

ENG511 Spring 2019 (Finals) solved by Maha Malik

Paper Pattern: 32 MCQs; 8 Questions of 3 Marks & 4 Questions of 5 Marks

Time Duration: 120 minutes.

Syllabus: Lesson 23-45 (Topic 133-270)

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. One of the difficulties has already been discussed in this chapter: the LAD proposition simply postpones facing the central issue of the nature of the human being's capacity for language acquisition. Having thus "explained" language acquisition, one must now scientifically explain the genetic transmission of linguistic ability—which we cannot yet do with certainty. And, of course, scholars taking an emergentist perspective continue to challenge the notion that what is innate is grammatical or linguistic at all. On the other hand, while the LAD remains a tentative hypothesis, I think we can take heart in slowly mounting genetic (scientific) evidence of the transmission of certain abilities, and assume that among those abilities we will one day find hard evidence of "language genes." We must not put all our eggs in the innateness basket. Environmental factors cannot by any means be ignored, as connectionists and emergentists have shown. For years linguists, psychologists, and educators have been embroiled in the "nature-nurture" controversy: What are those behaviors that "nature" provides innately, in some sort of predetermined biological timetable, and what are those behaviors that are,

by environmental exposure—by "nurture," by teaching—learned and internalized? We do observe that language acquisition is universal, that every child acquires language. But how are the efficiency and success of that learning determined by the environment the child is in? Or by the child's individual construction of linguistic reality in interaction with others? The waters of the innateness hypothesis are considerably muddied by such questions. An interesting line of research on innateness was pursued by Derek Bickerton (1981), who found evidence, across a number of languages, of common patterns of linguistic and cognitive development. He proposed that human beings are "bio-programmed" to proceed from stage to stage. Like flowering plants, people are innately programmed to "release" certain properties of language at certain developmental ages. Just as we cannot make a geranium bloom before its "time," so human beings will "bloom" in predetermined, preprogrammed steps.

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. Differentiate B/W acquisition and learning

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.

Language Learning:

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

Q. what is meant by inhibition risk taking

The prominent characteristics of good language learners, according to Rubin and Thompson (1982) were the ability to make intelligent guesses. Impulsivity was also described as a style that could have positive effects on language success. And we have just seen that inhibitions, or building defenses around our egos, can be a detriment. These factors suggest that risk taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Beebe (1983, p. 40) described some of the negative ramifications that foster fear of risk taking both in the classroom and in natural settings. In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself.

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

There have been few recorded instances of an adult acquiring a first language. In one widely publicized instance, Curtiss (1977) wrote about Genie, a 13-year-old girl who had been socially isolated and abused all her life until she was discovered, and who was then faced with the task of acquiring a first language. Accounts of "wolf children" and instances of severe disability fall into this category

Q. why china'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 language.

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

Q. explain sensorimotor schema in not more than three lines

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.

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. comment on natural situation in SLA

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

Q. process of lexical development in bilingual childrens

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Lexical development in children who learn their second language when their first language 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 the second language is translation, or learning the definitions. This is different from how they learned their first language 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 a second language 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 second language by translation as more semantic and syntax knowledge is learned for the second language. This new language is gradually independent from the basic language. Learners began to access the language without translation with semantic knowledge for that language. As learners gain more and more exposure to the new language, they will complete the development of second language when they can access and use the language from the concept, which can be said to be thinking in that language directly.

Q. cognitive strategies in language learning

People who adopt the cognitive strategy tend to analyse and reason. They form internal mental codes and revise them to receive and produce the message in the target language. Adopting this strategy will enable you to internalize the language in direct ways such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, practicing in naturalistic settings, and practicing structures and sounds formally. Things they do: Watch Korean dramas and try to replicate how the characters pronounce Korean words. Watch Korean dramas and try to replicate how the characters use certain words in a sentence. Write emails or letters in SL. Read SL reading materials such as magazines and newspapers.

Q. what Is self-esteem in SLL

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy—belief in your own capabilities to successfully perform that activity. Malinowski (1923) noted that all human beings have a need for phatic communion—defining one self and finding acceptance in expressing that self in relation to valued others. Personality development universally involves the growth of a person's concept of self, acceptance of self, and reflection of self as seen in the interaction between self and others. The following is a well-accepted definition of self-esteem (Coopersmith, 1967, pp. 4-5): 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. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

Q. can SLA happen only in early childhood

In early childhood, becoming bilingual is often an unconscious event, as natural as learning to walk or ride a bicycle. But why? According to scientific surveys, language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanisms which are only active until to the age of 12. Long agrees, but goes further by conditioning the acquisition of a native competence in morphology and syntax to exposure to the second before the age of 15. These assertions are contradicted by empirical studies on older beginners who have reached very high in second language levels of competence.

Q. applied linguistic

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If we want to clarify the role psycholinguistics can or should play in AL, we need to narrow down the definition of the latter, or rather look at only a part of that vast field. The acquisition and use of a second language seem to be the appropriate chunk of AL in this context. This sub-area relates to many other parts of our field, but its core is, in my view at any rate, essentially psycholinguistic in nature. The psycholinguistic interest would be in the processing mechanisms involved in using more than one language and the acquisition of additional languages. The AL interest would be in understanding why language learners behave the way they do, or in other words, what the mechanisms are for L2 use and acquisition. Ultimately, interest also lies in interventions that change and improve those mechanisms. This interpretation means that multilingual processing can be defined as the intersection or shared interest across psycholinguistics and AL.

Q. main criticism over Sapir Whorf hypothesis

Any study that attempts to test the hypothesis that differences in language determine differences in thinking must, at the outset, define the three key terms. First, we need to define what we mean by “differences in language.” This has been done in two ways. One way is to compare a language that linguistically marks a particular conceptual distinction with a language that does not. Thus, the presence or absence of the explicit linguistic marking is the language difference of interest. Although most studies have approached the problem in this way, another possibility is to compare two languages that mark the same distinction in different ways. This comparison focuses not on whether a language marks a concept but rather how it does so. As we have seen, English marks number through the use of the plural morpheme. One comparison would be another language that does not mark number; another would be a language that marks number in a different way. Second, we need to define “differences in thinking” in a satisfactory manner. It is obviously difficult to measure a person’s world view. But it should be kept in mind that Whorf was especially interested in those aspects of thinking that indicated a habitual mode of thought. Lucy (1992b) defines habitual thought as “routine ways of attending to objects and events, categorizing them, remembering them, and perhaps even reflecting upon them” (p. 7). The mode is contrasted with specialized thought, which is composed of cognitive routines or structures that are restricted either to certain subgroups within a culture (such as technical specialists) or to certain domains (such as kinship or illness).

Q. who many languages spoken in a world currently

Over 6500 languages are spoken in the world.

Q. Three levels of self-esteem

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 and value who you are.... flaws and all. It is the positive self-esteem that helps you feel satisfied with your life. Does this mean that you are happy go lucky about every set-back or disappointment, hell no! But what it does give you is the confidence and courage to face all problems that show up and 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

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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. They are the model of unhappy people. They tend to talk badly about others, carrying the energy of, 'I feel so low that instead of picking myself up, I have to cut others down.'

Q. does a single word or sentence give a meaning to convey. Are u agree with this statement

A single word or sentence can give meaning, and it cannot give meaning either. It depends on the context.

Q. define operating principle

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 hemispherechoty

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

Q. language awaerness in 2nd language acquisition.....

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

Q. symptoms of broca aphsia

- ☐ 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.

Q. dfine codability.....

Codability A concept that has figured in much of the research on color cognition is codability. Brown (1958; see also Lenneberg, 1953) defined codability as the length of a verbal expression. 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.....

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

These results suggest the exciting possibility that 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 "subsong," similar to human babbling, in which the song is distinct from the adult version in a number of ways. Second, birds in different areas learn different dialects of the same song. If the bird is deafened before it has begun to sing, it develops a highly abnormal song. If, however, the deafening is delayed until after the song has developed, it has no effect on the motor output. Finally, Nottebohm (1970) has found that the left half of the brain is more intimately involved than the right half in the songs of chaffinches. (Here, the connection is ipsilateral, with the left hypoglossus connected to the left half of the brain.) Nottebohm found that when the left hypoglossus was severed, the nature of the song was seriously disrupted, with some parts missing and replaced by unstructured bursts of noise.

Q. Every single word or sentence has a meaning to convey. Do you agree? (3)

Meaning for words is acquired in four main ways:

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

Q. Explain Zipf's law (3)

The relationship between frequency and length is captured in what is called Zipf's law. Some time ago, Zipf (1935) 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 the word (measured either in phonemes or syllables). English contains many examples of Zipf's law. Whenever mass-produced technological innovations are introduced in society, their initial, cumbersome names become shortened for easy reference (for example, videocamera-videocassette recorder becomes camcorder). It may be that the differences in the differentiation of domains that Whorf observed are a special instance of Zipf's law.

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

A number of factors that affect second-language learning operate only in certain types of situations. The question of motivation for learning a second language, for instance, is not likely to arise in a natural type of setting such as with a young child. A 1- or 2-year-old needs no motivation to learn a second language; given language input, the young child will automatically learn – with learning even occurring in negative circumstances. An older child of 4 or 5

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years, however, may need motivation in order to learn a second language since by that age the child may be aware of whether a language is positively or negatively regarded by others, or the child may prefer other activities.

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" (Reber, 1995, p. 177). Cultural transmission is the knowledge that is learned and transmitted to later generations.

Q. What is meant by 'Arrangement in the context of writing? (3)

Arrangement: The order in which details are placed or organized in a piece of writing. Audience: Those people who read or hear what you have written; readers to whom a piece of writing is addressed.

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 second language learners, though current research suggests this variability may stem from first-language interference or general cognitive interference from nonlinguistic mental faculties.

There is research to suggest that most SLA learners begin their learning process with a silent period in which the learners begin to process pieces of the language they hear. Grammar of the target language is also simplified and the learners begin to construct an understanding of the second language, often attempting "sentences" that mix words or phrases from both their first and second languages.

Q. Language determines or shapes our cultural world view. Explain (5)

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

Proponents:

- a) Even if language is somewhat distinct from thought, nevertheless, knowing a language will itself condition and influence one's cultural, social beliefs or views of the world.
- b) Language does provide a view of culture and society and an outlook on the world.

Inadequacies of the theory:

- 1) Same language yet different world views. According to the theory, speakers of the same language must have same world views. This is not true

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2) Different languages yet similar world views. e.g Communist Doctrine is shared by speakers of many languages namely Koreans, Chinese, Vietnamese, and Cubans.

3) Same language but world view changes over time. - Changes in world view occur without changes in language.

4) One language can describe many different world views. E.g the Bible of the ancient Hebrew people.

5) Multilingual's world view. - The theory predicts that a multilingual will have as many distinct world views as language systems. This is, again, not true because as been mentioned before, multilingual is a whole person who perceives nature as other humans do.

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. While general linguistic is the study of grammar which category deals with category deals with the disorder in language.

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

- The most common cause of aphasia is a cerebral vascular accident (CVA) commonly referred to as a stroke.
- Aphasia following traumatic events is non-progressive in contrast to aphasia arising from brain tumor, some types of infection, or language disturbances.
- Primary progressive aphasia based on inclusion and exclusion criteria.
- Aphasia involves one or more of the building blocks of language.
- The degree of impairment varies across modalities, with written language often, but not always, more affected than spoken language.
- At the most severe end of the spectrum, a person with aphasia may be unable to communicate.

So, the descriptions of different clusters of language deficits have led to the notion of syndromes. Despite great variations in the condition, patterns of language deficits associated with different areas of brain damage have been influential in understanding language-brain relationships which is called neurolinguistics.

Q. language learning after the critical age range.

No demonstrated critical age for learning syntax There are, however, studies which demonstrate a differential effect for the age at which acquisition of syntax began. Patkowski (1980) had native speakers of English rate the syntax of transcripts of spontaneous speech from immigrants to the USA who had entered before or after the age of 15. Transcripts were used to remove any possible influence of accent on the raters.

Q. View of motivation in SLA.

A number of factors that affect second-language learning operate only in certain types of situations. The question of motivation for learning a second language, for instance, is not likely to arise in a natural type of setting such as with a young child. A 1- or 2-year-old needs no motivation to learn a second language; given language input, the young

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child will automatically learn – with learning even occurring in negative circumstances. An older child of 4 or 5 years, however, may need motivation in order to learn a second language since by that age the child may be aware of whether a language is positively or negatively regarded by others, or the child may prefer other activities.

Q. Explain pidgin

Varieties created for very practical and immediate purposes of communication between people who otherwise would have no common language whatsoever, and learned by one person from another within the communities concerned as the accepted way of communicating with members of the other community. The speech of pidgin speakers was rudimentary. 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. Moreover, complex sentences were absent in pidgin: Pidgin sentences had no subordinate clauses, and even single-clause utterances often lacked verbs. In addition, there was no consistent system of anaphora.

Q. Language bioprograms

Despite this impoverished linguistic input, the children of immigrants developed a creole that was relatively sophisticated (Roberts, 1998). It included consistent word order, the use of complex sentences with relative clauses, and the distinction between definite and indefinite articles. Unlike pidgins, the creoles resembled the structural rules of other languages. From these observations, Bickerton concludes that children have an innate grammar that, in the absence of proper environmental input, serves as the child's language system. He calls this system the language bioprogram. Bickerton (1984) has responded to other possible interpretations of his research. One is that the sophistication found in the children's creoles was based on their access to English, the language of the plantation owners. Bickerton points out, however, that contact between immigrant families and owners was limited and that the Hawaiian creole differed in several respects from English. Another possibility is that linguistic features not attributable to English could be derived from the original native languages of the parents. For example, children whose parents were Portuguese might incorporate some Portuguese elements into their creoles. Again, the evidence provided by Bickerton suggests otherwise; he found that Hawaiian creole was strikingly similar to creoles created by children in very different parts of the world. The language bioprogram hypothesis has been further buttressed by studies of language development in congenitally deaf children by Goldin-Meadow and her colleagues. Task specificity refers to the notion that the cognitive processes associated with language use are not generalpurpose problem-solving processes but are instead restricted to language. Bickerton goes a step further: Not only is the language bioprogram specific to language, but it is itself highly specific—a prepackaged, ready-to-go linguistic system.

Q. Classical teaching learning

Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign languages. Little thought was given at the time to teaching oral use of languages; after all, languages were not being taught primarily to learn oral/aural communication, but to learn for the sake of being "scholarly" or, in some instances, for gaining a reading proficiency in a foreign language. Since there was little if any theoretical research on second language acquisition in general, or on the acquisition of reading proficiency, foreign languages were taught as any other skill was taught. So language teaching before the twentieth century is best captured as a "tradition" that, in various manifestations and adaptations, has been practiced in language classrooms worldwide even up to the present time. Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method.

Q. language determines' shape or perception of nature give the arguments

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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.

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

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

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

Q. Sapir~Whorf hypothesis

A hypothesis first advanced by Edward Sapir in 1929 and subsequently developed by Benjamin Whorf. Edward Sapir (1884-1939) was an American anthropologist-linguist. He was a leader in structural linguistics. He was the author of 'Language: An Introduction to the Study of Speech'. He was born in Lauenberg, Germany. Also it is important that he was a pupil of Franz Boas, and teacher of Benjamin Whorf. Benjamin Whorf's life span was from 1897 to 1941. He graduated from the MIT in Chemical Engineering and began work as a fire prevention engineer. Although he met, and later studied with Edward Sapir, he never took up linguistics as a profession. Whorf's primary area of interest in linguistics was the study of native American languages. He is well known for his work on the Hopi language. He was a captivating speaker; and popularized his linguistic ideas through popular lectures and articles. He 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 language. 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. It is popularly known as the Sapir-Whorf hypothesis, or Whorfianism. It was first discussed by Sapir in 1929, the hypothesis became popular in the 1950s following posthumous publication of Whorf's writings on the subject. However, it was attacked by followers of Noam Chomsky in the following decades.

Q. taxonomies bias

Children seem to use a taxonomic bias: They will assume that the object label is a taxonomic category rather than a name for an individual dog. For example, they will assume that dog is a label for a group of animals, not just Fido.

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Ordinarily, children focus on thematic relations between objects when categorizing. If given milk, a spoon, or a car, children will group each item with a cow, soup, or a stop sign, respectively. However, when children hear a new label they shift their attention to taxonomic relationships, even though they consider thematic relations to be a good way of organizing the objects themselves. Instead of cow being linked to milk it would be linked to pig or horse. The new word is assumed to refer to other objects within the same taxonomic category. Ellen Markman's early work showed this constraint at work. When two- and three-year-olds were presented with two basic-level objects, two different kinds of dogs, and a third thematically related object, dog food, they showed a tendency to select a dog and dog food; however, if one of the dogs was labeled with an unfamiliar word, the children were more likely to select the two dogs

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. define writing system

Writing system is based of speech sounds: phonemes or syllables in the sound-based system, each symbol represents a speech sound, either a phoneme or a syllable. There are many different soundbased writing scripts in use throughout the world today – for example, Devanagari in India, Arabic in Egypt, the Hangul syllabary in South Korea, the two Kana syllabaries in Japan, the Cyrillic alphabet in Russia and Bulgaria, and the Roman alphabet in English-speaking countries and Western Europe. Some of these sound-based orthographies correspond highly to their spoken forms. Among these are Finnish and Spanish, which use the Roman alphabet to represent the phonemes of their spoken languages, and Korean and Japanese, which use their own native scripts, Hangul and Kana, respectively, to represent the syllables of their spoken languages

Q. Broca's Aphasia

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. Typically, comprehension is mildly to moderately impaired in expressive aphasia due to difficulty understanding complex grammar. 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.[8] 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. context of childhood and bilingualism

The meaning and definition of bilingualism varies tremendously from situation to situation. Some individuals are bilingual because they live in bilingual regions; some become bilingual because their home language is not the same

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as their school or business language; some become bilingual because colonization has imposed another language. Still others become bilingual because they have studied a language in school or because they grew up in homes with two languages. A distinction has been drawn between simultaneous bilingualism and sequential bilingualism. When children acquire two languages at the same time, their bilingualism is referred to as simultaneous bilingualism. Sequential bilingualism occurs when an individual (child or adult) acquires a second language after already acquiring a native language. This type of bilingualism is also referred to as second-language acquisition. Most commonly, children learn two languages simultaneously when they are born into a community that is bilingual. In some communities, bilingualism is simply expected.

Q.Explain Language strategies in two lines

Research has proved that language learners need instruction in 'how' to use strategies efficiently as a way to improve language learning and performance. 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 (O'Malley & Chamot, 1995, p. 153).

Q. Critical period hypothesis in

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

Q. Right hemisphere in language production

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 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. Kaplan, Brownell, Jacobs, and Gardner (1990) examined the ability of individuals with right-hemisphere brain damage to interpret conversational remarks. The subjects heard short vignettes that described the performance of one character and the relationship between two characters and then interpreted an utterance from one of the characters. Some of the utterances were literally true, and some were literally false. For instance, in one vignette, Mark was playing golf poorly, and Hal said, you sure are a good golfer, which was literally false. The interpretation of this utterance is in part based on the relationship between the two men. When it was friendly, the comment might be taken as a white lie intended to encourage a friend, but when the relationship was hostile, it could be taken as a sarcastic statement.

Q. What is Pidgin

Varieties created for very practical and immediate purposes of communication between people who otherwise would have no common language whatsoever, and learned by one person from another within the communities concerned as the accepted way of communicating with members of the other community.

Q. Instrument of Knowledge

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In terms of sociolinguistics, performance is the actual use of the sociolinguistic knowledge one possesses when interacting in society (Hudson, 1988). According to him, it is practically futile to address grammar, connotation, level of formality, style, and register in isolation. Each of these fundamentals is an ingredient that contributes to the general picture of a given language. Each contributes to the value system that exists in it, to the degrees of truth it handles, to the systems in which concepts are associated within it. In other words, that is why those essentials, altogether, help define language as an instrument of knowledge.

Q. Why children have better pronunciation than adults

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

Q. Is there any difference in expressive and Broca's aphasia.

Aphasia is the inability to understand speech or to produce fluent and coherent speech. 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.

Q. Arrangement in writing.

True writing undoubtedly has its roots in pictures for concepts--called pictograms. Pictograms and ideograms are iconic symbols still used in many societies today, both literate and illiterate. Thousands of years ago humans drew pictures of animals and hunters on cave walls. (Lascaux, France) These pictures seem to have been pictograms: that is, pictures representing objects through direct physical resemblance. In Pierce's classification of signs, pictograms are icons, displaying a non-arbitrary relation between form and meaning.

Q. Disorder in language:

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. Spatial term influence in language.

Children's early word meanings are neither simply labels for existing concepts (the cognitive view) or constructed entirely because language requires it (the Whorf hypothesis). Rather, they result from the interaction of existing cognitive development and the semantic categories of the input language. Bowerman and Choi (2001) review

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evidence on the acquisition of spatial terms and conclude that there are substantial similarities across languages. The order of acquisition of spatial terms is relatively consistent. Some terms (such as behind or in front) tend to be underextended and others (such as open) tend to be overextended, and this pattern is also consistent across languages. Also, some spatial words are generalized rather rapidly. All of these results suggest that children may have a rich knowledge of space prior to learning the specific spatial terms their native language encodes.