features level. OR level of written language processing? IMP

Written language is processed at **three levels**:

- 1) feature level
- 2) letter level
- 3) word level

At the feature level, the stimulus is represented in terms of the physical features that comprise a letter of the alphabet. **For instance**, the letter K may be represented as a vertical line and two diagonal lines; R may be coded as a vertical line, a diagonal line, and a curved portion; and so on.

At the letter level, the visual stimulus is represented more abstractly as an identity separate from its physical manifestation. That is, a stimulus may be represented as an F regardless of whether it is typewritten or handwritten.

Finally, there is a **word level of** processing, in which an array of features and letters is recognized as a familiar word. As the word is recognized, various properties of the word, such as its spelling, pronunciation, meaning, become available to us.

4 uses and areas of language knowledge?

Uses of language knowledge refer to how our understanding of language (its structure, meaning, and use) helps us in various real-world contexts.

- 1) Communication
- 2) Comprehension
- 3) Social Interaction

- 4) Academic Success
- 5) Cultural Understanding
- 6) Professional Use
- 7) Critical Thinking

Four broad areas of language knowledge may be distinguished.

- 1) Semantics deals with the meanings of sentences and words.
- 2) Syntax involves the grammatical arrangement of words within the sentence.
- 3) Phonology concerns the system of sounds in a language.
- 4) Pragmatics entails the social rules involved in language use. It is not ordinarily productive to ask people explicitly what they know about these aspects of language. We infer linguistic knowledge from observable behavior.

Constraint Based Model?

Constraint-based theories of language comprehension emphasize how people make use of the vast amount of **probabilistic information** available in the linguistic signal.

- ❖ Sentence processing involves immediate incorporation of all available information in creation of the final output.
- ❖ All relevant information is available immediately to the parser during reading and listening.
- ❖ Activated constraints are in competition with one another and when two constraints are equally activated ambiguity arise.
- ❖ Constraint based theory that argues several constraints are activated before the output is chosen.
- ❖ Constraint based theory, processing difficulty only arises when two or more constraints have approximately equal activation resulting in competition.

In conclusion, the constraint-based theory argues all possible interpretations of sentences are activated with the most appropriate being selected, arguing the absence of reanalysis; again, this is in contrast to the garden path model.

Explain in detail Gender Differences in Conversation? IMp

Gender differences in conversation refer to the ways in which men and women may use language differently in terms of style, structure, and interactional goals. These differences have been a major focus in sociolinguistics and discourse analysis.

Early studies of gender differences found that men interrupt women more than vice versa, a result that has not been found as often recently. Studies of conversational participants flesh out an outline of conversational processes sketched earlier in the chapter while, at the same time, suggesting new avenues for research and theory.

- Women use conversation to **build relationships** and express **emotions**.
- Men use conversation to **exchange information** and **assert dominance**.
- Women tend to be more **polite, indirect, and cooperative** in speech.
- Men are often more **direct, assertive, and competitive**.
- Women talk more about **personal topics** (feelings, relationships).
- Men prefer **external topics** (sports, news, facts).
- Women use more **questions, apologies, and backchanneling** ("mm-hmm," "yeah").
- Men interrupt more and are less likely to show **verbal or nonverbal support**.
- Women use more **eye contact, facial expressions, and gestures**.
- Men tend to be more **reserved** and use less expressive body language.

five concerns of second period of Psycholinguistics IMP

The second period of interdisciplinary psycholinguistics really took hold in the late 1950s, beginning with the emergence of the linguist Noam Chomsky. Chomsky has also played a powerful role in how psychologists perceived language because he argued that the behaviorists' accounts of language were inadequate. Major concerns presented in that period consist of associative chain theory, discontinuous constituents, and poverty of stimulus.

major concerns of this period:

- 1)** Language Acquisition
- 2)** Syntax and Grammar Structures
- 3)** Mental Representations of Language
- 4)** Psychological Reality of Linguistic Constructs
- 5)** Language Processing
- 6)** Critical Period Hypothesis (CPH)

Difference between working and long-term memory? IMP

Working memory OR Short-term memory (STM):

Working memory is only able to hold about **seven units of information**. This could simply be seven words, but because many sentences are longer than this, we need some way to deal immediately with more than seven words. One way we do this is to chunk the words into grammatical constituents such as noun and verb phrases, thereby reducing the storage burden to

perhaps two or three constituents. The processing function of working memory is used to organize the words into the constituents.

Example: Remembering a phone number just long enough to dial it

Long-term memory:

Long term memory is defined as a memory structure that holds **permanent knowledge**. Tulving suggests that we should distinguish between two aspects of long-term memory, episodic memory and semantic memory. In the original formulation, episodic memory dealt with personally experienced facts and semantic memory dealt with general facts. **For example**, most people know that John Wilkes Booth killed Abraham Lincoln, and thus this fact is a part of our semantic memory. But if you happen to remember when and where you were when you first learned this information (for example, your fourth-grade class), this personal event is a small part of your episodic memory.

Three examples of metaphor? OR Types of Metaphor IMP

A **metaphor** is a figure of speech that **directly compares** two unrelated things by stating that one *is* the other (without "like" or "as").

Examples:

- 1) **"He has a heart of stone."**
– Implies he is emotionally cold or unfeeling.
- 2) **"The world is a stage."**
– Suggests that life is like a play, and people are merely actors.
- 3) **"Her voice is music to my ears."**
– Compares her voice to music, implying it is pleasant and soothing.
- 4) **"Time is a thief."**
– Suggests that time takes away moments from our lives, like a thief steals.

Metaphors consist of **three main parts**;

- ❖ Tenor
- ❖ Vehicle
- ❖ Ground

Metaphor has **three types**:

- Structural metaphor
- Orientational metaphor
- Ontological metaphor

Explain surface, proposition and situational representation? IMPPPPPP

1) Surface Representation

- ❖ This refers to the **exact wording and structure** of a sentence.
- ❖ It includes **the actual words, grammar, and syntax** used in a text.
- ❖ **Example:** If you read the sentence "*The cat sat on the mat,*" your surface representation is a memory of those exact words in that order.

2) Propositional Representation

- ❖ This level captures the **meaning or core idea** behind the sentence, independent of the specific words used.
- ❖ It focuses on **relationships between concepts** (subject, action, object).
- ❖ **Example:** From "*The cat sat on the mat,*" the proposition might be [sit (cat, mat)] — a structured idea showing the action and the entities involved.
- ❖ It is more abstract and language-independent.

3) Situational Representation (Situation Model)

- ❖ This is the **deepest level**, where we construct a **mental image or simulation** of the situation described.
- ❖ It includes background knowledge, context, inferences, emotions, and spatial or causal relationships.
- ❖ **Example:** When reading "*The cat sat on the mat,*" you imagine a scene: a cozy room, a lazy cat, and a soft mat — perhaps associating it with warmth or calm.
- ❖ It helps us **understand and remember** what's happening beyond the text.
- ❖ Situational models represent the state of affairs that **a text** refers to.

What are Prelinguistic Gestures?

Despite the richness of the language infants receive in the first year of life, it is some time before they are able to speak themselves. Before they use language to communicate, they communicate with gestures. Well **before 10 months of age**, children **engage in a lot of vocal behavior** that appears to have some communicative value. Children's smiles and (most definitely) cries elicit parental behavior. Moreover, different cries are discriminated by parents, and these yield responses that differ in urgency as well as type. Still, these sounds are not true forms of intentional communication because infants do not display flexible, goal-directed behavior. For example, if a cry is ineffective in obtaining adult attention, young infants do not turn to another

behavior, such as banging an object against the side of the crib. Thus, although infants' cries generally elicit parental responses, the infant is not using the cry for that purpose. Rather, it is simply a built-in response with predictable consequences.

What is Cohesion? IMP

A central concept is the notion of cohesion. Halliday and Hasan (1976) define cohesion as referring to "the range of possibilities that exist for linking something with what has gone before."

Categories of cohesion:

One type of cohesion is called **reference**. Reference deals with the links between words and objects or events in the world. In discourse, reference deals with the links between words (or phrases) and other words (or phrases) in discourse. More precisely, reference is a semantic relation whereby information needed for the interpretation of one item is found elsewhere in the text. We often use pronouns such as she, he, it, his, her, and there to refer to earlier items. Cohesive relations are **non-structural**.

❖ Grammatical:

Substitution, Ellipsis, Conjunctive, Anaphoric and Cataphoric Reference

❖ Lexical:

repetition, synonymy, antonymy, hyponymy, meronymy, and collocation.

Cohesion refers to the process of presenting the text in its totality with the incorporation of Grammatical and Lexical categories for relevant discourse.

What are Strategies Used to Establish Coherence? IMP

1) Given Information:

Refers to information that an author or speaker assumes the reader or listener already knows

2) New Information:

New information Is information that the comprehended is assumed to not know

3) Logical Organization and Structure

4) Use of Topic Sentences and Paragraph Unity

5) Direct matching:

The simplest case is surely that in which the given information in the target sentence directly matches an antecedent in the context sentence

- 6) Bridging
- 7) Reinstating old information

Bilingualism creativity?

Does Bilingualism Improve Creativity?

Yes! New research shows that bilingual people are often **more creative and better problem solvers** than people who know only one language.

Why are bilinguals more creative?

- 1) **They switch between two languages often**, which helps the brain stay active and flexible.
- 2) **They can focus better**, ignore distractions, and handle tasks more smartly.
- 3) Their brains **practice thinking in different ways**, which helps in solving problems creatively.

What is Speech perception?

Speech perception is the process by which the **sounds of language are heard**, interpreted and understood. The study of speech perception is closely linked to the fields of phonology and phonetics in linguistics and cognitive psychology and perception in psychology. Speech perception, is a product of **innate preparation** ("nature") and sensitivity to experience ("nurture") as demonstrated in infants' abilities to perceive speech. "Bottom-up" and "Top-down" processes are also used to understand speech. Research in speech perception seeks to understand how human listeners recognize speech sounds and use this information to understand spoken language.

Idioms and Idiomatic Expressions? 5 names? IMP

- 1) Pure idioms
- 2) Semi-idioms
- 3) Ideational idioms
- 4) Interpersonal idioms
- 5) Relational idioms

Psychological validity of story grammars?

A fair amount of evidence indicates that story grammars (or something like them) correspond to several aspects of how comprehends process **simple stories**. For example, the story grammar approach places emphasis on the concept of an episode. Several sources of evidence indicate that episodes are an important unit in our memory for stories. One is that episodes tend to be recalled

in an all-or-none fashion as if they are stored in separate chunks in working **memory**. **Black and Bower** showed that the length of one episode does not influence the recall of another. Similarly, **Glenn reported** that the episodic structure of recall is unaffected by the length of the episodes. Episodes are processed **as chunks**. Reading times were longer at the beginning and the ends of episodes. Beginnings, attempts, and out comes are recalled better and goals and endings. Participants prefer to emphasize the objective aspects.

basic grammatical concepts?

Four basic grammatical concepts are

- ❖ duality of patterning
- ❖ morphology
- ❖ phrase structure
- ❖ linguistic productivity

Define Morphology and phrase structure?

Morphology:

is the study of the **internal structure of words** and how they are formed. It examines:

- **Morphemes** (the smallest meaningful units of language)
- **Word formation processes** (e.g., affixation, compounding, derivation)

Phrase structure:

refers to the **hierarchical organization of words into phrases** within sentences, governed by **syntax**. It explains how phrases are built around a **head word** (e.g., noun, verb).

Inaccessibility of Knowledge? IMP

Inaccessibility of knowledge refers to situations where we **fail to activate the right knowledge** while reading or listening to a story or passage. Even though we may have the necessary knowledge in our memory, sometimes we don't use it at the right time, which leads to **poor comprehension**. Anomalous suspense – when a reader participates in a narrative world in such a fashion that the knowledge critical to sustaining suspense is **not immediately accessible**.

OR

Inaccessibility of knowledge occurs when the required knowledge is stored in our memory but is not activated or retrieved at the moment we need it. This makes it hard to understand or remember what we are reading or hearing, even though we technically *know* the information.

What is memory? IMP

Memory is the cognitive process by which the brain **encodes, stores, and retrieves information**. It allows us to retain knowledge, skills, experiences, and past events, shaping our identity, learning, and decision-making.

Types of Memory

- Short-Term Memory (STM) / Working Memory
- Long-Term Memory (LTM)

Define multilingualism?

Multilingualism is the ability to **speak and understand two or more languages**. It is often discussed alongside bilingualism.



Real-life Example:

A Pakistani student:

- Speaks **Urdu** at home,
- Learns **English** at school,
- Reads the **Quran in Arabic**.

what is sign-language?

Sign language is a **visual language** that uses **hand shapes, facial expressions, body movements, and gestures** to communicate. It is mainly used by people who are **deaf or hard of hearing**, but anyone can learn and use it.



In Psycholinguistics:

- Sign language helps researchers' study **how the brain processes language** without relying on sound.
- It shows that **language is not limited to speech** — it can be expressed and understood visually.



Example:

- A person signs “thank you” by moving their hand from their chin outward in American Sign Language (ASL).

classes of variables language acquisition?

Three classes of variables have been proposed as necessary or sufficient conditions for language acquisition.

- 1)** Environmental variables
- 2)** cognitive variables
- 3)** innate variables

Although each of these is sometimes discussed to the exclusion of the other two, it is likely that all three classes of variables are needed for a complete account of language acquisition. If so, a successful theory of acquisition will be one that explains the interactions among these factors.

Proposition density?

Proposition density is an important factor in reading comprehension because of a proposition's role in text comprehension and retention. **Proposition Density** refers to the **number of meaningful units or propositions** expressed per clause or sentence in spoken or written language. It is a measure used in psycholinguistics and discourse analysis to assess how **informationally rich or complex** a sentence is.

What is the effect of Critical Period in Second Language Learning?

Research on learning a second language hasn't clearly proven the critical period hypothesis — the idea that there's a special time in life when language is learned best. What we do know is that young children usually learn a second language better than older children or adults, especially over time. However, this could be because of changes in the brain, differences in environment, thinking abilities, or a mix of all these things. There's still a lot we need to understand about how language learning changes as people grow older.

- Ability to acquire language biologically linked to the age
- Ideal time span to acquire language
- After this time span: further language acquisition becomes more difficult
- Native like mastery of grammatical structure cannot be fully achieved
- Johnson and Newport (1989) who examined native speakers of Korean and Chinese with the series of grammatical and ungrammatical sentences.
- The results showed an advantage of early arrivals over later arrivals.
- They also correlated age of arrival and scores on the grammatical test.
- Age-related decline in second language acquisition is gradual or abrupt.
- Younger and older learners differ in cognitive development.
- A study by Snow and Hoefnagel-Hohle (1978) found that adolescents did best, followed by adults, followed by children.

What is Motherese?

Language development deals with the ways adults speak to young children. Adult-to-child language, which has been called motherese, differs in a number of ways from adult-to-adult language.

Motherese, also called Parentese, Baby talk, Caretaker speech, Infant-directed speech (IDS), Child-directed speech (**CDS**), is defined as a term used in the study of child language acquisition for the way mothers often talk to their young children. Studies have shown that from birth, infants prefer to listen to CDS, which is more effective than regular speech in getting and holding an infant's attention. The younger the child, **the more exaggerated** the adult's CDS is.

Three types of modifications?

Three types of modifications occur to adult-directed speech in the production of CDS:

- 1)** linguistic modifications, particularly prosody
- 2)** modifications to attention-gaining strategies
- 3)** modifications to the interactions between parents and infants

The Motor Theory of Speech Perception? IMP

Liberman and his colleagues developed a theory of speech perception based on the notion that perception proceeds 'by reference' to production. The motor theory of speech perception is the hypothesis that people perceive spoken words by identifying the vocal tract gestures with which they are pronounced rather than by identifying the sound patterns that speech generates. The main rationale for the motor theory is that it deals effectively with the lack of Invariance. The areas responsible for language perception and production are distinct and separate and the motor theory would expect a closer neurological link between these functions.

What are the Cognitive Processes?

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. Human cognition is **conscious and unconscious**, concrete or abstract, as well as intuitive (like knowledge of a language) and conceptual (like a model of a language).

Piaget's theory of cognitive development: Piaget is known for studying the stages children pass through during cognitive development.

- Sensorimotor stage Infancy (0–2 years)
- pre-operational stage Toddler and Early Childhood (2–7 years)
- Concrete operational stage Elementary and Early Adolescence (7–12 years)
- Formal operational stage Adolescence and Adulthood (12 years and on)

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.

How can you navigate the semantic barriers in people of different language, culture, and communication experience? IMP

“Semantic barriers to communication are symbolic obstacles that distort the sent message in some way, making it difficult to understand. These arise from differences in meanings of words, signs, and symbols across different people or cultures.”

How to Navigate Semantic Barriers?

- 1) Use Simple and Clear Language
- 2) Check for Understanding
- 3) Be Aware of Cultural Context
- 4) Avoid Homophones and Ambiguous Terms
- 5) Use Visuals and Nonverbal Cues
- 6) Practice Active Listening

Examples:

- **Homophones, homonyms, and homographs** are listed as common causes of semantic barriers:
 - Buy / By / Bye (homophones)
 - Bear (animal) / Bear (to carry) (homonyms)
 - Lead (metal) / Lead (to guide) (homographs)

To conclude semantic barriers it can be said, many words have different meanings in different situations. So, confusion arises in communication due to meaning of different signs and symbols in different cultures, causing semantic barrier.

Explain Editing Processes? IMP

In addition to the stages of planning, evidence indicates that **editing processes** intervene between the planning of an utterance and its articulation. These editing operations might provide a last check to determine whether the planned utterance is linguistically and socially acceptable.

- ❖ Laboratory-induced speech errors
- ❖ **Phonological bias technique**
 - ball doze
 - bash door

- bean deck
- bell dark
- darn bore
- RESPOND

❖ **Lexical bias effect**

- big Dutch
- bang doll
- bill deal
- bark dog
- dart board RESPOND

tip-of-the-tongue (TOT) phenomenon??

The **Tip-of-the-Tongue (TOT) phenomenon** is when you know that you know a word or name, but you just can't quite recall it at that moment. It feels like the word is right there, on the edge of your mind, but you can't say it. The TOT phenomenon was systematically studied for the first time by Brown and McNeill (1966), who presented definitions of infrequent words, such as sextant, and asked subjects to produce the defined word.

Example: You're trying to say the name of a famous actor, and you know you know it, but it just won't come out until later.

three mental processes?

The psychology of language deals with the mental processes that are involved in language use. Three sets of processes are of primary interest:

- 1) language comprehension (how we perceive and understand speech and written language)
- 2) language production (how we construct an utterance)
- 3) how people use language.

Transformational Grammar? IMP

Transformational grammar was an influential theory of grammar formulated by Chomsky in the late 1950s (Chomsky, 1957, 1965). Language and Grammar From a linguistic perspective, a grammar is a description of a person's linguistic knowledge. Transformational grammar assumes that sentences have a deep structure and a surface structure. The deep structure is derived by a series of phrase-structure rules, and the surface structure is derived from the deep structure by a series of transformational rules.

Chomsky has suggested **three criteria**.

- 1) **Observational adequacy:** (First, the grammar must specify what is and what not an acceptable sequence in the language is)

- 2) Descriptive adequacy:** (The second criterion is that the grammar must specify the relationships between various sequences in the language, a criterion known as descriptive adequacy)
- 3) Explanatory adequacy:** (The third criterion is called explanatory adequacy. Chomsky points out that it is theoretically possible for a number of grammars, all based on different principles, to attain these two forms of adequacy.)

Building Global Structures? IMP

Devices that highlight the main points of a passage are certainly helpful in the short run, but ultimately, we need to identify important points even when they are not so explicitly marked. As we become more familiar with the content and structure of an author's prose, we can gradually deduce the author's schema. For Building Global Structure, we need to consider what aspect of performance is being measured, what we will be asked to do with information before the comprehension strategy is decided that makes sense. To say that the presence of a consistent outline alone improved discourse performance is not appropriate.

children language processing of five year?

At age five, children:

- Use **chunking** to handle complex sentences.
- Develop strong **semantic and episodic memory**.
- Rely on both **bottom-up and top-down processing**.
- Begin to comprehend **figurative speech** and more complex syntax.

Types of Bound morphemes? IMP

Bound morphemes are those that are attached to free morphemes to create new words. Bound morpheme has two different kinds:

- ❖ Inflectional morphemes (They **don't change the meaning or the type of the word**; they just change its form a little. For example: **Cats** (adds **-s** to show more than one cat))
- ❖ Derivational morphemes: (These are parts added to a word that **change the meaning or change the word's type (part of speech)**) for example: **Happy** → **Happiness** (adds **-ness** to turn an adjective into a noun)

Write a detailed note on Speech error? IMP

A speech error, commonly referred to as a **slip of the tongue** or misspeaking, is **a deviation** (conscious or unconscious) from the apparently intended form of an utterance. There are **three**

types of slip-of-the-tongue errors. These types include **sound errors, morpheme errors, and word errors.** A sound error occurs when the sounds in words close by are exchanged. For example, instead of saying "flower pot," one says "power flot." A morpheme error occurs when morphemes, which are the smallest meaningful units in language, are switched in words close by. For example, instead of saying "self-destruct instruction," one says, "self-instruct destruction." Word errors occur when actual words are rearranged. For example, instead of saying, "reading a book to my dog," one says, "reading a dog to my book." Errors in speech production and perception are also called performance errors.

Types of Error Speech

Speech errors fall into one of **eight categories:** exchanges, substitutions, additions, deletions, anticipations, perseverations, blends, and shifts.

TABLE 8.1 Major Types of Slips of the Tongue

Type	Example
Shift	That's so she'll be ready in case she decide to hits it (decides to hit it).
Exchange	Fancy getting your model renosed (getting your nose remodeled).
Anticipation	Bake my bike (take my bike).
Perseveration	He pulled a pantrum (tantrum).
Addition	I didn't explain this clarefully enough (carefully enough).
Deletion	I'll just get up and mutter intelligibly (unintelligibly).
Substitution	At low speeds it's too light (heavy).
Blend	That child is looking to be spaddled (spanked/paddled).

Common Properties of Speech Error:

Other patterns in these speech errors deserve a closer look. Garrett has identified **four generalizations** about speech errors that reappear with striking regularity.

- ❖ **First**, elements that interact with one another tend to come from similar linguistic environments.
- ❖ **Second**, elements that interact with one another tend to be similar to one another.
- ❖ **Third**, even when slips produce novel linguistic items, they are generally consistent with the phonological rules of the language.
- ❖ **Finally**, speech errors reveal consistent stress patterns.

Examples of errors

- "Optimal number → moptimal number"

- reading list→leading list “
- person+people=perple
- specific→ pacific
- thunder and lightning→lunder and thightning

Stages of Lexis in Speech Production?

- 1) Stage 1 – Conceptualization
- 2) Stage 2 – Formulation
- 3) Stage 3 – Articulation
- 4) Stage 4 – Self-Monitoring

Explain the process of Articulation? IMP

The third stage is the Articulation Stage. This is when the speaker physically says what he or she has thought of saying. This is a prepared speech or planned wordage. In addition, the words may have been rehearsed such as when someone practices a presentation or rehearses a lie. It involves the training of physical actions of several motor speech organs such as the lungs, larynx, tongue, lips, and other vocal apparatuses.

Place of articulation

- ∑ Bilabial
- ∑ Alveolar
- ∑ Velar

Manner of articulation

- ❖ Stop
- ❖ Fricatives
- ❖ Affricate
- ❖ glottis

Write a note on Genres? IMP

Genre refers to the type and structure of language typically used for a particular purpose in a particular context. Genre is a **directional**, patterned, continuous, and purpose-oriented activity. Genre is a **type of discourse** that has a characteristic structure. Genres are important because they provide us with general expectations about the way information will be arranged. Genre is a distinctive part of culture that has purpose and steps, as well as language features which has relationship to the purpose, steps, and the distinctive culture.

Discuss the issues in language production? IMP

Language production is the production of spoken or written language. Language production is a **complex process** that involves formulating a message, planning its linguistic form, and articulating it. Several issues and challenges can arise during this process.

- 1) Speech Errors (Slips of the Tongue) [(Errors in speech sound, word, or structure)]
- 2) Lexical Retrieval Failure (can't recall the correct word)
- 3) Planning Errors (Mismanagement of speech sequencing)
- 4) Self-Monitoring Errors (Frequent corrections disrupt fluency)
- 5) Structural Complexity (Syntax and grammar errors during complex sentence production)

Difference between American sign language and manual English?

American Sign Language (ASL) and Manual English are **both visual languages** that use hand signs, but they are **fundamentally different** in **grammar, structure, and usage**.

<u>Manual English (ASL)</u>	<u>Manual English</u>
ASL is a natural language with its own grammar , syntax, and structure.	Manual English is not a natural language ; it is a signed version of English .
It does not follow English word order .	It follows English grammar and word order exactly .
Used as a primary language by the Deaf community in the U.S. and parts of Canada.	It was developed to help deaf individuals learn English .
It uses facial expressions, body posture, and space for meaning.	Used in educational settings to teach deaf children English literacy .
ASL is a complete and native language .	Manual English is a constructed system designed to help with English literacy .

Examples of ASL vs. Manual English

"I am going to the store."

 1. ASL Example

 Signed as:

"STORE I GO"

- **Word Order:** Object–Subject–Verb (OSV) or Time–Topic–Comment.

- **Grammar:** No use of “am” or articles like “the”.
- **Features:**
 - Facial expressions show tense (e.g., future).
 - Body posture and space indicate direction/movement.

✦ **Explanation:** ASL drops unnecessary words and uses **visual grammar**. The meaning is clear without matching English word-for-word.

👤 2. Manual English Example

📺 **Signed as:**

"I am going to the store."

- **Word Order:** Exactly the same as spoken English.

✦ **Explanation:** Manual English includes **every English word**, including **articles, helping verbs, and suffixes**, even if they are **not necessary** in natural sign language.

What is Syntactic Knowledge? IMP

Syntactic knowledge is the knowledge of how **words can be combined** in meaningful sentences, phrases, or utterances. It involves the way that words are assembled and sentences are constructed in a particular language. Our knowledge of words is the syntactic category, or part of speech, to which they belong. Two words belong to the same syntactic category when they can substitute for one another in a sentence.

Three questions when Chomsky present his theory? IMP

Chomsky proposed that in order to establish how language is represented in the mind/brain of speakers, three questions need to be addressed.

- 1)** what constitutes knowledge of language.
- 2)** how knowledge of language is acquired.
- 3)** how knowledge of language is put to use

Write a detail note on Semantic Network?

A semantic network is a knowledge structure that depicts how concepts are related to one another and illustrates how they interconnect. Semantic networks use artificial intelligence programming to mine data, connect concepts and call attention to relationships.

Following is **six of the most common kinds** of semantic networks:

- 1) A definitional network** emphasizes the subtype or is-a relation between a concept type and a newly defined subtype. The resulting network, also called a generalization or subsumption hierarchy.
- 2) Assertional networks** are designed to assert propositions. Unlike definitional networks, the information in an assertional network is assumed contingently true.
- 3) Implicational networks** use implication as the primary relation for connecting nodes.
- 4) Executable networks** include some mechanism, such as marker passing or attached procedures.
- 5) Learning networks** build or extend their representations by acquiring knowledge from examples.
- 6) Hybrid networks** combine two or more of the previous techniques, either in a single network or in separate but closely interacting networks.

Advantages of Semantic Networks:

- 1) Clarifies Concept Relationships**
- 2) Improves Memory Retrieval**
- 3) Useful in Language Comprehension**
- 4) Supports Artificial Intelligence**
- 5) Flexible and Expandable**
- 6) Models Human Thought**
- 7) Enables Inference**

Hierarchical Network Models?

A semantic network is an interconnected web of concepts connected by various relations. In the hierarchical network model, we store our knowledge of words in the form of a semantic network with some words represented at higher nodes in the network than others. Although the hierarchical network model can explain some results, it is too rigid to capture all of our tacit knowledge of the lexicon.

motor neurons?

Motor neurons are **nerve cells** responsible for **sending signals from the brain and spinal cord to muscles**, causing them to contract and produce **movement**. They are essential in both **language production** (speaking, signing) and **general body movements**.

- ❖ **Motor neurons** control the **physical actions** needed for speaking and signing.
- ❖ They are involved in both **producing and understanding language**.

- ❖ The **Motor Theory** suggests our brain connects **speech perception** with **speech production** through motor activity.

Metacognitive strategy?

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.

What is Applied Linguistics?

Applied Linguistics is the branch of linguistics that deals with solving **real-world language-related problems**. It applies theories and methods from linguistics to areas such as:

- Language teaching and learning
- Translation and interpretation
- Speech therapy
- Language policy and planning
- Forensic linguistics
- Language assessment and testing

Types of Cohesion?

- 1) Reference
- 2) Substitution
- 3) Ellipsis
- 4) Conjunction
- 5) Lexical cohesion

Types of conversation? IMP

- 1) Opening Conversations
- 2) Closing Conversations
- 3) Taking Turns
- 4) Negotiating Topics of Conversation
- 5) Identifying Participants and Nonparticipants

Variables That Influence Lexicon Access?

The following variables affect the lexicon access:

- 1) Word Frequency
- 2) Phonological Variables
- 3) Syntactic Category
- 4) Morphological Complexity
- 5) Semantic Priming

Logogen model?

The Logogen Model is a theory of **word recognition** and **lexical access** proposed by **Morton (1969)**.

Key Features of the Logogen Model:

- ❖ Each word in the mental lexicon has a **logogen**, which is a unit or mechanism that holds information about that word.
- ❖ A logogen becomes **activated** when it receives enough input from:
 - **Auditory** or **visual stimuli**
 - **Contextual information**
- ❖ Once a **threshold of activation** is reached, the word is recognized and retrieved.
- ❖ Logogen Model assumes **parallel access** (many words can be activated at once).

Sign language? IMP

Sign language is a language that uses the conventional system of manual, facial, and other body movements as the means of communication. Sign language is used for facilitating communication among deaf people or severely dysfunctional non-verbal people in the world. Sign languages use the parts of human body in **three-dimensional** space as the **physical means of communication**. **Speech-based sign language** represent spoken words and the **order of the words or morpheme** as they appear in ordinary spoken language. Sign languages use hand, face, or other body movements in a three-dimensional space as a physical means of communication. Principally, there are **two types of sign language**: one that relates to ordinary speech-based language and one that is independent of ordinary language.

Morpheme by morpheme (MnM)?

Morpheme by morpheme (MnM) sign languages: ‘Signing Exact English’ and ‘Seeing Essential English’.

Advantages of MnM systems

- 1) Learner simultaneously acquires the morphology and syntax
- 2) Easier for an adult hearing person to learn an MnM than an ISL.

Serious disadvantages:

- 1) Children do not learn MnM easily.
- 2) MnM is not preferred by the deaf community.

Closing Conversations? IMP

Conversations do not just end, rather they must be closed, through an elaborate ritual. One must take into account the fact that conversation endings involve inherent face threats. Closing moves form a **sequence**, with the items occurring in the order indicated earlier. Use of closing sequences was **reciprocal**.

Albert and Kessler (1978), list ways to end conversations:

- ❖ Summarizing the content
- ❖ Justifying ending contact
- ❖ expressing pleasure
- ❖ Making reference to the ongoing relationship
- ❖ Planning for future contact

Moving to end a conversation may be interpreted to mean that one does not wish for the conversation to continue. This in turn risks the implication that the company of the other is not being enjoyed, which then could imply that the interlocutor is boring, for example, or annoying.

Figurative language?

Figurative language is language that literally means **one thing but is taken to mean another**. Although we may sometimes use literal meaning as a guide to figurative meaning, we can also comprehend figurative language directly. , in figurative language, the intended meanings of the words, sentences and expressions used do not coincide with their literal meanings (Glucksberg, 2001). When speaking figuratively, speakers mean something other than what they literally say.

Types of Figurative Language

- 1) Indirect Speech Acts (Indirect relationship between the form and the function of the utterance. The speaker does not explicitly state the intended meaning behind the utterance)
- 2) Metaphor (Describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison).

Studies of figurative language has been focused **primarily on metaphor** but has recently been extended to other forms of figurative expressions like idioms. Metaphor plays a central role not only in everyday discourse but also in reflecting how people think in a broad range of domains.

four forms of discourse?

- 1)** Debates (Topics specified in advance and rules specifying who can speak at a given time and for how long)
- 2)** Ceremonies (The topic is specified in advance but not the length of time any given speaker may take)
- 3)** Meetings (Meetings are typically less formal than either ceremonies or debates)
- 4)** Conversations (Conversations are the least formal of these four types of oral discourse)

Grice's Four Maxims?

- 1)** Maxim of Quantity
- 2)** Maxim of Quality
- 3)** Maxim of Relations
- 4)** Maxim of Manner

Semantic Differential (SD)?

Osgood's Semantic Differential (SD) is a type of a rating scale designed to measure the connotative meaning of objects, events, and concepts. The connotations are used to derive the attitude towards the given object, event or concept. The SD question scale offers a bipolar pair of adjectives btw which the respondent must choose typically a five-point scale.

Advantages:

- ❖ It examines the strengths and weaknesses of a concept by having the respondent rank it between dichotomous pairs of words or phrases that could be used to describe it
- ❖ The means of the responses are then plotted as a profile or image.

Disadvantages:

- ❖ Semantic differential suffers from a lack of standardization.
- ❖ The numbers of divisions on the scale are a problem.
- ❖ If too few divisions are used, the scale is crude and lacks meaning; if too many are used; the scale goes beyond the ability of most people to discriminate.

Advantages of Semantics?

- 1)** Understanding Word Meaning
- 2)** Improves Communication
- 3)** Aids Vocabulary Expansion

- 4)** Enhances Reading Comprehension
- 5)** Supports Language Learning and Teaching
- 6)** Foundational for Semantic Networks

How comprehension different from another?

Psycholinguistics covers three main points.

1) Comprehension: How people understand spoken and written language

- a) Imitation
- b) Conditioning
- c) social cognition

2) Speech production: How people produce language

Spoken words are selected to be produced, have their phonetics formulated and then finally are articulated by the motor system in the vocal apparatus.

3) Language Acquisition: How people learn language

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to communicate.

Spreading Activation Model? IMP

Spreading activation models are network models that are not strictly hierarchical. Activation spreads from one node to neighboring nodes. Spreading activation models of the lexicon incorporate conceptual, syntactic, and phonological knowledge that appear to offer the most realistic picture currently available of the internal lexicon.

Two types of principles in the study of discourse network?

- 1)** Cohesion (Refers to the **linguistic connections** that hold a text together)
- 2)** Coherence (Refers to the **meaningful interpretation** and **logical flow** of ideas in a discourse)

Friends and Acquaintances?

A friend is a person you care deeply about and with whom you share a connection whereas acquaintance is a person you have been introduced to incorporate life in most of the time with whom you have to work. An acquaintance is someone you know, but you only have a minor level of relationship with. Friends obviously have a greater degree of common ground than acquaintances. Friends used more implicit openings (for instance, Hi. It's me, as opposed to good day. It's Malcolm Ritteridge.) Friends were more likely to use informal ways, and Acquaintances were more likely to use formalities.

Derivational Theory of Complexity (DTC)?

The distance between surface and deep structure would be an accurate index of the psychological complexity.

Wundt's theory?

Wilhelm Wundt – A Pioneer in Psycholinguistics

- ❖ Wundt is considered one of the earliest figures in scientific psychology and made **major contributions to the study of language**. Wundt who presented a **cognitive view of language**
- ❖ His theory of speech production emphasized that:

"The sentence, not the word, is the primary unit of language."

Key Points of Wundt's Theory:

- 1)** Speech Production is Cognitive
- 2)** Sentence as a Whole Unit
- 3)** Top-Down Approach

Write the ways to end a conversation?

- 1)** Verbal Closing Signals
- 2)** Non-verbal Cues
- 3)** Summarizing or Wrapping Up
- 4)** Arranging Future Contact
- 5)** s Expressing Gratitude or Politeness

What Are Segmenta?

The term “**segmenta**” refers to **speech segments**, which are **the smallest identifiable units** in spoken language. These include:

- Individual sounds (phones or phonemes)
- Syllables
- Words

In linguistics, segmentation is the process of **breaking continuous speech** into these small units for analysis or understanding.

What is Serial processing?

Serial processing is when one process is completed before the next starts. This model assumes a **linear and sequential flow** of information. It contrasts with **parallel processing**, where multiple processes happen at once.

Explain parsing?

Parsing is the mental process by which we **analyze and interpret the grammatical structure** of a sentence during language comprehension. The result of parsing is an internal representation of the linguistic relationships within a sentence, usually in the form of a tree structure or phrase marker.

It involves:

- **Identifying sentence components** (e.g., subject, verb, object)
- **Grouping words into phrases**
- Determining **syntactic structure** (e.g., how words relate grammatically)

Example of Parsing:

Sentence: "The old man the boats."

- At first glance, it seems ungrammatical.
- Correct parsing reveals:
 - "The old" (noun phrase)
 - "man" (verb)
 - "The boats" (object)

✓ This sentence means: **Old people operate the boats.**

What Are Speech Conventions?

Speech conventions are **socially accepted rules and patterns** that guide how people **initiate, maintain, and end conversations** in a socially appropriate way.

They include:

- ❖ Turn-taking
- ❖ Opening and closing remarks
- ❖ Politeness strategies

- ❖ Topic management
- ❖ Use of greetings and farewells

✅ Examples of Speech Conventions:

- Saying “Excuse me” before interrupting.
- Using “Hello” to begin and “Goodbye” to end.

The second period of psycholinguistics? IMP

The second period of interdisciplinary psycholinguistics really took hold in the **late 1950s**, beginning with the emergence of the **linguist Noam Chomsky**. Chomsky has also played a powerful role in how psychologists perceived language because he argued that the behaviorists’ accounts of language were inadequate. Major concerns presented in that period consist of associative chain theory, discontinuous constituents, and poverty of stimulus.

Babbling of kid?

Babbling is a stage in early language development where infants **produce repetitive consonant-vowel sounds**, such as:

“ba-ba,” “da-da,” “ma-ma”

- ❖ It usually begins around **4 to 6 months of age**.
- ❖ **Babbling (4 month)**, reduplicated babbling (around 4 to 6 month), variegated babbling (around 11 10 12 month)

Define the term conversation? IMP

Conversation is a form of **oral discourse**. Conversation is a highly structured, jointly negotiated speech event. Every conversation has a topic development phase which is framed by **opening and closing phrase**. In between these **two phases** there are some moves: topic initiation, topic maintenance and topic change. The rules of proper conversation vary with the culture.

Write briefly about semantics and syntactic formats in speech perception? IMP

Semantics in Speech Perception:

- **Semantics** refers to the **meaning** of words and sentences.
- In speech perception, **context and meaning** help listeners recognize and interpret spoken words, even when sounds are unclear.

Syntactic Formats in Speech Perception:

- **Syntax** refers to the **structure or grammar** of sentences.
- In speech perception, **syntactic patterns** help listeners **predict and understand** the structure of what is being said.

Comparative Figurative Languages?

Comparative figurative language is a term used to refer to any figurative language a **writer uses to express** a point by comparing objects to other objects. The metaphor, simile, personification, and hyperbole are all types of comparative figurative language.

- 1) **Metaphor** (You are my sunshine)
- 2) **Simile** (Brave as a lion)
- 3) **Personification** (The sun greeted me this morning)
- 4) **Hyperbole** (You snore louder than a freight train!)
- 5) **Symbolism** (Using an owl to represent wisdom)

Define Modular approach? IMP

Parsing is performed initially by a syntactic module that is not influenced by **higher-order contextual** variables such as the meaning of the sentence or by general world knowledge. Parsing is performed initially by a **syntactic module** that is not influenced by higher-order contextual variables such as the meaning of the sentence or by general world knowledge.

The modular approach suggests that the words of sentence **activate syntactic** processing strategies that are used to organize the words into a phrase marker. These strategies indicate that we prefer to attach incoming words to the most recent constituent as opposed to attaching them to earlier **constituents** or developing new ones. Although the strategies are generally useful, they sometimes lead to errors and subsequent **re-analyses** of syntactic structure.

Describe speech of child in first year of life? IMP

Child-directed speech (also called **baby talk and motherese**) differs in many ways from the speech adults direct to other adults. Mothers also use speech that directs attention to particular aspects of their messages. Another aspect of the early speech behavior of caregivers is that they encourage infants to participate in conversations.

- ❖ In the first year, a child's speech progresses from **cooing to babbling**.
- ❖ Babbling becomes **language-specific** toward the end of the year.
- ❖ These early sounds form the **foundation for later word production**.

Strategies for word recognition from recognition period hypothesis? IMP

The Recognition Point Hypothesis suggests that's **listeners identify a spoken word at the point where it becomes uniquely identifiable** (called the uniqueness point).

Strategies:

- ❖ Incremental Processing
- ❖ Matching Input to Lexical Entries
- ❖ Elimination of Competitors
- ❖ Use of Contextual Clues

Therapeutic Discourse?

Therapeutic discourse is the talk in interaction between clinician and client that aims to improve the **mental health** of a client. The major milestone was Labov and Fanshel's book *Therapeutic Discourse* (1977) in which they analyze a single, **15-minute-long** segment of psychotherapy interaction using speech act theory.

- 1) First, the therapist listens carefully as the client reports experiences, issues, and concerns.
- 2) Second, the therapist interprets the client's experiences and symptoms.
- 3) Third, the therapist collaborates with the client regarding potential courses of action.

Therapeutic discourse is special for two reasons, **first, the therapist** is the authority on the interpretation of emotional experiences, the client is the authority on the experiences themselves. **Second, even** when the therapist maintains **authority over the client**, it is done in a gentler way.

Why syntactic knowledge is beneficial if yes? Then state its advantages? IMP

- 1) Helps Build Meaningful Sentences
- 2) Supports Language Comprehension
- 3) Enables Substitution
- 4) Aids in Language Teaching
- 5) Essential for Writing and Speaking Fluently
- 6) Helps in Understanding Ambiguity

Language Processes and Linguistic Knowledge?

- 1) Tacit knowledge
- 2) Explicit knowledge
- 3) Semantics
- 4) Syntax
- 5) Phonology
- 6) Pragmatics

Speech production explain? IMP

Speech production is the process of turning the intent to say a word into **articulated speech**, using the brain and **vocal instruments**. Language production is the production of spoken or written language. Speech production is **not the same** as language production since language can also be produced **manually by signs**.

Stages of Language production:

- 1) Planning
- 2) Grammatical Information
- 3) Phonological Encoding

speech production in children?

- 1) Pre-linguistic Stage (0–6 months)
- 2) Babbling Stage (4–10 months)
- 3) First Words (Around 12 months)
- 4) Two-word Stage (18–24 months)
- 5) Multiword Stage (2+ years)

Lexical Access?

Lexical access is an area in psycholinguistics research that studies the **activation or retrieval** process of the mental lexicon for people who can speak two languages.

The models of lexical access attempt to explain how individuals access words and their related meanings in our minds. There are **two major classes** of models that detail how lexical entries are retrieved during reading and listening tasks. The first type of model is known as **serial search models**, whereas the second type are **parallel access models**.

Narrative skill? IMP

Narrative skill refers to the ability to **tell stories or describe events** in a clear, organized, and meaningful way.

The most common way to examine children's narrative skills is to ask them to relate a personal story. Even very young children can use cohesive devices to connect successive sentences in their narratives. Children's skills as conversationalists and narrators grow during the preschool years. As they enter school, children are able to communicate in flexible ways.

two principles involve in representations of discourse? IMP

- 1) Cohesion
- 2) Coherence

Expository discourse?

In which the goal of the writer is not to tell a story but rather to convey information about the subject matter.

Turn-taking? IMP

Turn-taking has been described as a process which obtain a distribution of talk **across two participants**. The time gap between one person stopping and the other starting being just a few fractions of a second, yet the co-ordination is achieved with some rapidity and turns are appropriated in orderly fashion.

Turn-taking is a type of **organization** in conversation and Discourse where participants speak one at a time in alternating turns. In practice, it involves processes for constructing contributions, responding to previous comments, and transitioning to a different speaker, using a variety of linguistic and non-linguistic cues.

What is the Child's Multiword Stage?

The multiword stage is a developmental stage in a child's language acquisition when the child begins to produce **short, meaningful sentences** using **more than two words**.

It usually starts around **24 months (2 years of age)**.

How school language differs from home language? IMP

Because School **language is more formal, impersonal** and abstract and home language is rich in **social cues, gestures, and shared experiences**.

Language of the classroom is **decontextualized**.

Write Abbreviation's:

The Native Language Magnet (NLM)

Mean length of utterances (MLU)