Q. Explain 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 language. Cognitive processes use existing knowledge and generate new knowledge. So, cognitive processes are a function of the brain, a cognitive theory will not necessarily make reference to the brain or to biological processes (compare neuro cognitive). It may purely describe behavior in terms of information flow or function.

Q. What do you know about Piaget's theory of cognitive development?

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

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

Q. Explain briefly operating principles

Operating principles are children's preferred ways of taking in (or operating on) information.

Principle 1: Children Learn What They Hear Most

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

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

Principle 4: Children Learn Words Best in Meaningful Contexts

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

Principle 6: Vocabulary and Grammatical Development Are Reciprocal Processes

Q. What do you know about sensorimotor schemata

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

Q. What are the sub-stages of sensorimotor schemata?

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

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

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

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

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

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

Q. Discuss whole object bias and taxonomic bias

As children are exposed to adult words for objects, many referents are possible for these words (Quine, 1960). It seems unlikely that children explore every possible meaning of a given word, given what we have learned about the speed of lexical acquisition. Whole object bias and taxonomic are cognitive constraints a child use in development.

Q. What is whole object bias?

- When children encounter a new label, they prefer to attach the label to the entire object rather than to part of the object.
- Even in cases where color or a dynamic activity are made salient to children, they will still interpret the new word as a label for whole objects (Markman,1991).

Q. What is Taxonomic Bias?

- Children will assume that the object label is a taxonomic category rather than a name for an individual dog
- Children focus on thematic relations between objects when categorizing.
- The new word is assumed to refer to other objects within the same taxonomic category.

Q. What is mutual exclusivity bias?

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

Q. What are impairments of language and cognition?

A cognitive-linguistic impairment can often result from a right brain injury. This does not directly affect the language area of the brain, but can affect attention, memory, problem solving and interpretive language, which in turn affect communicative abilities.

- A close relationship exists between language and cognition (individuals with down syndrome)
- Some individuals display cognitive skills that are advanced relative to the individual's linguistic skills.
- Cognition is sufficient for language

Q. What is the language bioprogram hypothesis?

How innate processes operate in child language has been called the language bioprogram hypothesis by Bickerton. Bickerton's claim, is that we, as children, have an innate grammar that is available biologically if our language input is insufficient to acquire the language of our community.

Q. Define pidgins and creoles.

A pidgin is ''an auxiliary language that arises when speakers of several mutually unintelligible languages are in close contact'' (Bickerton).

A creole occurs when the children of these immigrants acquire a pidgin as their native language.

Creole languages are largely invented by children and show fundamental similarities, which derive from a biological program for language.

Q. What is the language bioprogram?

Unlike pidgins, the creoles resembled the structural rules of other languages. From these observations, Bickerton concludes that children have an innate grammar that, in the absence of proper environmental input, serves as the child's language system. He calls this system the Language Bioprogram. Studies of creole language suggest that we have a linguistic backup system, the language bioprogram, which springs into action when language input is limited.

Q. Define 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''

Q. What is parameter setting?

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

- According to Chomsky, children are born with the knowledge of the parameters and their possible settings.

Q. What is head parameter?

Each phrase in the language has one element that is most essential, which is called the head.

the man with the bow tie

- English is a head-first language, In contrast, in Japanese the heads appear last rather than first.

Watashi wa nihonjin desu (I Japanese am)

- Another parameter is the null-subject parameter (sometimes called the prodrop parameter).

(11) Play it. (12) Eating cereal.

Q. Explain the subset principle.

Whenever there are two competing grammars generating languages of which one is a proper subset of the other, the learning strategy of the child is to select the less inclusive one.

Children learning fixed-word-order languages generally stick to the orders used by their parents. Children learning free-word-order languages appear to use only some of the permissible orders of their language, at least in certain circumstances.

Q. What are the issues of negative evidence?

At the grammatical level, positive evidence is evidence that a particular utterance is grammatical in the language that the child is learning; negative evidence is evidence that a particular utterance is ungrammatical.

Although negative evidence is present and may assist language development, it is not necessary. The contrast between the poverty of the stimulus and the robustness of the child's language remains the soundest justification for innate mechanisms.

Q. What are objections to innate mechanisms?

Studies of pidgins and creoles suggest the presence of an innate backup grammar. Researchers studying parameters have attempted to specify what kinds of linguistic information must be innately present before children can take advantage of the language they receive from their environment.

Though objections to innate language mechanism are not overruled, most of the studies converge on the conclusion that some innate linguistic must be present in order for children to acquire language as successfully as most children do.

Q. Explain 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. Broca's aphasia is a aphasia of language production which occurs due to damage in the left hemisphere of brain.

Q. Discuss Wernicke's and Conduction aphasia

Carl Wernicke discovered a different form of 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 is associated with deficits in comprehension and semantic organization. Conduction aphasia results from dissociation of an intact Broca's area from an intact Wernicke's area and leads to a deficit in repetition.

A third major type of aphasia is conduction aphasia, which is a disturbance of repetition.

Wernicke's aphasia is also known as receptive aphasia, in which individuals have difficulty understanding written and spoken language.

Q. What are the common symptoms seen in patients with Wernicke's aphasia?

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

Q. What are other aphasias?

Other Aphasias include:

- Pure word deafness
- Disruption of inputs to Wernicke's area results in an inability to understand speech.
- Corpus Callosum: The corpus callosum connects the left side of the brain to the right side, each side being known as a hemisphere.
- Alexia: Pure alexia refers to the inability to read

Q. Discuss Geschwind's models of language processing?

The Wernicke-Geschwind model is an early model for understanding how speech is produced in humans.

There are two main functions that the Wernicke-Geschwind model explores: comprehension and responding to the written word and comprehension and responding to spoken language. The

Wernicke-Geschwind model is a historical model developed to understand the pathway in the brain responsible for auditory and visual cognition and speech responding.

Q. Explain experimental studies of aphasia

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

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

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

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

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

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

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

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

Q. Explain implications for understanding normal language processing

How well does aphasic language illuminate normal language? One way to approach the issue is to examine whether the distinctions we were compelled to draw when discussing normal language are the same ones that we observe in aphasic cases.

There is still much more to learn about language in individuals with various forms of aphasia. What we have learned to date is that some aspects of aphasic language do not fit into psycholinguistic theories, as currently construed.

Q. What is Split-Brain research?

Split-brain is a term to describe the result when the Corpus Callosum connecting the two hemispheres of the brain is severed to some degree.

It is an association of symptoms produced by disruption of or interference with the connection between the hemispheres of the brain.

Q. Describe lateralization in normal brains

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. Most mental functions are distributed across the hemispheres but there are specific processes that are specialized to one hemisphere.

Q. Explain contributions of the right hemisphere

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.

Chiarello (1991) concludes that ‘‘a consideration of the available neuropsychological data leads one to the view that processes subserved by each of the two cerebral hemispheres are necessary for the proper interpretation of words in context.

Q. Explain aphasia in children and hemispherectomy studies

Studies suggest that the ability of the right hemisphere to compensate for the loss of the left hemisphere may continue at a later period of development than previously believed. The exact circumstances under which the right hemisphere might compensate remain an area of continued study.

Q. What are behavioral and psychological Studies?

Some studies have applied behavioral techniques such as dichotic listening to children with normal development and provided the clearest picture of the development of lateralization to date. Behavioral and psychological studies have been applied to child with normal development by using dichotic listening and conclude that lateralization is present at birth.

Q. Discuss development of lateralization & lateralization in other species

Lateralization is not limited to humans or even to primates. Japanese macaque monkeys show lateralization of species-specific vocalizations, and anatomical arrangements in songbirds are analogous to those in humans. This evidence suggests that human lateralization for speech is part of a larger evolutionary pattern.

Human lateralization of speech is not an isolated event among animals and that the brain mechanisms underlying speech may have evolved in ways that are analogous to how similar structures in other species have evolved.

Q. Discuss 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.

The human language is a phenomenon of gradual change over the period of time. Further, in the process, it involved the origin of language and divergences of some languages families.

Q. Explain communication in present-day primates

Primates communicate to satisfy their biological and social needs, such as avoiding predators, interacting with other group members, or maintaining cohesion during travel. e.g, chimpanzees sometimes bristle hair during conflicts, which makes them appear bigger and more dangerous and conveys their willingness to escalate. Hence, Primates use a range of different signals, to communicate that satisfy their biological and social needs.

Q. Discuss teaching language to non-human primates

Some researchers have tried to teach apes to use language. Because of the structure of their vocal organs, apes can’t say words, but they can communicate using signs or computers. Using these means, apes can make requests, respond to questions, and follow instructions.

Although chimpanzees are bright and perhaps possess the strongest linguistic skills of any nonhuman primates, their linguistic accomplishments to date appear to fall short of language as we ordinarily use the term.

Q. What is the continuity debate?

Communication skills of nonhuman primates, studied either in the wild or in the laboratory, fall well short of the full range of human language. In the wild, nonhuman primates display signals that have meaning, but the signals fail to achieve some of the defining characteristics of language. Moreover, the system of communication is very limited.

It is impossible to know exactly how language evolved, and undoubtedly we need to explore further many aspects of a natural selection account. But the conclusion that natural selection cannot account for language requires further exploration.

Q. Explain gesture and speech as possible evolutionary sequences

Natural language, as Pinker and Bloom have argued, is compatible with the Darwinian concept of natural selection. We still need to identify the sequence of events that led to language as we know it today. No one is quite sure exactly what happened, but there have been some interesting conjectures that lead to testable predictions.

Q. Explain brain size and social cognition as possible evolutionary sequences

The finding that brain size increased prior to vocal tract changes helps us pin down the sequence of evolutionary events but also raises an issue. Why did brain size increase? That is, what selective pressures led to this development? Dunbar (1993, 1998) has pointed out, brain size has costs as well as benefits. Dunbar's view provides an interesting and plausible explanation of why language evolved. According to his view social pressure is the driving force behind language evolution and large brains lead to more capable interpretations of intentions and inferences.

Q. Explain the Whorf hypothesis

The notion that language shapes thought patterns is commonly referred to as the Whorf hypothesis, although it is also called the Sapir–Whorf hypothesis, to acknowledge the role of Whorf's mentor. It is Whorf's view that the linguistic patterns themselves determine what the individual perceives in this world and how he thinks about it.

Q. Explain linguistic determinism and relativity

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

Q. Give some Whorfian examples: Lexical examples

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

Lexical Examples:

Differentiation: refers to the number of words in a given domain (e.g , colors, birds, fruits, and so on) in a lexicon.

Languages differ in the domains that are most differentiated.

Whorf noted that in the American Indian language of Hopi, just one word covers everything that flies except birds.

Whorf suggested that there is no ‘‘natural’’ way to carve up reality; different languages do it in quite different ways.

The number of words in a lexicon varies with how one defines the word.

Languages differ in the degree to which they differentiate various lexical domains does not seem to be at issue.

Grammatical Examples

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

Q. Give a criticism on Whorf hypothesis

While linguists generally agree that linguistic relativism, can be shown to be true to some extent, there are criticisms of the stronger form of the Sapir-Whorf Hypothesis, also known as linguistic determinism.

Another point of criticism is problem of translatability

Q. Provide three main arguments on Whorf hypothesis

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

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

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

Q. What are Sapir-Whorf hypothesis: limitations and possibilities

- The Sapir-Whorf hypothesis concludes that our language determines how we experience the world we are living in and how we experience that experience as a whole. The language a person speaks affects his thoughts and perspectives on the world.
- Language in Mind: Advances in the Study of Language and Thought (2003) gives three ideas on language and thought concepts. a. Language as a lens b. Language as a tool kit c. Language as a category maker.
- Some studies conclude that Sapir-Whorf hypothesis being significant, but not being applicable to all situations.
- People's views of the world might depend upon their cultural norms, beliefs and perceptions.

- Last but not the least would be the issue of the experiment itself. When one tries to study how people use language, without biasing them, he uses language to explain the study and conduct the experiments.
- Sapir and Whorf state that language and thought are two closely related terms. Generally, now, researchers come to a conclusion that the Sapir-Whorf hypothesis has some truth; yet, the extent of truth in the hypothesis is unsolved or yet to be solved.

Q. Explain theory that 'speech is essential for thought'

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

Q. Why is speech production not necessary in order to think? Inadequacies of the theory

1) Children having no speech production can comprehend and think.
2) Speech comprehension, which implies thought, develops from speech production in normal children
3) Simultaneously speaking aloud while thinking about something different.
4) Telling a lie
5) Meaning and thought occur without behaviour
6) Interpreting between languages can be done

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

Q. Explain the theory that 'Language is essential for thought'

We must learn language, how to produce or understand speech, otherwise we cannot develop thinking. Proponents:
a) The language system, with its rule or vocabulary, is necessary for thought.
b) Thought was derived from speech production.
c) Thought is supposed to be language-specific and not universal.

Q. What are the inadequacies of the theory, 'Language is essential for thought'?

1. Deaf persons without language can think.

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

2) Multilingual are whole persons.

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

3) Intelligent animal behavior occurs without language.

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

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

Q. Explain the theory that 'Language determines or shapes our perception of nature'

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

Q. What are the inadequacies of the theory?

1) Perception, interest and need determine vocabulary.

2) Colour and snow vocabulary

- Colour words

- Snow words

3) Hopi 'Time' and Chinese 'Counterfactuals'

- Hopi people and time
- The Chinese language and 'counterfactuals

4) Lack of vocabulary does not indicate lack of concept

5) Knowledge overrides literal word meanings.

6) Multilingual's view of nature

All of these 6 objections to the theory, it clearly shows that there is no foundation to the claim that vocabulary affects our view of nature.

Q. Explain the theory language determines or shapes our cultural world view

Proponents of theory:

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

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

Q. What are the inadequacies of the theory?

1) *Same language yet different world views.*

2) Different languages yet similar world views.

3) Same language but world view changes over time.

4) One language can describe many different world views

5) Multilingual's world view.

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

Q. Explain erroneous beliefs underlying the four theories

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

We will consider three such mistaken beliefs:

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

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

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

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

Q. Explain the best theory: Thought is independent of language

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

- **Thought is independent of language :**

The thought system in the mind of the child develops over time as input stimuli of the world

- The development of thought precedes the development of language:

Through speech understanding the child develops a grammar and finds a means through speech production to provide meaningful speech.

- The notion of 'thinking in language' is a fallacy:

Sound forms of words come to one's awareness while one is thinking.

The connections from particular thought to mental language and then physical speech are mainly automatic.

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

Q. Discuss testing the Whorf hypothesis

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

- Differences in language determine differences in thinking must, at the outset, define the three key terms.
- First, we need to define what we mean by ''differences in language.''
- Second, we need to define ''differences in thinking'' in a satisfactory manner.
- Whorf was especially interested in those aspects of thinking that indicated a habitual mode of thought.

- Finally, we need to clarify what is meant by saying that languages ‘‘determine’’ thought.
- The presence of linguistic categories creates cognitive categories.
- Presence of linguistic categories influences the ease with which various cognitive operations are performed.
- Hence, Psychological studies of the Whorf hypothesis have examined whether lexical and grammatical differences between languages influence various nonlinguistic cognitive processes.

Q. Explain color terms

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

Q. Define codability

A concept that has figured in much of the research on color cognition is codability.

If one’s language does not have a specific word for the occasion, the speaker can still make the reference but will need to do so by some combination of words.

Q. What is Zipf ’s law?

The relationship between frequency and length is captured in what is called Zipf ’s law.

The more frequently a word is used in a language, the shorter the word (measured either in phonemes or syllables).

Q. Explain cross-linguistics studies

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

Q. What are number terms?

Another set of studies is relevant to how the lexicon may influence thought processes: How morphological differences in number names between Asian languages (Chinese, Korean etc) and English may influence children’s conceptualization of numbers and ultimately their mathematics achievement.

Q. What are object terms?

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

Q. What are spatial terms?

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

English and Korean differ substantially. Hence, Korean and English differ in spatial terms, and children acquiring these languages appear to carve up reality in different ways. Languages also differ

in the spatial frames of reference. These frames of reference influence performance on nonlinguistic spatial tasks.

Q. Explain subjunctive & counterfactual reasoning.

A. H. Bloom (1981) the differences between how Chinese and English speakers reason.

Particularly interested in counterfactual reasoning, which is the ability to reason about an event that is contrary to fact.

- The English language has the subjunctive mood

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

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

(3) If the Hong Kong government were to pass a law requiring that all citizens born outside of Hong Kong make weekly reports of their activities to the police, how would you react?

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

- Bloom predicted that Chinese speakers would make more errors in counterfactual reasoning than English speakers.
- Bloom concludes that the presence or absence of explicit marking of the counterfactual in one's language influences the facility with which one uses this mode of thought.
- To conclude, Lucy (1992b) suggests that counterfactual reasoning is more specialized than habitual because it is probably more accessible to those with higher levels of education. It thus remains to be seen whether Whorfian effects can be observed when more habitual forms of thought are assessed.

Q. Discuss the development of subjunctive and complex-syntactic

For many foreign-language (FL) learners of Spanish, one of the most unique grammatical constructs of the Spanish language is the subjunctive. The subjunctive is not highly productive in English, and so students have almost no L1 models with which to formulate hypotheses about its use in Spanish.

The subjunctive research shows that learners do not acquire skills and knowledge for this construct in isolation of other aspects of their IL development, and that certain internal and external factors play important role subjunctive & syntactic development.

Q. What is grammatical marking of form?

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

Q. Explain grammatical marking of objects and substances

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

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

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

Q. Explain grammatical marking of gender

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

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

Spanish nouns that refer to males end in-o (as in hermano or brother, and gato or male cat & females end in -a (hermana)

young children may use grammatical gender as a basis for classification at least some of the time.

The French gender system is similar to Spanish.

The form of the determiner or article depends upon its syntactic or grammatical role in a sentence, The man scratched the cat (Der Mann kratzt die Katze)

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

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

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

Q. Discuss syntactic disorder as problems with sequencing words in order.

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

- Syntactic deficits a Boca's aphasia an acquired language disorder caused by strokes affecting left frontal regions.
- The core symptoms of Boca's aphasia is an agrammatic spontaneous speech production.
- The dichotomy between intact lexical-semantic and impaired syntactic abilities in Boca's aphasia and spared syntactic but affected lexical-semantic capabilities in wernicke's aphasia.
- Children with specific language impairments display severe problems in acquiring inflectional morphology, verb movement and complex syntactic constructions.
- The genetic basis underlying the specific syntactic deficits observed in syndrome, ultimately uncovering those aspects of language capacity that are genetically specified in our species.

Q. What is aphasia to Neurolinguistics?

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 vascularaccident* (CVA) commonly referred to as a *stroke*.

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

Q. Explain reading and writing disorders

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

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

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

Examples of specific types of reading disorders include:

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

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

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

Writing Disorders:

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

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

Dysgraphia commonly occurs with dyslexia and is a relate condition.

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

Q. What is 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.

Q. What is 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.

Q. Define dyslexia

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

Q. What are the symptoms?

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

Q. What is the 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.

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

Q. Define First language Acquisition

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

Q. Define Second language

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

Q. Write some name of prominent theories of language acquisition.

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

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

Q. What are the issues in First language acquisition?

The English language is one of the most popular languages to learn, perhaps the most spoken language around the world is English, and many people choose to learn the language simply to place them in a better position to secure work, or communicate more effectively with more people from around the globe. English might be a popular language to learn, but this doesn't necessarily mean it is a simple language to master, there are many challenges people face when learning English and if you are aware of these beforehand you stand a much greater chance of mastering the language.

Listening

Remember that when you're having a conversation, you're only talking about 50% the time – the other 50% is spent listening to the other person speak. If you don't understand what the other person is saying, it's difficult to reply.

Here are two simple **solutions to this problem**:

First, practice some listening EVERY DAY. All you need is 10-15 minutes per day to develop your listening skills. You can get free English podcasts on different websites and listen to them while driving, taking public transportation, exercising, or doing housework.

Next, memorize these phrases that you can use in conversation when you don't understand something:

- I beg your pardon?
- I'm sorry, I didn't understand that.
- Could you repeat that, please?
- Could you say that again, please?

Vocabulary

Is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations? English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone who's first language is English, though it doesn't often change the meaning of your text, it does weaken it.

Grammar

Grammar Grammatically, English can be a very difficult language to learn. There are more grammatical nuances in English than languages such as French or Spanish, and learning to be proficient in grammar is something that even native English speakers struggle with. For example, many people have issues understanding past and present tense (played and plays) in English, which can be rather confusing at times. Without a doubt, the best way to internalize English grammar is to read as much English text as possible.

Pronunciation

English words can be difficult to pronounce – and when speaking English, you have to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence. There's also the "rhythm" and intonation of the sentence to consider – and sometimes your mouth gets confused!

There are two things that can help you improve your English pronunciation. One way is to take a pronunciation course. Another way to improve English pronunciation is to keep practicing listening. The more you listen to English, the more your pronunciation will naturally get closer and closer to native pronunciation.

A good way to practice is to get an audio sample with transcript. Listen to one or two sentences (while reading the transcript), then pause the audio and try to repeat the sentences exactly as the person said them.

Q. Discuss children vs. adults in Second-Language learning

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.

Processing Differences
Proficiency Differences
Pronunciation
Aging and Learning Ability
Learning Methods

Q. Discuss the critical period hypothesis

The critical period hypothesis says that there is a period of growth in which full native competence is possible when acquiring a language. This period is from early childhood to adolescence. The critical period hypothesis has implications for teachers and learning programmes, but it is not universally accepted. Acquisition theories say that adults do not acquire languages as well as children because of external and internal factors, not because of a lack of ability.

Example
Older learners rarely achieve a near-native accent. Many people suggest this is due to them being beyond the critical period.

In the classroom

A problem arising from the differences between younger learners and adults is that adults believe that they cannot learn languages well. Teachers can help learners with this belief in various ways, for example, by talking about the learning process and learning styles, helping set realistic goals, choosing suitable methodologies, and addressing the emotional needs of the adult learner.

Q. Explain the interference between First and Second languages

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

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

In the classroom

L1 **interference** - where a speaker uses language forms and structures from their first language in language they are learning - is an area many teachers are concerned with. In a mono-lingual class where the teacher also speaks the L1, it is easier to identify **interference** and address it, often discussing it explicitly with learners.

'L1 interference' has been replaced by 'language transfer'. Language transfer is the effect that one language – particularly the first language – has on another. Transfer can occur at all levels:

pronunciation, vocabulary, grammar and discourse. Interference was seen as something negative, whereas transfer may also be positive, especially if the L1 and L2 share many features in common.

Q. Explain children vs. adults in Second-Language learning: Age and language learning

What exactly is the relationship between age and language learning? There are numerous myths and misconceptions about the relative abilities or inabilities of language learners of different ages. Do children learn language faster? Is it impossible for adults to achieve fluency? In a word- answer is no. These and other common beliefs are simply not true. Children do not necessarily learn faster than adults and, in fact, adults may learn more efficiently. Furthermore, there is no loss of language ability or language learning ability over time. Age is not a detriment to language learning, and by all accounts, learning a second (or third etc) language actually keeps the older language learners mind active. People of all ages can benefit from learning languages.

The following two reports were sponsored by the US Department of Education and show the effect of age and language learning from two different perspectives. The Older Language Learner shows some of the myths surrounding adult language learners, and Myths and Misconceptions about Second Language Learning show the same from the perspective of working with children. These reports were produced mainly for teachers and educators, but they clearly show that people of any age can be accomplished language learners, particularly self-motivated adults. In addition, they show how learning style and different learning methods can have a powerful impact on our success rate as language learners.

Q. What are the basic psychological factors affecting Second-Language learning?

Following are the few Factors that Influence Language Learning for Kids
Motivation

Support at Home

Prior Linguistic Knowledge

Learning Environment

Teaching Strategies

Q. Which are the social situations affecting Second-Language learning?

Two factors involved in second-language acquisition are:
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 second language

Social situations affecting second-language learning: there are many social situations in which a second language is learned:

The natural situation:

A natural situation for second-language learning is one where the second language is experienced in a situation that is similar to that in which the native language is learned.

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

Q. What are learners' characteristics?

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

Motivation

Motivation involves both the reasons that learners have for learning a language as well as the intensity of their feelings. For example, some learners only study the language because of a language requirement, while others expect to use the language in their future career. In addition to having different reasons for language learning, people who hope to use the language for career purposes probably have a stronger motivation than those people who simply hope to pass a language requirement.

Anxiety

Anxiety includes uncomfortable feelings when learning or using the new language. Several studies have found that approximately 1/3 of American foreign language learners experience anxiety in response to language learning. Most anxious language learners feel uncomfortable when speaking or listening to the new language, but some language learners also find writing or even reading to be anxiety-provoking.

Learner Beliefs

Beliefs about language learning are important because they influence how students' approach language learning and the language learning strategies that they choose to use. Many language learners, for example, think that they are too old to learn a foreign language well.

Q. Discuss the relationship between age and acquisition

Is there an optimal age for second language acquisition? Everybody agrees that age is a crucial factor in language learning. However to which extent age is an important factor still remains an open question. A plethora of elements can influence language learning: biological factors, mother tongue, and intelligence, learning surroundings, emotions, motivation and last but not least: the age factor.

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

Q. What are the instructional variables

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

Meaningful Reading and Writing Tasks

In recent years the criteria for effective instruction have undergone a dramatic shift from emphasis on drill and practice to emphasis on meaningful tasks of reading and writing. The focus of instruction should be on ways to help students integrate new knowledge with existing knowledge to construct meaning. Good readers spend the majority of their time engaged in meaning-making activities such as silent reading and peer discussions. It is important for the tasks that students do to require thinking.

For example, choosing the correct response to a literal detail question requires significantly less thinking than summarizing the important events in a story.

Expectation Level

Research indicates that children in remedial and compensatory programs spend the majority of their time completing low-level tasks. Not only does this pattern reflect lower expectations, but students do not develop the higher levels of academic functioning necessary to achieve success in later years.

While gifted students are academically advanced, they also need special provisions to meet their individual needs. Like all learners, their potential is affected by the quality of instruction and the learning experiences provided.

Students' Strengths

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

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

Following are the main:

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

Q. Discuss left- and right-brain dominance

Researchers have demonstrated that right-brain/left-brain theory is a myth, yet its popularity persists. Why? Unfortunately, many people are likely unaware that the theory is outdated. Unfortunately, the idea seems to have taken on a mind of its own within popular culture. From magazine articles to books to online quizzes, you are probably bound to see information suggested that you can unleash the power of your mind if you just discover which side of your brain is stronger or more dominant.

While over-generalized and overstated by popular psychology and self-help texts, understanding your strengths and weaknesses in certain areas can help you develop better ways to learn and study. For example, students who have a difficult time following verbal instructions (often cited as a right-brain characteristic) might benefit from writing down directions and developing better organizational skills. The important thing to remember if you take one of the many left brain/right brain quizzes that you will likely encounter online is that they are entirely for fun and you shouldn't place much stock in your results.

Q. Discuss reflectivity and impulsivity

Reflectivity and impulsivity are polar ends of a spectrum in a third and very substantial cognitive style. Studies in this domain began in the early 1960s with several researchers, such as Jerome Kagan. One of the methods for testing this cognitive style involves administration of the Matching Familiar Figures Test, which requires subjects to view a picture of an object and then attempt to match the object when presented with the same object in a group of similar objects. The test is then scored according to the time required to identify the objects and the accuracy of identification.

The reflectivity-impulsivity continuum is hypothesized dimension of cognitive style relating to the notion of cognitive tempo. It reflects the observation that some people are more impulsive than others while processing information and can reach judgments more quickly (if not necessarily correctly) than others who are more reflective and take their time before reaching conclusions and acting.

Q. Discuss visual, auditory, and kinesthetic styles

Learners use all three modalities to receive and learn new information and experiences. However, according to the VAK (Visual, Auditory, and Kinesthetic) or modality theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always to be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.

According to the VAK theorists, we need to present information using all three styles. This allows all learners the opportunity to become involved, no matter what their preferred style may be.

Q. What are the 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.

Q. Discuss avoidance strategies

When speaking or writing an L2, the learner is often found to try to avoid using difficult words or structures, and use some simpler words or structures instead. This phenomenon in L2 learning/acquisition is termed 'avoidance behaviour' first brought to light by Schachter. According to Kleinmann, avoidance behabiour is a strategy that the L2 learner may resort to when, with the knowledge of a target language word or structure, he/she perceives that it is difficult to produce. Schachter (1974) conducted a study with some native speakers of Japanese, Chinese, Arabian and Persian learners of English as a foreign language. The investigation reveals that the difficulty of relative clauses for Chinese and Japanese learners manifests itself not in the number of errors committed by these two groups of learners, but in the number of relative clauses produced.

Q. Discuss compensatory strategies

Compensation strategies are communication strategies used by learners to compensate for limitations in their language. Different kinds of learners have preferences for different kinds of learning strategies, for example female learners tend to prefer social and affective strategies and monolingual learners may favour compensation strategies.

Example**:** Guessing the meaning when you don't understand and using gestures are examples of compensation strategies.

In the classroom: Miming games and definition activities such as crosswords are two ways to help learners practice compensation strategies.

Q. Discuss identifying learners' styles and strategies

The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, when learning how to build a clock, some students understand the process by following verbal instructions, while others have to physically manipulate the clock themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. In other words: everyone's different.

Q. How you can incorporate SBI into the language classroom?

Language-learning strategies are defined as 'techniques or devices a learner may use to acquire knowledge', which are 'consciously chosen by learners for the purpose of regulating their own learning', 'behaving as former steps or techniques students employ to improve their progress in internalizing, storing, retrieving, and using the L2'.

'a learner-centred approach that has two major components: firstly, students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks; secondly, strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks'.

Q. What are the affective factors in Second Language acquisition self-esteem?

Self-esteem is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs (for example, "I am competent" or "I am incompetent" and emotions such as triumph, despair, pride and shame. A persons' self-esteem may be reflected in their behavior, such as in assertiveness, shyness, confidence or caution. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer, and feel proud of that in particular "or have global extent (for example, "I believe I am a good person, and feel proud of myself in general".

Q. Discuss attribution theory and self efficacy

Attribution theory is probably the most influential contemporary theory with implications for academic motivation. It incorporates behavior modification in the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It incorporates self-efficacy theory in the sense that it emphasizes that learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviors.

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

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

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

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

Q. Count down the four factors related to attribution theory.

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

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

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

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

Q. Discuss willingness to communicate

Inhibition is closely related to self-esteem: the weaker the self-esteem; the stronger the inhibition to protect the weak ego. As Brown (1994) noted, language learning implies a great deal of self-exposure as it necessarily involves making mistakes. It can be argued that the students arrive at the classroom with those defenses already built and that little can be done to remove them. However, classroom experience shows that the teacher's attitude towards mistakes can reinforce these barriers creating, in the long run, learning blocks, or the self-fulfilling prophecy: "I can't do it. I'm not good at it."

Q. Discuss risk taking

Linguists defined risk-taking as an ability of being eager to try out new information intelligently regardless of embarrassment in linguistics. Risk-taking is one of the important parts in learning second language. Because of a strong intention of achieving success on learning something they yearn for mastering, language learners are willing to absorb new knowledge from their teacher spontaneously but how to interact with teacher? The easiest manner is to take the risk. In other words, risk-taking is a crucial interactive process to learn a language in the ESL/EFL classroom. Therefore, if a language learner interacts with the teacher automatically, he/she can acquire a foreign language without any difficulty.

Q. Discuss anxiety

It is no doubt closely linked with self-esteem and inhibition. Any task that involves a certain degree of challenge can expose the learner to feelings of self-doubt, uneasiness or fear. Behind these emotions lies the question: shall I succeed? Anxiety can be considered a negative factor in language learning, and several teaching methodologies in modern approaches indicate that anxiety should be kept as low as possible.

Q. Discuss empathy

Empathy, the ability to put oneself in another's shoes, is also predicted to be relevant to acquisition in that the empathic person may be the one who is able to identify more easily with speakers of a target language and thus accept their input as intake for language acquisition (lowered affective filter).

Q. Discuss extroversion

Another level of learning styles depends on whether a person is an extrovert learner or an introvert learner. Extroverts are very social, can often read others, enjoy being part of a group and often work well with others. Extroverts enjoy participating in lively, thought provoking discussions. They may often speak just to fill the silence, are interested in trying new things, and focus on the outer world.

Introvert learners work better alone, are very self-motivated and prefer solitary activities. They often march to the beat of a different drum. Introverted learners prefer to process ideas by thinking to themselves. They will speak only when they have processed an idea, rehearsed it, and prepared themselves to share the information.