



ENG511

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Psycholinguistics

(03 Marks Questions)

Q. Define language learning.

Language learning refers to the process of acquiring a language through structured exposure, practice, and instruction. It differs from natural language acquisition in that it often involves conscious effort and formal education.

Q. Define language shock.

Language shock refers to the period of discomfort and confusion experienced by individuals when exposed to a new language environment. It is often part of the silent period in second language acquisition, where learners initially struggle to process and produce the new language.

Q. What is meant by language awareness in learning a second language?

Language awareness in second language learning refers to a learner's ability to consciously recognize, understand, and reflect on language structures, usage, and cultural aspects. This awareness improves metacognition and enhances language acquisition.

Q. Explain habitual thought.

Habitual thought refers to routine ways of attending to objects and events, categorizing them, remembering them, and reflecting upon them. It contrasts with specialized thought, which is more domain-specific or learned within particular cultural contexts.

Q. Define the interface between mass nouns and count nouns.

The distinction between mass nouns (e.g., water, air) and count nouns (e.g., chairs, books) affects cognition and language structure. In English, mass nouns cannot be pluralized directly but can be counted through expressions like "buckets of sand".

Q. Explain duality patterns in language.

Duality of patterning refers to the linguistic principle that language operates at two levels:

- ❖ Phonemes (basic sound units) combine to form
- ❖ Morphemes (meaningful units of language).

Q. What is the interface between first and second language acquisition?

The interface between first and second language acquisition refers to how knowledge of an initial language influences the learning of another language, often causing transfer effects or interference.

Q. List three ways of feeling associated with anxiety.

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- ❖ Physical tension
- ❖ Mental distress
- ❖ Reduced cognitive performance

Q. What is the constructivist approach to motivation?

The constructivist approach to motivation emphasizes that learning is an active, constructive process where learners build their understanding through experiences and social interactions.

Q. List the key elements of culture.

- ❖ Language
- ❖ Traditions
- ❖ Beliefs
- ❖ Social norms
- ❖ Art and literature

Q. What are three inadequacies of the idea that "language is essential for thought"?

- ❖ Some cognitive processes occur without language.
- ❖ Non-verbal individuals (e.g., deaf individuals before learning sign language) still think.
- ❖ Concepts and emotions can exist before linguistic expression.

Q. Differentiate between sequential bilingualism and simultaneous bilingualism.

- ❖ Simultaneous bilingualism: Learning two languages from infancy.
- ❖ Sequential bilingualism: Learning a second language after acquiring a first one.

Q. Name three sound-based languages.

- ❖ English
- ❖ French
- ❖ Spanish

Q. What is the difference between induction and explication?

- ❖ **Induction:** Learning from specific examples to general rules.
- ❖ **Explication:** Directly explaining concepts through instruction.

Q. Define content words vs. functional words.

- ❖ **Content words:** Carry meaning (e.g., nouns, verbs, adjectives).
- ❖ **Functional words:** Provide grammatical structure (e.g., prepositions, conjunctions).

Q. What is alexia?

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Alexia is a neurological disorder causing the inability to read despite normal vision.

Q. What are the two main branches of constructivism?

- ❖ Cognitive constructivism (Piaget)
- ❖ Social constructivism (Vygotsky)

Q. What are the main factors in reading disorders?

- ❖ Phonological processing issues
- ❖ Visual processing difficulties
- ❖ Cognitive deficits

Q. Define whole-word recognition.

Whole-word recognition refers to the ability to recognize words as single units rather than decoding them letter by letter.

Q. What is meant by language politics?

Language politics refers to how language is regulated, promoted, or suppressed by governments and institutions.

Q. What is the term for the removal of a damaged part of the brain?

The term is lobectomy or lesion removal surgery.

Q. List four qualities associated with physical learners.

- ❖ Preference for hands-on activities
- ❖ Strong coordination and movement skills
- ❖ Learning best through physical interaction
- ❖ Engaging in role-playing and experiments

Q. Define dichotic listening tasks.

Dichotic listening tasks are experiments where different auditory inputs are presented to each ear to study brain hemisphere dominance.

Q. What are the four dichotomous learning styles?

- ❖ Visual vs. Verbal
- ❖ Active vs. Reflective
- ❖ Sequential vs. Global
- ❖ Sensing vs. Intuitive

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Q. What is taxonomy bias?

Taxonomy bias refers to the tendency to categorize objects and concepts based on hierarchical classifications rather than functional relationships.

Q. What are social strategies that affect second language acquisition?

- ❖ Interaction with native speakers
- ❖ Participating in group discussions
- ❖ Engaging in cultural immersion

Q. What is the difference between a pidgin and a creole?

- ❖ Pidgin: A simplified language developed for communication between speakers of different languages.
- ❖ Creole: A fully developed language that evolves from a pidgin and becomes a native language.

Q. Enlist three psychological disorders related to reading.

- ❖ Dyslexia
- ❖ Hyperlexia
- ❖ Reading comprehension disorder

Q. What are the symptoms and characteristics of conduction aphasia?

Conduction aphasia is marked by:

- ❖ Well-preserved auditory comprehension.
- ❖ Fluent speech with generally correct grammar and syntax.
- ❖ Paraphasic errors (e.g., syllable transposition: "snowball" becomes "snowall").
- ❖ A hallmark deficit in repetition, where patients cannot accurately repeat words or sentences, despite being able to paraphrase them.

Q. Define surface dyslexia and its implications for reading skills.

Surface dyslexia is a type of reading disorder where individuals rely on pronunciation rules rather than recognizing whole words. This often results in difficulty reading exception words (e.g., "pint" read as "mint"). Semantic knowledge is generally preserved, but patients struggle with irregular word pronunciations due to damage in the left parietal or temporal lobe.

Q. What are the symptoms of learning disorders, specifically dyslexia?

Dyslexia symptoms include:

- ❖ Difficulty with phonological processing.

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- ❖ Challenges in spelling and rapid visual-verbal responding.
- ❖ Poor fluency, reading comprehension, and word decoding. Dyslexia often coexists with other learning disabilities, such as issues with writing or numbers.

Q. Explain syntactic disorder and its impact on language comprehension.

Syntactic disorders often result from brain damage (e.g., in Broca's aphasia) and involve:

- ❖ Agrammatic speech with omissions of function words.
- ❖ Reduced sentence complexity and length.
- ❖ Difficulty comprehending or producing grammatically complex sentences. These deficits significantly hinder both expressive and receptive language abilities.

Q. What is the role of inhibition in language learning?

Inhibition refers to the ability to suppress competing linguistic information, which is critical for successful language learning. It helps learners focus on relevant language rules and structures while filtering out irrelevant information.

Q. Define interference in language learning and its effects on second language acquisition.

Interference occurs when features of a learner's first language negatively impact the learning of a second language. This can lead to errors in grammar, pronunciation, and vocabulary as learners apply their native language rules to the second language.

Q. What is the order of acquisition in the language acquisition process?

The order of acquisition refers to the predictable sequence in which linguistic features (e.g., grammatical structures) are learned. It suggests that certain structures are universally acquired earlier than others due to cognitive and developmental factors.

Q. What are the characteristics of simultaneous learning in second language acquisition?

Simultaneous learning involves acquiring two languages from birth or early childhood. Characteristics include:

- ❖ Integration of both languages in cognitive development.
- ❖ Potential for code-switching between languages.
- ❖ Learning influenced by environmental exposure and the balance of language use.

Q. Explain the critical period hypothesis and its two components.

The critical period hypothesis posits that there is an optimal window for acquiring language, typically during early childhood. Its two components are:

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1. **Neurobiological:** The brain's plasticity decreases with age, making language acquisition more challenging later in life.
2. **Behavioral:** Language proficiency, especially in phonology and grammar, is harder to achieve if learning begins after this period.

Q. How does the theory of "language is essential for thought" explain cognition?

The theory posits that language is fundamental to thought, suggesting that the system of rules and vocabulary within a language is necessary for cognitive processes. It views thought as being language-specific rather than universal. However, critics point out that individuals, such as deaf children or intelligent animals, can think without language, suggesting that language is not the sole basis for cognition.

Q. What is the criticism of the Whorf hypothesis?

The Whorf hypothesis, which includes linguistic determinism and linguistic relativity, has been criticized for:

- ❖ Overemphasizing the impact of language on thought without considering non-linguistic cognitive processes.
- ❖ Difficulty in empirically testing the hypothesis due to its abstract nature.
- ❖ Failing to account for individual and cultural differences that influence cognition beyond language.

Q. Explain Noam Chomsky's concept of UG (Universal Grammar) and LAD (Language Acquisition Device).

Universal Grammar (UG) is Chomsky's theory that all humans are born with an innate linguistic framework that underlies all languages. It consists of abstract rules and principles common to all languages.

Language Acquisition Device (LAD) is a hypothetical mental mechanism that enables children to acquire language naturally. It supports the notion that children identify and apply the specific rules of their native language by setting the parameters of UG based on linguistic input.

Q. Define codability and its relevance to language learning, as proposed by Brown.

Codability, as defined by Brown, refers to the ease and brevity of expressing a concept in a language. It influences cognitive processes, as more codable expressions are easier to remember, agree upon, and use consistently. Codability also relates to linguistic efficiency, with shorter and more frequently used words being easier to process.

Q. What is Zipf's law, and how does it apply to linguistic studies?

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Zipf's law states that there is an inverse relationship between the frequency of a word's use and its length: commonly used words tend to be shorter. This principle highlights how languages optimize communication efficiency by favoring brevity for frequently used terms.

Q. Explain the duality of patterning in human language.

Duality of patterning refers to the two-level structure of language:

1. **Phonological level:** Basic meaningless sound units (phonemes) combine to form meaningful units (morphemes and words).
2. **Syntactic level:** Meaningful units are further organized into larger structures like phrases and sentences, allowing infinite expression with finite elements.

Q. How does cognitive control influence language learning?

Cognitive control involves managing attention, memory, and inhibition, which are crucial for learning language rules, suppressing interference from a first language, and maintaining focus on relevant linguistic input. It helps learners navigate complex language structures and contexts effectively.

Q. What are the three classes of variables in language acquisition?

The three classes of variables are:

1. **Linguistic variables:** Properties of the language being learned.
2. **Learner variables:** Individual differences like age, motivation, and cognitive abilities.
3. **Environmental variables:** The quality and quantity of exposure to the target language.

Q. What are the psychological factors affecting language learning?

Psychological factors include:

- ❖ **Motivation:** Determines persistence and engagement in learning.
- ❖ **Anxiety:** High levels can impede performance and retention.
- ❖ **Attitude:** Positive attitudes towards the language and its culture enhance learning.
- ❖ **Cognitive style:** Influences how individuals process linguistic information.

Q. Describe the cognitive role in second language acquisition.

Cognition in second language acquisition involves processes like memory, attention, and problem-solving. It plays a role in organizing linguistic input, identifying patterns, and applying rules. Cognitive abilities influence how learners process and retain language, manage interference from the first language, and adapt to the complexities of a second language.

Q. How do Vygotsky and Piaget differ in their views on cognition?

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Piaget emphasized that cognitive development precedes language acquisition, viewing learning as a developmental process of change and self-generation. Cognitive development occurs through stages, with language emerging as a result of these stages.

Vygotsky, in contrast, argued that language plays a central role in cognitive development. He believed that social interaction and the use of language as a tool for communication and thought are prerequisites for cognitive growth.

Q. What are explicit learning strategies, and how do they differ from implicit ones?

Explicit learning strategies involve conscious efforts to learn and apply knowledge, such as practicing grammar rules or using mnemonics. Implicit strategies occur subconsciously, relying on exposure and repetition to acquire skills without direct awareness.

Q. Define learning strategies and explain their role in language acquisition.

Learning strategies are actions or thoughts employed to improve understanding, retention, and application of language. They include metacognitive strategies (planning, monitoring), cognitive strategies (memorization, summarizing), and socio-affective strategies (interaction with peers). These strategies enable learners to manage their learning process and achieve language proficiency.

Q. What are the qualities of visual, social, and interpersonal learners?

- ❖ Visual learners: Prefer diagrams, charts, and visual aids for understanding.
- ❖ Social learners: Thrive in group settings and learn through discussion.
- ❖ Interpersonal learners: Excel in collaborative environments and prioritize empathy and communication.

Q. What are three factors essential for language production and perception?

- ❖ **Memory:** Retaining and recalling vocabulary and grammar rules.
- ❖ **Attention:** Focusing on linguistic input and filtering distractions.
- ❖ **Cognitive Processing:** Analyzing and organizing language for comprehension and speech.

Q. What is the role of the right hemisphere in language production and speech?

The right hemisphere contributes to prosody, intonation, and understanding figurative language. It complements the left hemisphere's role in processing syntax and semantics.

Q. Define lateralization and its implications for language processing.

Lateralization refers to the specialization of brain hemispheres for specific functions. In language, the left hemisphere typically handles grammar and vocabulary, while the right focuses on context and tone. Early lateralization supports efficient language development, though plasticity can mitigate deficits.

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Q. Explain the concept of plasticity in the brain related to language learning.

Plasticity is the brain's ability to reorganize and adapt in response to learning or injury. It enables second language acquisition by forming new neural pathways, particularly in young learners, though it diminishes with age.

Q. What is the impact of cultural transmission on language learning?

Cultural transmission influences language learning by embedding linguistic practices within a cultural context. Learners acquire not only the language's structural rules but also its social and cultural nuances. This process is experiential, involving the creation of shared meanings between cultural representatives, which facilitates a deeper understanding of language use in social settings.

Q. Define pidgin and its role in sociolinguistics.

A pidgin is an auxiliary language that arises when speakers of several mutually unintelligible languages come into close contact, typically in trade or labor-intensive environments. It has a simplified structure and vocabulary, used as a means of communication. Sociolinguistically, pidgins provide insights into language formation and the emergence of creoles, which develop when children acquire pidgins as their native language.

Q. What are the two types of social structures, and how do they affect second language acquisition?

The two types of social structures influencing second language acquisition are:

1. **Sociolinguistic setting:** Refers to the role of the second language in society, affecting its perceived value and utility.
2. **Situational factors:** These vary by interaction, such as the classroom context versus natural social interactions, influencing learners' exposure and attitudes towards the language.

Q. Differentiate between integrative and instrumental motivation in language learning.

- ❖ **Integrative motivation:** Refers to the desire to learn a language to integrate into its culture and community.
- ❖ **Instrumental motivation:** Involves learning a language for practical purposes, such as career advancement or academic requirements.

Q. What are three factors related to self-esteem and their effects on learning?

Self-esteem in language learning is influenced by:

1. **Attribution:** How learners explain their successes or failures (e.g., effort, ability).
2. **Self-efficacy:** Belief in one's ability to perform specific language tasks.

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3. **Willingness to communicate:** The learner's confidence in initiating communication, which can enhance language practice and acquisition.

Q. What are isolated children, and how do they contribute to language acquisition research?

Isolated children are those who grow up without significant linguistic input, often due to extreme social deprivation. Studying such cases helps researchers understand the critical periods for language acquisition and the innate versus environmental influences on language development.

Q. What are the objections to the theory that "speech is essential for thought"?

Critics argue that thought can occur without speech, as evidenced by individuals like deaf children who develop complex thought systems without traditional linguistic input. This suggests that while language enhances thought expression, it is not strictly essential for cognitive processes.

Q. How does multilingualism affect cognitive and linguistic abilities?

Multilingualism enhances cognitive flexibility, problem-solving skills, and metalinguistic awareness. It improves executive control and delays cognitive aging. Linguistically, it broadens vocabulary acquisition and cross-linguistic influence awareness.

Q. What is linguistic creativity, and how is it studied?

Linguistic creativity involves the ability to generate novel and contextually appropriate expressions. It is studied through tasks that measure the manipulation of language structures and the generation of original ideas while adhering to grammatical norms.

Q. Attribution theory

It focuses on how people explain the causes of their own successes and failures. Few scholars describe 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. 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. Piaget cognitive theory

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

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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, Formal operational.

Q. Piaget sensory motor/ explain sensorimotor schema

Piaget refers to the first 2 years as the sensorimotor period of development because the schemata the child uses to organize experience are directly related to taking in sensory information and acting on it. Sensorimotor schemata include banging, sucking, and throwing. The major development that culminates near the end of the sensorimotor period is the acquisition of object permanence, the notion that objects continue to exist even when they cannot be perceived. Once object permanence is acquired, the child is no longer at the mercy of immediate stimuli but can respond on the basis of stimuli no longer present. We would certainly anticipate that developments of this magnitude would be related to the child's language development.

Q. Universal Grammar?

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. Explain an Innatist theory by Noam Chomsky

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. Explain Zipf's law

The relationship between frequency & length is captured in what is called Zipf's law. Zipf examined Chinese, Latin, and English and found that the length of a word is negatively correlated with its frequency of usage. That is, the more frequently a word is used in a language, the shorter

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the word (measured either in phonemes or syllables). English contains many examples of Zipf's law. For example, video camera-videocassette recorder becomes camcorder.

Q. Sapir Whorf hypothesis

A hypothesis first advanced by Edward Sapir in & subsequently developed by Benjamin Whorf. They presented the hypothesis that the structure of a language determines a native speaker's perception and categorization of experience. There are certain thoughts of an individual in one language that cannot be understood by those who live in another Lang. The hypothesis states that the way people think is strongly affected by their native languages. However, it was a controversial theory. The principle of linguistic relativity holds that the structure of a language affects its speakers' world view or cognition.

Q. What is meant by language mode?

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. In the monolingual mode only one language is activated and the other languages in a multilingual are deactivated. The language mode is defined by the setting and the communicative intentions of a speaker.

Q. A deaf person can think without language? Explain your view

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.

Taxonomic bias 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). For example, a child will infer that if the word dog refers to a collie it can also refer to a poodle, but not to a thematic related thing, such as a dog bone.

Q. whole object bias

These are certain biases or assumptions that allow children to quickly rule out unlikely alternatives in order to effectively process and learn word meanings. They begin to manifest themselves around 18 months, when children begin to rapidly expand their vocabulary. 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.

Q. Auditory and musical learners

Auditory learners like to hear solutions and examples explained to them and may gravitate towards music subjects and group learning as a way to understand information. Auditory learners often have a high aptitude for distinguishing notes and tones in music and speech. Qualities often associated with auditory learners include: Possessing a 'good ear' for music and tones May be

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distractible Likes to talk to self /others /hum /sing 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. define SLD

Specific learning disability refers to a disorder in 1 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. Younger learns SL faster than adults? If you agree explain.

1. For children, processing a new language is second nature. Adults process language in a more active part of the brain, meaning that they think more consciously about language rather than it being intuitive.
2. Children have a smaller vocabulary and it is easy to learn enough of a second language to communicate their needs. Adults have a much larger vocabulary and think and communicate in more complex ways than children.
3. 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. Why children have better pronunciation than adults

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. It is true that children are better in pronunciation because of their abilities at mimicking new sounds. Biologically a child's brain is more open to new sounds and patterns in pre-adolescence but it is not true for older language learners so it is very difficult for them to speak without an accent.

Q. Comment on the topic why children learn quick and accurate IMP

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

Q. Do children learn or acquire first language?

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. Critical period hypothesis

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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 are not well understood. Most commonly, these changes are assumed to occur near puberty.

Q. Define aphasia

Aphasia is an impairment of language, affecting the production or comprehension of speech and the ability to read or write. Aphasia is always due to injury to the brain-most commonly from a stroke, particularly in older individuals.

Q. Broca's Aphasia imp

A person with expressive aphasia will exhibit effortful speech. Speech generally includes important content words but leaves out function words that have only grammatical significance and not real-world meaning, such as prepositions and articles. This is known as "telegraphic speech". The person's intended message may still be understood but his or her sentence will not be grammatically correct. In very severe forms of expressive aphasia, a person may only speak using single word utterances.

Q. symptoms of Broca's aphasia imp

- Poor or absent grammar.
- Difficulty forming complete sentences.
- 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")
- More difficulty using verbs than nouns correctly.

Q. Expressive aphasia

The speech of a person with expressive aphasia contains mostly content words such as nouns, verbs, and some adjectives. However, function words like conjunctions, articles, and prepositions are rarely used except for "and" which is prevalent in the speech of most patients with aphasia. The omission of function words makes the person's speech agrammatic. A communication partner of a person with aphasia may say that the person's speech sounds telegraphic due to poor sentence construction and disjointed words. For example, a person with expressive aphasia might say "Smart... university... smart... good... good..."

Q. Syntactic disorder

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.

Q. conduction aphasia

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In Conduction aphasia, Patients will display frequent errors during spontaneous speech such as substituting sounds. Speech will often contain paraphasia errors: phonemes and syllables will be dropped or transposed (e.g. "snowball" → "snowall"). Conduction aphasia results from dissociation of an intact Broca's area from an intact Wernicke's area and leads to a deficit in repetition.

Q. corpus clausum imp

Corpus callosum (the thick band of fibers that connect the two hemispheres) that sends messages from the auditory region in the right hemisphere to the language areas, particularly Wernicke's area, in the left hemisphere.

Q. Which category deals with disorder of language/ Neurolinguistics

IT is the branch of ling 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.

Q. Split brain term explain IMP

Our brains have two halves, also known as hemispheres. These two halves communicate with one another using a special brain structure. On rare occasions, however, these halves are completely disconnected from one other, resulting in what's commonly referred to as split brain. This term describes the condition resulting from disrupting communication between the right and left hemispheres of our brains surgically.

Q. Difference b/w Surface and Phonological Dyslexia.

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. Hence, surface dyslexia makes hard to remember whole words by sight. And Phonological dyslexia is a disorder of reading characterized by impairment in nonword 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. instrumental motivation IMP

Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of what Gardner and Lambert identified as instrumental and integrative orientations to motivation. The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: fmthering a career, reading technical material, translation, and so forth. The integrative side described learners who

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wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

Q. What is meant by motivation in SLA? (3)

Motivation in second-language learning. ... In research on motivation, it is considered to be an internal process that gives behavior energy, direction and persistence in research (in other words, it gives behavior strength, purpose, and sustainability). Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning.

Q. Meta cognitive strategies

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, and 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. cognition/Cognitive process

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 lang. 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.

Q. Second Culture Acquisition & Social Distance

Robinson Stuart and No co 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". 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

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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" (What is the view of Larson and Smalley 1972 about cultural?):

Some problems of acculturation are solved while other problems continue for some time. But general progress is made, slowly but surely, as individuals begin to accept the differences in thinking and feeling that surround them, slowly becoming more empathic with other persons in the second culture.

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. Differentiate B/W acquisition and learning

Language Acquisition: How people learn 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. Language learning means a person is trying to learn the language consciously through practice, training, or experience.

Q. Write two factors which affect second language learning?

1. **Psychological:** here we shall consider: intellectual processing, memory, and motor skills, finally Motivation and Attitude. We will further explain it.
2. **Social:** the type of situation, setting, and interactions which an individual experiences can affect the learning of a secondhand

Q. language learning strategy

There are two common ways to approach language learning strategy instruction: uninformed strategy instruction or direct and integrated instruction. In uninformed strategy instruction, students work through materials and activities designed to elicit the use of specific strategies, but students are not informed of the name, purpose, or value of the specific learning strategy. Direct and integrated instruction informs learners of the value and purpose of learning strategies and helps learners to use, identify, and develop learning strategies in a systematic way as they learn the target language.

Q. what is the widely instrument for learners to identify strategies of SLA

The most widely used instrument for learners to identify strategies is Oxford's Strategy Inventory for Language Learning (SILL), a questionnaire that has now been tested in many countries and translated into several languages.

Q. Perceptual learning styles

Perceptual learning style is an approach to learning through the five senses. It comprises of auditory learner, visual learner, tactile learner, kinesthetic learner and haptic learner. Auditory

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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. Environmental learning style

IT comprises of only one dimension which is physical versus sociological. Physical learners can learn better when there are variables such as temperature, sound, light, food, time and classroom management. These variables have to be taken into considerations during the learning process. In contrast, sociological learners are motivated to learn when there are variables such as group, individual, pair and team work and level of teacher authority. These variables are important in encouraging the students' motivation to learn.

Q. cognitive strategies in language learning

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 lang. Adopting this strategy will enable you to internalize the language in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, practicing in naturalistic settings, and practicing structures and sounds formally. 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 language teaching

Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. As other languages began to be taught in educational institutions in the 18th and 19th centuries, the Classical Method was adopted as the chief means for teaching foreign langs. Little thought was given at the time to teaching oral use of languages; after all, languages were not being taught primarily to learn oral/aura!

Q. Language learning style

Learning strategies are specific combinations or patterns of learning activities used during the learning process. The quality of learning outcomes achieved is dependent to a considerable extent on the learning activities used by learners. These learning strategies can be broadly divided into self-regulated strategy in which the students perform most regulation activities themselves, externally regulated strategy in which the students let their learning process to be regulated by teachers/books or lack of regulation when students are unable to regulate their learning process by themselves and also experience insufficient support from external regulation as provided by teachers and learning environment.

Q. Plasticity of language learning imp

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Language 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.

Q. Linguistic determinism

Linguistic determinism is the idea that language and its structures limit and determine human knowledge or thought, as well as thought processes such as categorization, memory, and perception. The term implies that people who speak different languages as their mother tongues have different thought processes

Q. linguistic relatively

The Whorf hypothesis consists of two parts, linguistic determinism and linguistic relativity. Linguistic determinism refers to the notion that a language determines certain nonlinguistic cognitive processes. That is, learning a language changes the way a person thinks. Linguistic relativity refers to the claim that the cognitive processes that are determined are different for different languages.

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. explain SBI imp

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), or as learner strategy training. 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 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. Lexical decision task (3)

Bleasdale found that in a lexical decision task: Words primed other words only when both words were of the same, for example concrete-concrete, rather than concrete-abstract. From this it was concluded that the lexicon organizes concrete and abstract words separately.

Q. why chine's cannot express counterfactual reasoning

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.

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This happened due to faulty translations but once proper translations were made, there was no basis for claiming a difference in thinking.

Q. comment on natural situation in SLA

The natural situation in which a L2 is learned is one that is similar to that in which the first language is learned. It can involve social situations such as those involving family, play, or the workplace. The classroom situation involves the social situation of the school classroom. Each of these types of social situations has its own advantages and disadvantages. The community context allows students to have access to a natural situation outside of the class and thereby supplement their classroom learning.

Q. Three levels of self-esteem IMP

1. **Inflated Self-Esteem** This is when someone thinks they are better than others and have no doubts about underestimating or taking every opportunity to demean everyone else. This is the negative version of self-esteem, as it holds you back from establishing close and healthy relationships.
2. **High Self-Esteem** The goal that we are all striving for. When we have it and when we don't have it, we know it. When you have high self-esteem, you accept & value who you are. It is the positive self-esteem that helps you feel satisfied with your life. It gives you confidence and courage to face all problems that show up & make them easier to deal with. Believing in yourself and trusting in who you are is what characterizes people who possess this type of self-esteem.
3. **Low Self-Esteem**
4. This carries an aggressive, passive, or negative attitude to accept other points of view or being unable to have an opinion or action that is honest and true. People who have low self-esteem are the opposite of those with high self-esteem. They do not value themselves nor do they trust in the possibility they will come out on top of any situation. Fear of failure is something that torments them and holds them back from taking the risk of change for the better.

Q. anxiety of SLA

Research has shown that feelings of anxiety are a factor that can affect a person's ability to acquire a second language. Researchers have further noted its adverse effects on students, both those who are foreign language learners and those learning English as a second language.

Q. How many languages spoken in a world currently

Over 6500 languages are spoken in the world.

Q. Does a single word or sentence gave a meaning to convey. Do u agree with this statement

A word or sentence can convey meaning depending on the context and structure.

Q. define operating principle

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One of the most productive approaches to the question has been Slobin's work on operating principles. We may think of operating principles as children's preferred ways of taking in (or operating on) information. These principles have proven useful in explaining certain patterns in early child grammar. For instance, children in virtually all languages use fixed word order to create meanings, even though some languages have much freer word order than others.

Q. term hemispherectomy

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.

Q. contribution of right hemisphere

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.
- Ability of individuals with RH brain damage to interpret conversational remarks.
- 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. lateralization of brain function

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.

Q. Lateralization is not limited to humans or even to primates. Agree or Disagree (3)

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. In the first type, the bird develops a normal song even if it is completely isolated at birth and deafened at hatching. In a second type, the bird will develop the normal song if isolated but not if deafened. Finally, in the third variety, either isolation or deafening at an early age produces an abnormal song; First, these birds go through a period of "sub song," similar to human babbling, in which the song is distinct from the adult version in a number of ways.

Q. Right Hemisphere in language

The right hemisphere also 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

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the ways that the two hemispheres interact during language use. It appears that the right hemisphere is better prepared than the left to appreciate some of the pragmatic aspects of language.

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

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

Q. define codability.....

Codability A concept that has figured in much of the research on color cognition is codability. Brown defined codability as the length of a verbal expression. As we saw in our discussion of differentiation, some languages have single words to refer to a particular object or event, whereas others do not. 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. learning strategies.....

Learning strategies are tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy. ... A teacher's responsibility is to expose learners to as many as possible, give them the opportunity to experiment, and help them identify what works.

Q. Define learning styles in language. (3)

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.

Q. Define cultural transmission. (3)

Cultural transmission is defined as “the process of learning through which the values, standards, norms, etc. of a culture are passed on to succeeding generations”. Cultural transmission is the knowledge that is learned and transmitted to later generations.

Q. Explain pidgin

pidgin is a grammatically simplified means of communication that develops between two or more groups that do not have a language in common: typically, its vocabulary and grammar are limited

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and often drawn from several languages. The speech of pidgin speakers is simple. In many cases, there was no recognizable syntax, and the language resembled a linguistic free-for-all. Some speakers used one word order and others another; the word orders were often related to the speaker's own native language.

Q. language process

Language processing refers to the way humans use words to communicate ideas and feelings, and how such communications are processed and understood. ... In accordance with the 'from where to what' model of language evolution.

Q. duality of patterning

According to Ludden, Duality of patterning is what gives language such expressive power. Spoken languages are composed of a limited set of meaningless speech sounds that are combined according to rules to form meaningful words. Duality of patterning is a characteristic of human language whereby speech can be analyzed on two levels:

- As made up of meaningless elements; i.e., a limited inventory of sounds or phonemes
- As made up of meaningful elements; i.e., a virtually limitless inventory of words or morphemes (also called double articulation)

Q. parameters:

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. Note on evolution of language

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.

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 a single chance mutation occurred in one individual in the order of 100,000 years ago, installing the language faculty in "perfect" or "near-perfect" form (Chomsky, 1996).

Q. Bloom and Pinker proposition regarding animal communication.

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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. concept of language Bioprogram.

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 Lang Bioprogram. Children's creoles were based on their access to English, the language of the plantation owners. Linguistic features not attributable to English could be derived from the original native languages of the parents. When linguistic input is minimal, deaf children may create a gestural language that is similar in many respects to normal children's language.

Preemption principle: "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" To conclude, 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. Extroversion

Extroversion and its counterpart, introversion, are also potentially important factors in the acquisition of a second language. We are prone to think of an extroverted person as a gregarious, "life of the party" person. Introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness. Western society values the stereotypical extrovert. Nowhere is this more evident than in the classroom where teachers admire the talkative, outgoing student who participates freely in class discussions. On the other hand, introverts are sometimes thought of as not being as bright as extroverts. Such a view of extroversion is misleading. Extroversion is the extent to which a person has a deep-seated need to receive. Extroverts actually need other people in order to feel "good."

(05 Marks Questions)

Q. Is Broca's aphasia and expressive aphasia same or not?

Expressive aphasia, also known as Broca's aphasia is a type of aphasia characterized by a lack of fluency of speech, usually with preserved language comprehension. 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. Word comprehension is preserved, allowing patients to have functional receptive language skills. People with expressive aphasia can understand speech and read better than they can produce speech and write. Severity of expressive aphasia varies among patients. The most common cause of expressive aphasia is stroke. To conclude, Broca's aphasia is aphasia of language production which occurs due to damage in the left hemisphere of brain.

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Q. Wernicks aphasia?

Wernickes 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, also known as receptive aphasia, in which individuals have difficulty understanding written and spoken lang. Common symptoms seen in patients with Wernicke's aphasia:

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

Thus, Wernicke's aphasia is associated with deficits in comprehension and semantic organization.

Q. What is meant by order of acquisition in language acquisition process (5?)

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. This concept is based on the observation that all children acquire their first language in a fixed, universal order, regardless of the specific grammatical structure of the language they learn. It is not clear why the order differs for secondhand learners, though current research suggests this variability may stem from first-language interference or general cognitive interference from nonlinguistic mental faculties.

Q. language determines' shape or perception of nature give the arguments need to listen lecture 171

Language determines or shapes our perception of nature

- 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 interest in dinosaurs and later they feel the need to seek the names of these objects.
- 2) Colour and snow vocabulary.**
Colour words E.g. Speakers of a language with limited repertoire of colour terms appeared no different from speakers with broader repertoire of colour terms in terms of distinguishing colours 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.
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 get swarm").

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- 3) **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.
- 4) **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.

Q. what Is self-esteem in SLL

By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. The degree of self-esteem is hypothesized to be correlated with success in second language acquisition, especially in tasks involving oral performance. Studies show the positive correlation between self-esteem and oral performance. Other factors such as risk-taking, inhibition, anxiety, locus of control, and attribution style also seem to be related significantly to the degree of self-esteem. These variables are also factors determining students' success in oral production tasks. In the classroom, teachers should incorporate techniques to enhance students' self-esteem as a part of their pedagogical philosophy. This can be facilitated by instructing students in self-correcting and self-monitoring skills. Giving students the power to self-teach, will allow them to gain confidence over learning. An increase in language-related task self-esteem is anticipated to follow.

Q. process of lexical development in bilingual children

Lexical development in children who learn their second language when their L1 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 L1 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. Mental lexicon explain

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

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always developing, but there are several theorists that argue exactly how this occurs. Some theories about the mental lexicon include the spectrum theory, the dual-coding theory, Chomsky's nativist theory, as well as the semantic network theory. Scientists also study the areas of the brain involved in lexical representations. The following addresses some of the physiological, social, and linguistic aspects of the mental lexicon.

Q. Mirror neuron explain IMP

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. Rizzolatti and colleagues have suggested instead that the primary role of mirror neurons is in action understanding; that is, mirror neurons allow the monkey—or human—to understand actions performed by others by mapping those actions onto actions that it can itself perform, but they do not mediate the actual imitation of those actions.

Q. Autonomous

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. Object term Recent research in how infants learn names pertaining to objects is also relevant here. The conclusion drawn by some researchers was that conceptual categories related to object names are constructed at the time when we learn a language, not before. If so, then we might expect to see different kinds of early object terms in children acquiring different langs. Gopnik and Choi examined the linguistic and cognitive development of Korean-speaking children.

Q. Dyslexia

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

Symptoms:

- Difficulty in learning to read
- Milestones reached later
- Delayed speech development
- Spelling
- Speech problems

Treatment: 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.

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On-going evaluation: developing their coping strategies and identify areas where more support is needed. So, Dyslexia is a condition that makes it hard to learn to read and learn. It happens when there is a problem with the way the brain processes graphic symbols.

Q. Deep Dyslexia

Deep dyslexia is mainly characterized by the occurrence of semantic reading errors or semantic paralexias (transposition of letters or words) when reading aloud (e.g. the written word "view" is read aloud as "scene", the word "bird" is read as "canary". These semantic errors are the major distinguishing feature of deep dyslexia in comparison to other central dyslexias. There are many other symptoms of deep dyslexia, including visual errors (e.g. the written word "thing" is read aloud as "think", the word "skate" is read as "scale") and derivational errors (e.g. the written word "alcohol" is read aloud as "alcoholic", the word "governor" is read as "government"), and poor reading of function words. Additionally, deep dyslexics have more difficulty reading abstract than concrete and highly imaginable words, more difficulty reading adjectives, adverbs, and verbs than nouns, a complete inability to read non-words, and often impairments on tasks of verbal working memory.

Q. Disorder in language

Language disorder is a communication disorder in which a person has persistent difficulties in learning and using various forms of language (i.e., spoken, written, sign language). ... Individuals with language disorder may have impairments in either their receptive or expressive abilities, or both.

Reading disorders occur when a person has trouble with any part of the reading process. Reading and language- based learning disabilities are commonly called dyslexia. These disorders are present from a young age and usually result from specific differences in the way the brain processes language. There are many different symptoms and types of reading disorders, and not everyone with a reading disorder has every symptom. People with reading disorders may have problems recognizing words that they already know and may also be poor spellers. Other symptoms may include the following:

- Trouble with handwriting
- Difficulty reading quickly
- Problems reading with correct expression Problems understanding the written word

Q. factors of communication strategies.

- 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

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Q. Stereotypes

Generalizations become stereotypes when all members of a group are categorized as having the same characteristics. Stereotypes can be linked to any type of cultural membership, such as nationality, religion, gender, race, or age. Twain, like all of us at times, expressed caricatures of linguistic and cultural stereotypes. In the bias of our own culture-bound worldview, we too often picture other cultures in an oversimplified manner, lumping cultural differences into exaggerated categories, and then view every person in a culture as possessing stereotypical traits. Thus Americans are ailing rich, informal, materialistic, overly friendly, and drink coffee. Italians are passionate, demonstrative, great lovers, and drink red wine. Germans are stubborn, industrious, methodical, and drink beer. The British are stuffy, polite, thrifty, and drink tea. And Japanese are reserved, unemotional, take a lot of pictures and also drink tea.

Q. Relation of language and thought.

Speech is Essential for Thought by different researchers on language and culture. (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 (verbal or non-verbal)
- b) Thought develops as a kind of speech - By speaking aloud, you start to speak sub vocally or make internal articulations. (Thought is defined as sub vocal speech or behavior.)

Q. What is the difference between language acquisition and language learning?

Language acquisition refers to the natural process of developing language skills, usually occurring during early childhood, and is associated with acquiring a first language. It is subconscious and driven by exposure and interaction in a natural environment.

Language learning, on the other hand, is a more conscious process involving explicit instruction, typically occurring in a classroom setting. It often pertains to second-language learning and focuses on grammar, vocabulary, and rules.

Q. What are the five phonics instruction methods?

1. **Analogy Phonics:** Teaching students to use known word parts to read unfamiliar words.
2. **Analytic Phonics:** Focusing on whole words first, then analyzing sounds.
3. **Embedded Phonics:** Integrating phonics instruction into text reading.
4. **Phonics Through Spelling:** Learning to spell words by their sounds.
5. **Synthetic Phonics:** Teaching sounds and blending them to form words.

Q. What is Broca's aphasia, and how does it differ from Wernicke's aphasia?

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Broca's aphasia, also known as expressive aphasia, is characterized by effortful speech with omitted grammatical elements (telegraphic speech). While content words like nouns and verbs are used, function words are typically left out. Comprehension is mildly to moderately impaired, especially when understanding complex grammar.

Wernicke's aphasia, in contrast, involves fluent but nonsensical speech. Patients often produce jargon or word salads and face significant difficulties in comprehension. Unlike individuals with Broca's aphasia, they are generally unaware of their speech errors.

Q. What is the difference between Piaget's and Vygotsky's cognitive development theories?

- ❖ Piaget: Emphasized individual cognitive development through interaction with the environment.
- ❖ Vygotsky: Focused on social interactions and cultural influence on cognitive development.

Q. What is the difference between continuity and discontinuity theories in language evolution?

- ❖ Continuity theories propose that language evolved gradually from primate communication.
- ❖ Discontinuity theories argue that language appeared suddenly due to a genetic mutation.

Q. Why do we need a linguistic policy in our country? Comment in 3–4 lines.

A linguistic policy is necessary to promote multilingual education, protect indigenous languages, and facilitate national integration. It ensures equitable access to education and communication in a diverse linguistic landscape.

Q. Birdsong and Language Learning

Research on birdsong provides insights into language acquisition and lateralization. Studies show that some bird species undergo a developmental sequence similar to human language learning, including a subsong stage (like human babbling) and dialect variations depending on geographical location. Additionally, lateralization studies reveal that, like humans, the left hemisphere plays a dominant role in song production.

Q. Define social cognition hypothesis.

The social cognition hypothesis suggests that language evolved as a bonding device in larger social groups. It argues that larger brains, capable of inferring others' intentions, led to language development as a means of maintaining social cohesion.

Q. Explain the three A's in learning strategies.

- ❖ Awareness: Recognizing one's learning style and preferences.
- ❖ Adaptation: Adjusting strategies based on the learning environment.

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- ❖ Application: Using learned strategies in practical settings.

Q. Describe the process of first language acquisition.

- ❖ Babbling Stage (0–12 months): Infants experiment with sounds.
- ❖ One-Word Stage (12–18 months): Single words are used to convey meaning.
- ❖ Two-Word Stage (18–24 months): Simple sentences emerge.
- ❖ Telegraphic Speech (2+ years): More complex sentences develop.

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