

MCQS

1) which of the following types of memory is pivotal for effecting language processing.

A)preserved working memory

B)integrated memory

C)longterm memory

D)short term memory

♦2) The hierarchical network models suggest that semantic memory is organized into 2 categories, the first being **nodes** which is referred a major concept, such as an animal or BIRD.

3) Metaphor consist of **THREE** main parts

4) __ predominate in our retention of sentence

A) meaning

B) surface structure

C) deep structure

D) form

5) A _ error occurs when morphemes are switched

A) morpehemes

B) allophone

6) production of speech is a _ process

A) complex

B) medium

C)simple

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- 7) conversation follows a proper structure that consist of **PARTICIPANTS** opening & closing
- 8) cross linguistic studies enables us to explore BOTH UNIVERSAL AND PARTICULAR APECTS OF **LANGUAGE**
- 9) A child kept away from civilisation is called _ child
- A) feral (ans)
- B) motherese
- 10) our brain store the ____ for later **(INFORMATION)**
- 11) Initially parsing is performed by a Module. **(syntactic)**
- 12) Numerous studies shows that predominates in our retention of sentences. **(meaning)**
- 13) conversational settings..... Conversational process. **(shape)**
- 14) The timeframe of babbling is Months. **(6 till 9 months)**
- 15) In the context of recognition,prasodic fectors provide a source of stability in **(perception)**

Subjective

Q. write the types of figurative language. 5 marks

Indirect speech acts: To understand indirect speech acts, we need to first understand the concept of speech act. And to do, this we need to define some terms. For example, it makes no sense at all to respond No, that's not true to the following sentence:

It's going to be cold today.

Metaphor: When someone says that Jim's head is full of rocks, we instantly recognize it as a metaphoric statement. The comprehension of metaphoric language poses some very interesting problems for a general theory of language comprehension. For one thing, metaphors and other

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forms of figurative language are ubiquitous features of language and thus cannot be dismissed as a peripheral concern. Consider, for example, Billboards are warts on the landscape. **(topic 43)**

Q. explain gender differences in a conversation 3 marks

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

Zimmerman and West investigated that 96% of the interruptions were by male speakers and concluded that men deny equal status to women as conversational partners. Women's speech contains more linguistic expressions of uncertainty than men speech does. Fishman analyzed conversations of male and female couple and found that women used more questions, attention getting devices. **(topic 104)**

Q. local discourse structure

Comprehension of connected discourse depends less on the meanings of the individual sentences than on their arrangement. Indeed, it is entirely possible for a group of meaningful sentences to be thrown together in a way that makes no sense at all.

It is the relation between individual sentences in its discourse. It is also called micro structure. **(topic 55)**

Q. write a note on features level

Written language is processed at three levels: feature level, letter level and word level. At the feature level, the stimulus is represented in terms of the physical features that comprise a letter of the alphabet. For instance, the letter K may be represented as a vertical line and two diagonal lines; R may be coded as a vertical line, a diagonal line, and a curved portion; and so on. At the letter level, the visual stimulus is represented more abstractly as an identity separate from its physical manifestation. That is, a stimulus may be represented as an F regardless of whether it is typewritten or handwritten. Finally, there is a word level of processing, in which an array of features and letters is recognized as a familiar word. As the word is recognized, various properties of the word, such as its spelling, pronunciation, meaning, become available to us. **(topic 18)**

Q. Explain Building global structure.

Devices that highlight the main points of a passage are certainly helpful in the short run, but ultimately we need to identify important points even when they are not so explicitly marked. As we become more familiar with the content and structure of an author's prose, we can gradually deduce the author's schema. One good test of whether we have successfully done this is to write a summary for a portion of the text. This requires us to select specific propositions as the most important ones and to generalize some of the individual propositions into broader thematic statements (see Fletcher, 1994). By comparing our summary with the author's, we can see how close we have come to extracting the gist of the text. As we become more proficient, we can shift to a greater reliance on global processing strategies. (topic 72)

Q. Difference between friend and acquaintances with respect to conversation ...

Common ground: One concept that is helpful here is what Clark calls common ground, which refers to the shared understanding of those involved in the conversation. For knowledge to qualify as common ground, person A must know a given information X, and person B must know X, and A must know that B knows, and B knows that A knows, and so on; that is, both parties are aware that they share the information. Some of this common ground is culturally based, such as cultural values, commonly held beliefs, or culturally prescribed roles. For example, when you have a conversation with your academic adviser, your discussion is linked to these roles. Other types of common ground are more personal, in which shared experiences influence the nature of the conversation. It is this personal common ground that is our concern at this point. (topic 103)

Q. Working memory with respect to Comprehension?

Given the complexity of comprehension, we would expect that working memory capacity is also related to individual differences in comprehension performance. Gernsbacher and Faust provide evidence for this claim. They found that less skilled comprehenders were less efficient in rejecting the inappropriate meanings of ambiguous words. For example, when presented with sentences such as He dug with the spade, less skilled comprehenders were slower to reject the meaning of spade that pertains to playing cards in favor of the meaning that pertains to gardening.

Comprehension at some point involves at some point a consideration of syntactic, semantic, pragmatic, lexical and extra linguistic factors. Badley's model of working memory the executive

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controls attention and thus determines what information is attended and what is ignored. **(topic 41)**

Q. Define Self monitoring?

Speakers routinely monitor their utterances to ensure that they are saying what they wanted to and in the way they wanted to. When errors are detected, speakers interrupt their speech nearly immediately and begin editing their utterance. Both the use of editing expressions and the linguistic structure of the repair itself appear to facilitate listener comprehension. **(topic 93)**

Q. Note on American sign language?

American Sign Language has its own set of grammatical rules and is a language that is independent of English. Our preliminary look at ASL indicates some striking similarities in its grammatical organization, suggesting that some of the basic concepts we have been discussing might be universal. At the same time, there are significant differences between ASL and English, and we will examine these further. Because the similarities and differences between ASL and spoken languages are so intriguing, we will return periodically to the study of ASL throughout this book. **(topic 95)**

Q. Define Morphology and phrase structure. (it can be asked about any one of them.)

•Duality of Patterning

A small number of meaningless elements on one hand and a large number of meaningful elements on the other hand

•Morphology

Forms of the meaning Free morphemes Bound morphemes

•Phrase structure

Phrase structure constituents of a sentence

•Linguistic Productivity

Ability to create and comprehend novel utterances. We produce new sentences always in terms of referents and often in terms of forms. We store rules for creating sentences instead of storing sentences.

(topic 75)

Q. Explain the 'editing expressions' briefly.

It appears that the editing expression conveys to the listener the kind of trouble that the speaker is correcting. James (1972) analyzed utterances containing expressions such as uh and oh, suggesting that these convey different meanings. For instance, in sentence (1), the uh suggests that the speaker paused to try to remember the exact number of people. In contrast, sentence (2) would be used when the speaker did not know the precise number but was trying to choose a number that was approximately correct.

(1) I saw ... uh ... 12 people at the party.

(2) I saw ... oh ... 12 people at the party. (topic 94)

Q. Explain the Freudian approach to speech error.

Various hypotheses concerning the basis for such errors have been advanced. One of the more prominent has been Freud's view that errors occur because we have more than a single plan for production and that one such plan competes with and dominates the other. Although a Freudian type of explanation may apply to some speech errors, more recent thinking has focused on the psycholinguistic processes underlying speech errors. The most common interpretation is that we produce speech through a series of separate stages, each devoted to a single level of linguistic analysis. Errors typically occur at one level, but not others, during the production process. In the following section, we will examine this notion of stages of production more closely.

Q. define episodic memory

episodic memory stores our experience from our personal perspective. Studies of individuals with various forms of brain damage suggest that these memory systems are controlled by distinct regions in the brain. These concepts provide a framework for understanding how language processing occurs. Although it is generally agreed that we encode, store, and retrieve linguistic information along the general lines sketched here, the specific processes have yet to be addressed.

Episodic memory is the memory of every day events such as (times, location geography, associated emotions, and other contextual who, what, when, where, why knowledge) that can be explicitly stated or conjured. It is the collection of past personal experiences that occurred at a particular time and place. For example, if one remembers the party on their 7th birthday, this is an

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episodic memory. They allow an individual to figuratively travel back in time to remember the event that took place at that particular time and place.

Q. write a note on generative grammar

Generative grammar is a linguistic theory that regards grammar as a system of rules that generates exactly those combinations of words that form grammatical sentences in a given language. Noam Chomsky first used the term in relation to the theoretical linguistics of grammar that he developed in the late 1950s.

For example, transformational [grammar](#) relates the active sentence “John read the book” with its corresponding passive, “The book was read by John.” Transformational grammar assigns a “[deep structure](#)” and a “[surface structure](#)” to show the relationship of such sentences.

Q. what are speech errors

Speech errors are made on an occasional basis by all speakers. They occur more often when speakers are nervous, tired, anxious, or intoxicated.

During live broadcasts on TV or on the radio, for example, nonprofessional speakers and even hosts often make speech errors because they are under stress. Some speakers seem to be more prone to speech errors than others. For example, there is a certain connection between stuttering and speech errors. Charles F. Hockett explained that "whenever a speaker feels some anxiety about possible lapse, he will be led to focus attention more than normally on what he has just said and on what he is just about to say. These are ideal breeding grounds for stuttering. Slips of the tongue are a normal and common occurrence (topic 80)

Q. scope of psycholinguistics

Psycholinguistics is part of the emerging field of study called cognitive science. Cognitive science is an interdisciplinary venture that draws upon the insights of psychologists, linguists, computer scientists, neuroscientists, and philosophers to study the mind and mental processes. Some of the topics that have been studied by cognitive scientists include problem solving, memory, imagery, and language. Anyone who is seriously interested in any of these topics must be prepared to cross disciplinary lines, for the topics do not belong to any one field of study but rather are treated in distinctive and yet complementary ways by various disciplines. As the name implies, psycholinguistics is principally an integration of the fields of psychology and linguistics. Linguistics is the branch of science that studies the origin, structure, and use of language. Like

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most interdisciplinary fields; however, psycholinguistics has a rich heritage that includes contributions from diverse intellectual traditions. (topic 3)

Q. what is cohension?

A central concept is the notion of cohesion. Halliday and Hasan (1976) define cohesion as referring to “the range of possibilities that exist for linking something with what has gone before.” **(topic 57)**

Q. what do you understand by the term cognitive process?

To benefit from these language lessons, children must have certain cognitive prerequisites. These include procedures for registering, storing, and analyzing linguistic information. A simple analogy may be helpful here. Suppose you are taking a course in philosophy. The instructor is well prepared, lectures well, and is available when students have problems. Although all of these characteristics are beneficial, they do not guarantee the desired learning outcome. A course in philosophy typically requires students to think abstractly and write analytical essays. Students who lack these skills may have considerable difficulty even if the course material is presented in an organized fashion. The same is true for the child learning language. A structured environment is helpful only if the child has the ability to take advantage of the structure that is provided. **(topic 133)**

Q. Explain the motor theory of speech perception . in detail.

The main rationale for the motor theory is that it deals effectively with the lack of invariance and it argued that although the relationship between acoustic structure and perception is quite complex, sounds are produced in similar ways but with varying acoustic representations and are perceived in similar ways. Anecdotal evidence suggests that teaching students to produce sounds silently aids them in the identification of new sounds. The theory makes some testable claims about the brain mechanisms underlying language. Or you can say that it is a hypotheses that people perceive spoken words by identifying the vocal tract gestures with which they are pronounced rather than by identifying the sound patterns that speech generates. **(topic 16)**

Q. Critical Period Hypothesis. 5 marks

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

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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. **(topic 129)**

Q. advantages of syntactic knowledge. 5 marks

The knowledge of syntax allows learners of a language the liberty to construct different sentences with the same meaning, and this makes their work easier and enhances their understanding of the language (Vadja, 2014).

Or through knowledge of syntax we came to know how words can be combined in meaningful sentences, phrases or utterances. It involves the way that words are assembled and sentences are constructed in a particular way. **(topic 21)**

Q. working memory. 3 marks

Working memory is only able to hold about seven units of information. This could simply be seven words, but because many sentences are longer than this, we need some way to deal immediately with more than seven words. One way we do this is to chunk the words into grammatical constituents such as noun and verb phrases, thereby reducing the storage burden to perhaps two or three constituents. The processing function of working memory is used to organize the words into the constituents. It is divided into three components: the central executive, the phonological loop, and the visuo spatial sketchpad. **(topic 7 & 8)**

Q. what is syntactic knowledge. 3 marks

Our knowledge of words is the syntactic category, or part of speech, to which they belong. Two words belong to the same syntactic category when they can substitute for one another in a sentence. E.g.

(1) The aging pianist stunned the audience.

We can replace aging with any number of words, such as wealthy, poor, fat, solemn, and so on. Although the substitutions may change the meaning of a sentence, the sentence remains grammatical. One advantage of using syntactic categories is that we can formulate grammatical rules in terms of categories rather than lexical items. **(topic 21)**

Q. cognitive control in bilingualism. 3 marks

Another cognitive consequence of bilingualism may be cognitive control, the ability to selectively attend to some stimuli and ignore others. A fascinating recent report by Bialystok, Craik, Klein, and Viswanathan (2004) suggests that bilingualism may help to offset age-related losses in cognitive or executive control. Bialystok et al. (2004) used a task known as the Simon task (Lu & Proctor, 1995). The task is based on stimulus–response compatibility and assesses the extent to which a person can ignore irrelevant spatial information. In the Bialystok et al. study, investigators presented colored stimuli to the left or right side of a computer screen. Each of the two colors was associated with a response key that was also on one of the sides of the keyboard. On congruent trials, the stimulus and the key were both on the same side, whereas on incongruent trials, they were on the opposite side. In general, individuals are faster to respond to congruent trials than to incongruent trials. (**topic 125**)

Q. there are 6 sub types within a symantic network write only the name of 3.

1. **Implicational networks** use implication as the primary relation for connecting nodes. They may be used to represent patterns of beliefs, causality, or inferences.
2. **Executable networks** include some mechanism, such as marker passing or attached procedures, which can perform inferences, pass messages, or search for patterns and associations.
3. **Learning networks** build or extend their representations by acquiring knowledge from examples. The new knowledge may change the old network by adding and deleting nodes and arcs or by modifying numerical values, called weights, associated with the nodes and arcs.
4. **A definitional networks**
5. **Assertional networks**
6. **Hybrids networks (topic 26)**

Q. what do you understand the term proposition

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

role in text comprehension and retention. In addition, sentences in print often have a complex, embedded syntax that places demands on the reader's working memory. (**topic 54**)

Q. define pre-linguistics communication

Until the early part of their second year, infants communicate with their world primarily in nonverbal ways: they tug at people's clothes, point at desired objects, and wave bye-bye. These gestures, though basic, reveal a good deal about the infant's understanding of how communication works. It appears that the emergence of these communication skills is made possible by advances in the child's understanding of how actions can be used as means for achieving desired goals. These advances take place in the first year of life, suggesting that infants' understanding of communication precedes and facilitates much of the child's acquisition of phonology, syntax, and semantics. (**topic 109**)

Q. there are 5 variables that influence the lexical access mention their names

Word frequency, phonological variables, syntactic category, morphological complexity, semantic priming.

Q. 5 types of idioms

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

Q. how critical period effect second language learning

The evidence from second-language acquisition research has not provided unequivocal evidence for the critical period hypothesis. The best we can say is that young children generally learn L2 better than older children and adults, at least in the long run. Moreover, the advantage that younger learners display in some studies may be due to biological changes (as assumed in the critical period hypothesis), environmental factors, cognitive changes, or some combination of factors. Clearly, we have much more to learn about how the capacity for language acquisition changes over the life span. **(topic 130)**

Q. Comprehending Figurative Language

Figurative language is language that means one thing literally but is taken to mean something different. It is a ubiquitous aspect of language. Honeck has noted the prevalence of figurative language in advertising. Studies of language use in television news programs have found that speakers use one unique metaphor for every 25 words.

Generally, in figurative language, the intended meanings of the words, sentences, and expressions used do not coincide with their literal meanings. When speaking figuratively, speakers mean something other than what they literally say. Therefore, to understand figurative language, an individual must be able to grasp the speaker's intention in a given context. The most common examples of figurative language include metaphors (e.g. 'Love is a journey'), which involve 'understanding and experiencing one kind of thing in terms of another.' **(topic 43)**

Q. feral or isolated children or only Isolated Children

Feral children are those who have grown up in the wild. Lane presented a detailed description and analysis of a boy named Victor, who was found in the woods of France in 1797. Peasants spotted the boy running naked through the woods, searching for potatoes and nuts, and he was subsequently captured by some hunters and brought to civilization. They called him the Wild Boy of Aveyron, after the province in which he was found. The Wild Boy came to the attention of Jean-Marc-Gaspard Itard, a young physician. At the time of his capture, Victor was thought to be about 12 or 13 years old. He had no speech, although his hearing was normal and he uttered some sounds. Other physicians thought that Victor was deaf and retarded, but Itard was optimistic that he could be trained to be socialized and to use language. Itard worked intensively with Victor for 5 years, using techniques of language training and behavior modification similar to those used by modern researchers. **(topic 128)**

Q. creativity in bilingual children

Many early psychologists also concluded that bilingualism had a detrimental effect on children's intellectual development and academic performance. As Hakuta has pointed out, however, many of these studies had serious methodological flaws. Many studies failed to control for group differences in socioeconomic status between monolingual and bilingual samples. Thus, the apparent problems associated with bilingualism may have instead been due to low socioeconomic status; the bilingual children usually came from poor backgrounds. In addition, these studies did not always ensure that the bilinguals were truly fluent in both languages. Some of the early investigators "assessed" bilingualism through family names. Obviously, this procedure leaves considerable doubt whether the "bilingual" children were really bilingual (**topic 126**)

Q. Sign Language

Sign languages (also known as signed languages) are languages that use the visual-manual modality to convey meaning. Sign languages are expressed through manual articulations in combination with non-manual elements. Sign languages are full-fledged natural languages with their own grammar and lexicon. Sign languages are not universal and they are not mutually intelligible with each other, although there are also striking similarities among sign languages.

(Or you can also write) sign language is a language that uses the conventional system of manual, facial and other body movements as the means of communication. It is used for facilitating communication among deaf people or severely dysfunctional non-verbal people in the world. (**topic 73**)

Q. semantic network

A semantic network or net is a graphic notation for representing knowledge in patterns of interconnected nodes and arcs. Computer implementations of semantic networks were first developed for artificial intelligence and machine translation, but earlier versions have long been used in philosophy, psychology, and linguistics. (**topic 26**)

Q. Duality of patterning

A small number of meaningless elements on one hand and a large number of meaningful elements on the other hand. (**topic 75**)

Q. How a child's language at home is different from language at school

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Some individuals are bilingual because they live in bilingual regions; some become bilingual because their home language is not the same as their school or business language; some become bilingual because colonization has imposed another language. Others become bilingual because they have studied a language in school or because they grew up in homes with two languages.

Q. Speech perception

Speech perception is a product of innate preparation (nature) and sensitivity to experience (nurture) as demonstrated in infants' abilities to perceive speech. The process of speech perception seems simple enough. Listeners must, in effect, categorize the sounds that they hear into one of the many classes of sounds that exist in their language. In fact, the task is an extraordinarily complex one, for two major reasons. First, the environmental context often interferes with the speech signal. Under normal listening conditions, the speech we hear competes with other stimuli for our limited processing capacity. Other auditory signals, such as a conversation across the room or someone's sneezing or burping can interfere with the fidelity of the speech signal. **(topic 13)**

Q. Constraint based theory

Constraint based theory proposed by MacDonald, argues all relevant information is available immediately to the parser during reading and listening. The incoming information is analysed and all possible constraints or outputs are activated and ranked according to the strength of the subsequent activation. The syntactic structure receiving the most support from the constraints will be highly activated and thus chosen. In essence, activated constraints are in competition with one another and when two constraints are equally activated, ambiguity arises. **(topic 40)**
(must watch lecture video)

Q. How a child multiwords utterances can interpreted

Several different possibilities have been explored. Consider a simple utterance such as baby cry. We can describe this in syntactic terms as a subject followed by a predicate. Alternatively, we can describe it in semantic terms as an agent (an animate being who is the instigator of an action) and an action. Or we can describe it in positional terms, with baby being a word typically in the initial position and cry as typically in the latter position. These characterizations differ in degree of abstractness, with the syntactic description as most abstract and the positional description as least abstract. The syntactic description does not appear to fit children's utterances, at least not in the earliest stages. The subject of a sentence may be an agent, but it could also be an object (The

book is on the table), an instrument (The nail pierced the wood), or a location (Dallas is dull).
(topic 114)

Q. Type of cohesion

One type of cohesion is called reference. Reference deals with the links between words and objects or events in the world. In discourse, reference deals with the links between words (or phrases) and other words (or phrases) in discourse. More precisely, reference is a semantic relation whereby information needed for the interpretation of one item is found elsewhere in the text. We often use pronouns such as she, he, it, his, her, and their to refer to earlier items. **(topic 57)**

Q. simultaneous & sequential bilingualism

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. **(Topic 121)**

Q. prpositional density

Evidence for the psychological reality of propositions comes from Kintsch and Keenan, who showed that the number of propositions influences the time required to read a passage when preparing to recall it. For example, the following two sentences have about the same number of words:

(3) Cleopatra's downfall lay in her foolish trust in the fickle political figures of the Roman world.

(4) Romulus, the legendary founder of Rome, took the women of the Sabine by force.

However, sentence (3) is more complex propositionally than (4), which contains four propositions. Kintsch and Keenan found that a proposition added about 1.5 seconds to the reading time. Later studies provide somewhat lower estimates of the time needed to encode a single proposition but support the general conclusion that the number of propositions is related to reading time. Further work explored the notion that discourse is stored as a network of propositions. **(topic 63)**

Q. modular & interactive model

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

The interactive approach emphasizes that we use all available information, including lexical, discourse, and contextual factors. Whereas the modular approach insists that syntactically based strategies are used first, with lexical and discourse factors coming in later, the interactive model asserts that we simultaneously use all available information to parse sentences. Current research supports the role of lexical and contextual factors in parsing, but the role of discourse factors is less evident. **(topic 39)**

Q. agrammatic , patient proceed of words

Agrammatic patients frequently omit closed-class words (and inflectional endings; see the later discussion) from their sentences while preserving open-class words somewhat better. In addition, they process closed-class words differently than individuals without neurological damage. **(topic 21)**

Q. slips of tongue

Slips-of-the-tongue are speech errors in which intended utterances are rearranged between other words or sounds. According to psychologist Gary Dell, slips-of-the tongue are significant because they show a person's widespread knowledge about language, including its sounds, structures, and meanings. There are three types of slip-of-the-tongue errors. These types include sound errors, morpheme errors, and word errors. A sound error occurs when the sounds in words close by are exchanged. For example, instead of saying "flower pot," one says "power flot." **(topic 80)**

Q. story grammar in narrative discourse processing

Some of Bartlett's ideas have been formalized by contemporary researchers into the concept of a story grammar. A story grammar is a schema in semantic memory that identifies the typical or expected arrangement of events in a story. In general, story grammars view narratives as consisting of a setting, one or more episodes, and then an ending. In turn, episodes have a characteristic structure: some initiating event occurs, leading to some internal response on the

part of the protagonist. The response leads to a goal, an attempt to reach the goal, and an outcome. (**topic 69**)

Q. View about conversation, explain briefly?

The linguist Charles Fillmore has stated that the language of face-to-face conversation is the basic and primary use of language, all others being best described in terms of their deviation from that base, and this appears to be a reasonable starting point. Let us begin, then, by comparing conversation with other types of discourse. Debates, for example, typically have topics specified in advance, and rules specifying who can speak at a given time and for how long are also usually agreed on ahead of time. The turns of each speaker are identified clearly. Speakers typically speak for an extended period of time. Ceremonies, such as an awards dinner, are also formalized. The topic is specified in advance but not the length of time any given speaker may take. Turns are identified rather clearly, with formal introductions given for each speaker. Again, the length of a given speaker's monologue can be rather long. Meetings are typically less formal than either ceremonies or debates. While it is not uncommon for specific rules, such as Robert's Rules of Order, to be used to organize discussions, the discussions themselves vary, as a general rule, more than those of more formal types of discourse. Also, the number of participants is much larger than for debates, and the contributions of different members vary a great deal. It is not uncommon for one member of a committee to dominate the proceedings. Finally, conversations are the least formal of these four types of oral discourse. The number of participants, the topic, the length of a given speaker's contribution, and many other factors are left undecided or decided on the spot. The relaxation of formal rules is, of course, one of the prime enjoyments of a good, rich conversation. Yet, in the absence of formal rules, we have implicit communicative conventions that help organize everyday conversations (**topic 97**)

Q. 3 stages of development of processing system ?

Stage 1: Input The brain is exposed to a stimulus, at which point it analyzes and evaluates the information. For example, the online learner reads a passage and determines whether it's worth remembering.

Stage 2: Storage Our brains store the information for later use. It also adds it to our mental schema and encodes it. If the information is not reinforced, the brain may simply forget it over time.

Stage 3: Output The brain decides what it's going to do with the information and how it will react to the stimulus. For example, after reading the passage, the individual uses the information they learned to overcome a challenge. (**topic 11**)

Q. TOT phenomenon in detail ?

The tip-of-the-tongue (TOT) phenomenon when we are not quite successful at retrieving a particular word but can remember something about how it sounds. The phenomenon has been described vividly by William James: suppose we try to recall a forgotten name. The state of our consciousness is peculiar. There is a gap therein, but no mere gap. It is a gap that is intensely active. A sort of wraith of the name is in it, beckoning us in a given direction, making us at moments tingle with the sense of our closeness, and then letting us sink back without the longed for term. If wrong names are proposed to us, this singularly definite gap acts immediately so as to negate them. They do not fit into its mould. And the gap of one word does not feel like the gap of another, all empty of content as both might seem necessarily to be when described as gaps. . The rhythm of a lost word may be there without a sound to clothe it, or the evanescent sense of something which is the initial vowel or consonant may mock us fitfully, without growing more distinct. The TOT phenomenon was systematically studied for the first time by Brown and McNeill, who presented definitions of infrequent words, such as sextant, and asked subjects to produce the defined word. When subjects were in the TOT state, they retrieved but rejected similar-sounding word such as secant. Thus, we sometimes activate words by their sounds. (**topic 19**)

Q. Explain pragmatic theory by Grice ?

It is generally held that linguistic communication takes place within a context of shared assumptions about communication. These implicit assumptions are referred to as conventions. Grice has identified four conventions (which he calls “maxims”) governing conversation. According to Grice, we strive to be informative, clear, relevant, and truthful. Of course, these conventions provide no more than ground rules for successful conversations; all of us, from time to time, are uninformative, unclear, irrelevant, and deceitful. Grice’s point is that these conventions provide a basis for interpreting what others mean because we generally assume, unless we have information to the contrary, that such conventions will be observed. (**topic 46**)

Q. Explain concept of 'the role of agreement' in relation to linguistic planning.

Agreement happens when a word changes form depending on the other words to which it relates. For example, in Standard English , one may say I am or he is, but not "I is" or "he am". This is because the grammar of the language requires that the verb and its subject agree in person. Bock and Cutting (1992) examined agreement errors as a function of the material that intervened between the head noun and the verb.

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The report of the destructive fires were accurate. (16) The report that they controlled the fires were printed in the paper.

Agreement poses a problem for most current production models . e.g. “The largest of them is red”

There are nouns that do not carry the plural morpheme but nonetheless agree with the plural forms of verbs e.g. “the personnel are very busy this time of year”.

Eberhard et al. (2005) state “Agreement is not only syntactic, not only semantic, and not only pragmatic, but all of these things at once” (p. 531).

So, the Agreement means that sentence parts match. Subjects must agree with verbs, and pronouns must agree with antecedents. Singular subjects need singular verbs; plural subjects need plural verbs

(from handouts topic 90) A line of research that may be helpful in evaluating serial and parallel models concerns number agreement. In English, in order for a sentence to be grammatical there needs to be number agreement between subjects and either verbs or pronouns. Thus, we say The concerts this Summer have been wonderful, not The concerts this Summer has been wonderful, and The pitcher’s fastball is his best pitch, not The pitcher’s fastball is their best pitch. We sometimes make agreement errors that are instructive. For example, in sentence (5), the head noun (time) controls the correct form of the subsequent verb (is), but we sometimes err by using a form of the verb (are) that matches the immediately preceding word (games).

(5) For example, the time for fun and games is over.