



UNIVERSITY OF GLOBAL VILLAGE, BARISHAL
Department of English

Course Code: ENG 0232-3117

Course Title: INTRODUCTION TO SOCIO AND PSYCHOLINGUISTICS

Course Type: Core Course

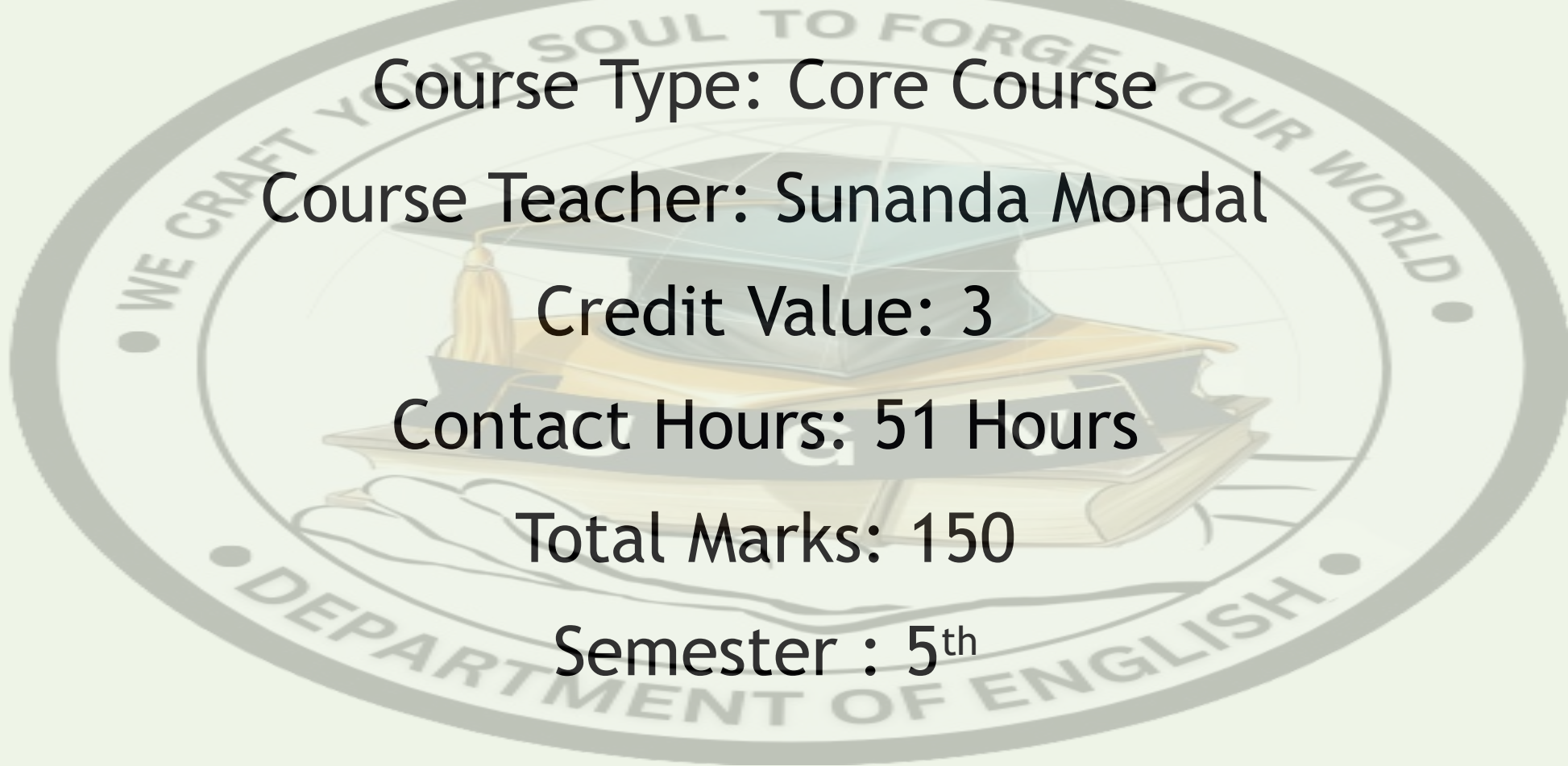
Course Teacher: Sunanda Mondal

Credit Value: 3

Contact Hours: 51 Hours

Total Marks: 150

Semester : 5th



Course Learning Outcomes (CLOs)

Using **Bloom's Taxonomy**, this course targets the following outcomes:

CLO Code	Course Learning Outcome	Bloom's Level	PLO Alignment
CLO 1	Recall and define the social basis of language and its role in society.	Knowledge (Level 1)	PLO 1
CLO 2	Interpret the relationship between language, thought, and culture.	Comprehension (Level 2)	PLO 1, 3
CLO 3	Apply Chomsky's Universal Grammar and the Contrastive Analysis Hypothesis to real-world contexts.	Application (Level 3)	PLO 2, 3
CLO 4	Analyze the necessity of language for thought and its influence on human perception and culture.	Analysis (Level 4)	PLO 3
CLO 5	Evaluate sociolinguistic and psycholinguistic approaches to understanding language systems.	Evaluation (Level 5)	PLO 4, 5

ASSESSMENT PATTERN

CIE- Continuous Internal Evaluation (90 Marks-60%)

SEE- Semester End Examination (60 Marks-40%)

Bloom's Category	Tests
Remember	3
Understand	7
Apply	10
Analyze	10
Evaluate	15
Create	15

Total Marks	
Per Credit 50 Marks	
3 Credits Course	150 Marks
2 Credits Course	100 Marks
CIE	60%
SEE	40%

Bloom's Category Marks (out of 45)	Tests (45)	Assignments (15)	Quizzes (10)	External Participation in Curricular/Co-Curricular Activities (20)
Remember	3		05	Attendance : 10 Viva-Voce : 10
Understand	7	05	05	
Apply	10	10		
Analyze	10			
Evaluate	10			
Create	05			

Weekly Breakdown

Week	Topics	Subtopics	Student Activities	Bloom's Level	Lecture Hours	CLOs
1	Introduction to Language, Thought, Society	Definition of language, thought, and society	Class discussion: Examples of societal influences on language.	Level 1 (Knowledge)	3	CLO 1
2	The Social Basis of Language	Language as a social tool; speech communities	Group activity: Identify local and global speech communities.	Level 2 (Comprehension)	3	CLO 1
3	Language, Thought, and Culture	How language shapes thought and culture	Case study analysis: Examples of cultural language patterns.	Level 2 (Comprehension)	3	CLO 2
4	Sapir-Whorf Hypothesis	Linguistic relativity and linguistic determinism	Debate: Linguistic determinism vs. linguistic relativity	Level 4 (Analysis)	3	CLO 2
5	Necessity of Language for Thought	Language and human perception	Research activity: Perception of time in language.	Level 3 (Application)	3	CLO 4
6	Influence of Language on Culture and Society	Cultural transmission through language	Create an infographic: Language's cultural impact.	Level 3 (Application)	3	CLO 4

	Topic	Learning Objectives	Activities	Level	Hours	Assessment
7	Chomsky’s Universal Grammar	Key concepts, principles, and critiques	Presentation: Real-world examples of Universal Grammar.	Level 3 (Application)	3	CLO 3
8	Contrastive Analysis Hypothesis (CAH)	Framework and examples in language learning	Workshop: Contrastive analysis of two languages.	Level 3 (Application)	3	CLO 3
9	Midterm Review and Assessment	Review topics from Weeks 1-8	Midterm exam preparation	Level 1-4	3	CLO 1-3
10	Juxtaposition in Language Learning Systems	Impact of juxtaposition on learning systems	Task: Explore bilingual juxtaposition in local contexts.	Level 4 (Analysis)	3	CLO 4
11	Sociolinguistics	Definition, scope, and social factors	Group activity: Analyze how class impacts language use.	Level 4 (Analysis)	3	CLO 5
12	Psycholinguistics	Language and cognition	Workshop: Brain functions in language processing	Level 3 (Application)	3	CLO 5
13	Language and Memory	Short-term memory, long-term memory, schema theory	Roleplay: Schema activation in language recall	Level 4 (Analysis)	3	CLO 4
14	Language Processing	Bottom-up and top-down processing	Group task: Examples of processing in real-world speech	Level 4 (Analysis)	3	CLO 5
15	Serial vs. Parallel Processing	Controlled vs. automatic processing	Research: Case studies on automatic language processing	Level 5 (Evaluation)	3	CLO 5
16	Context in Sociolinguistic and Psycholinguistic Studies	Role of context in shaping meaning	Presentation: Contextual differences in language perception	Level 5 (Evaluation)	3	CLO 5
17	Course Recap and Final Assessment	Summary of all key concepts	Final exam preparation	Level 1-5	3	CLO 1-5


WEEK-1
Page-08-19

Introduction to Language, Thought, Society

**Definition of
language,
thought, and
society**

What is a Language?

- ▶ Language is a social-cultural-geographical phenomenon.
- ▶ A language is a structured system of communication used by humans. It consists of sounds or gestures.
- ▶ A medium of communicating one's thought and views.



Script
Sound System
Vocabulary
Grammar
Pronunciation

The diagram features a central cloud-like shape with a brown border, containing a list of language components. Two yellow arrows point horizontally from the left and right sides of the cloud towards the center. The background of the slide includes faint illustrations of human heads with gears inside, and speech bubbles with arrows, suggesting communication and thought processes.

What is a Society?

- ▶ A group of individuals involved in persistent social interaction. (web of social relations)
- ▶ It is characterized by patterns of relationships between individuals who share distinctive culture and institutions.

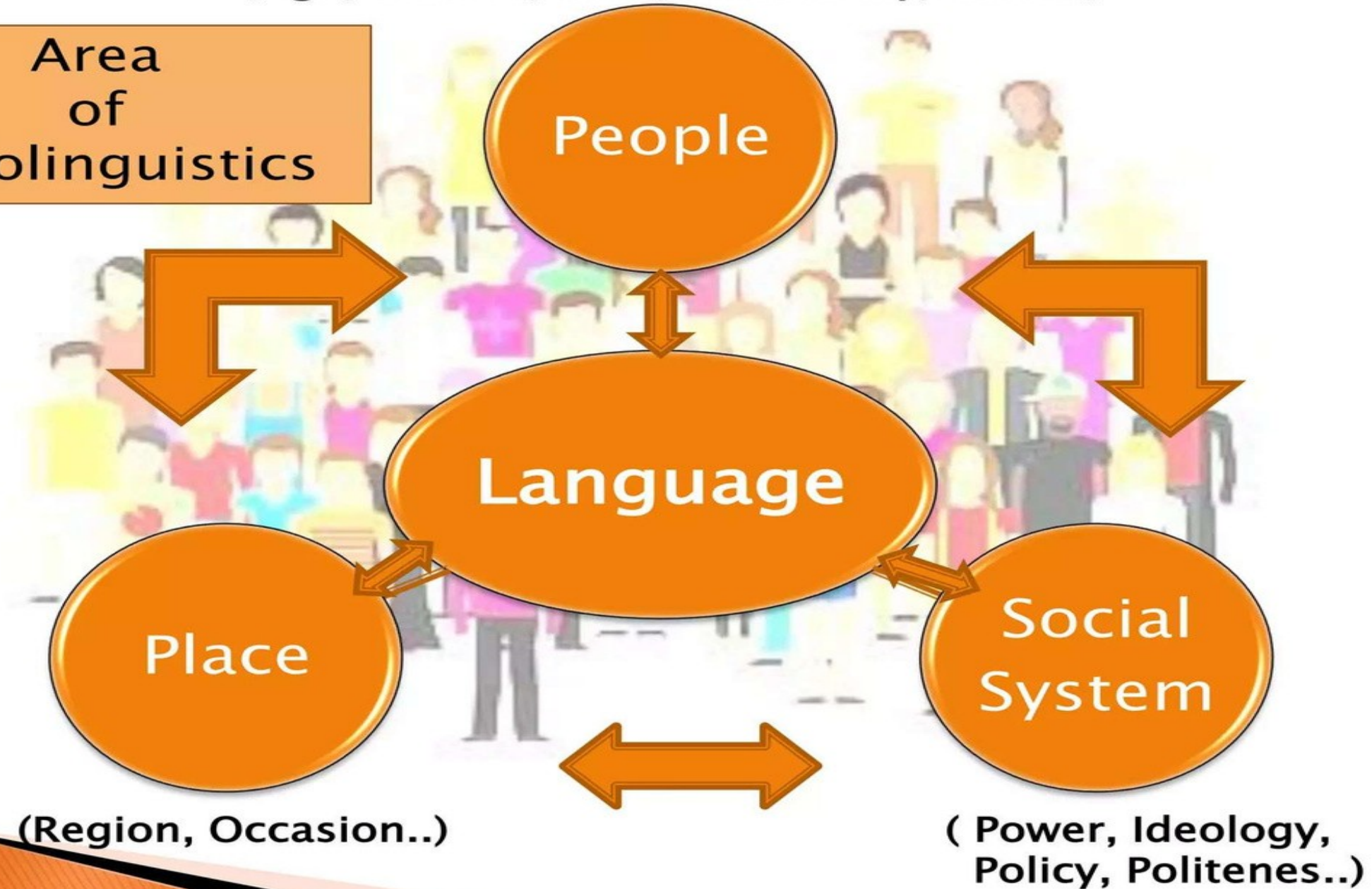


What is the relationship between Language and Society?



(Age, Gender, Race, Nationality, Class..)

Area
of
Sociolinguistics





Language

Language is a **primary tool** for communication purpose

Language incorporates **social values**

Medium of developing **social relations**

Preserving and transmitting cultural values

Language as a **medium to interact** in society

Society



Society **controls** our language by giving us preferences as what are acceptable and not

Social changes produce changes in language

Social environment affects the use of language

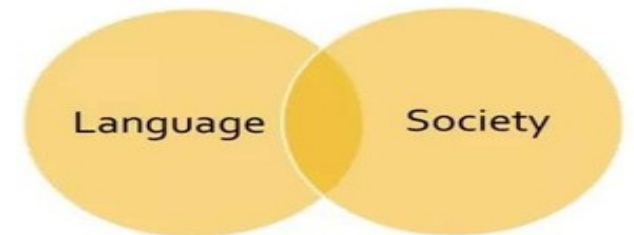
Borrowing, Coining, Spelling, Pronunciation is affected by society

Society **determines** language and its use

Individual
Feeling, Idea,
Emotion,
Situation &
Condition,
Articulation
& Cognition)



Society
(Language,
Vocabulary,
Pronunciation &
Grammar)



Language learning/social learning

- ▣ Language is essential to culture and society
 - when we learn language we learn more than words we learn how to think about our natural and social worlds.
 - The words we learn are associated with beliefs and perspectives that we share with others



The words we use express social and cultural values



- There are weeds in your lawn. why do we recognize only some of them by name and leave knowledge of others to “experts”?
- Do we know their names because we care about them or do we care about them because we know their names?

Sapir-Whorf: language determines our knowledge

Linguistic Determinism

- Are we “prisoners of language” [REDACTED]
 - The idea that language precedes thought has not proven to be strictly true, but it does help us understand the assumptions that are implicit in the words we choose.
 - The Sapir-Whorf Hypothesis holds that cultural biases influence the language we use and the language we use reinforces cultural bias.

Linguistic Relativity

- The Sapir-Whorf Hypothesis is a tool to help us understand the perpetuation of cultural differences. But it doesn't explain the formation of either language or culture.
- Other researchers follow the historic growth of language and the movement of the people and culture who spoke those languages.
- They see culture and language growing and changing together.

Language spreads with culture:
both change in the process through
diffusion and assimilation



Cross-cultural communication

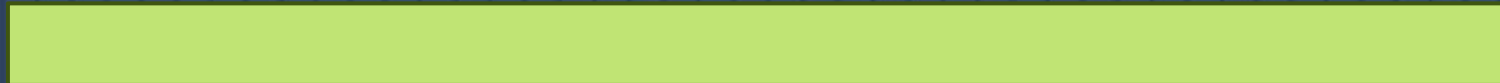
- ▣ Language reflects the differences between cultures.
 - values, norms, practices may be a little different or completely different. This will be reflected in the way people in a culture speak.
 - ▣ Some languages have patterns of speech and vocabulary that are separated by gender, so that there men and women would express the same thought differently, even to the point of using a different grammar. A native speaker would know which gender the speaker was from just the words that were used.
- ▣ We need to recognize these differences and respect them when we interact with different cultures.
- ▣ At the same time, the more similar our goals are (say foreign trade), the more advantageous it is to each side to understand the other.

Learning Language: Is it “all over by 3”

▣ The skills for reading literacy are based in language and knowledge acquisition. It is not enough just to know words but we must also have what many call “deep word knowledge”

• This means that we are familiar with:

- ▣ the concepts a word represents
- ▣ multiple meanings of a word
- ▣ associations the word evokes
- ▣ how a word is used in
- ▣ conjunction with other words
- ▣ grammar (how a word behaves in a sentence)
- ▣ other words that sound like it



WEEK-2
PAGE NO-17-28

The Social Basis of Language

**Language as a social
tool; speech
communities**



*Language As a tool for Communication



Society would have to recreate itself every generation if it could not pass its knowledge on through language

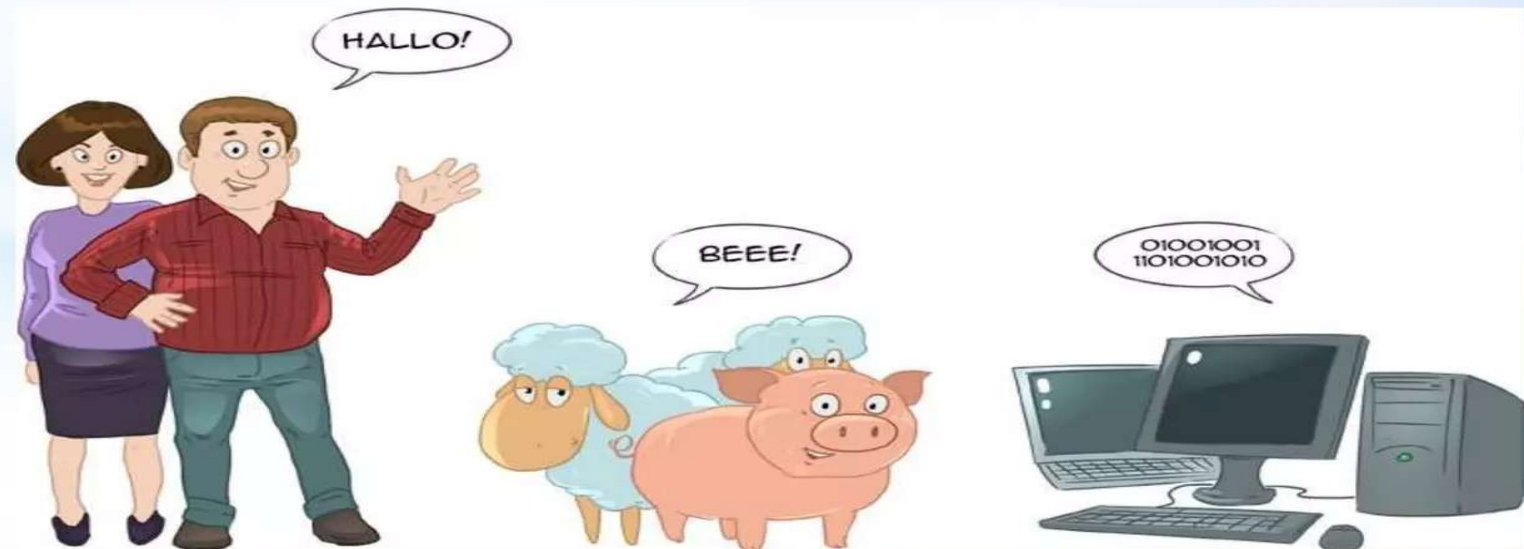
- ❑ Effective communication is possible only with the help of language.
- ❑ To define language it is a combination of words to communicate ideas in a meaningful way. By changing the word order in a sentence, one can change its meaning, and even make it meaningless.
- ❑ How did words acquire their meanings?
- ❑ What for example is the connection between a wooden plank balanced on four legs and the word table.
- ❑ Obviously there is no correlation between the symbol and its meaning because language is arbitrary.
- ❑ In the very first words there may have been some correlation between the symbol and the sense-they may have been onomatopoeic.
- ❑ A few such words still persist in the English language like buzz, drizzle, and murmur.

According to the ideas put forward by eminent linguists such as Noam Chomsky and Ferdinand de Saussure, language is :

- Artificial
- Restricted
- Abstract
- Arbitrary
- Creative
- Redundant
- Recursive

* Language is Artificial

- * Created by people according to their need.
- * Every *symbol* is attached to a particular thought /thing called *referent*
- * Ex - words like aids, nice, idiot
- * Language is open to modification. Changes are incorporated with changing needs



- * While encoding the ideas into a language, some meaning is lost.
- * No symbol or word can transmit the exact reality.
- * It is a sketch of the apparent and obvious.
- * Ex: a beautiful place



*** Language is Restricted**

*Language is Abstract



- * As it represents generalized ideas of things or thoughts.
- * The idea the word represents, is different every time.
- * Ex: dress
- * To be abstract is to generalise and to generalise is to leave out many details
- * A table can be of different shapes and sizes and still be called a table. Ex-table with 3 legs

Meanings get associated with symbols and users keep expanding the range of meanings.

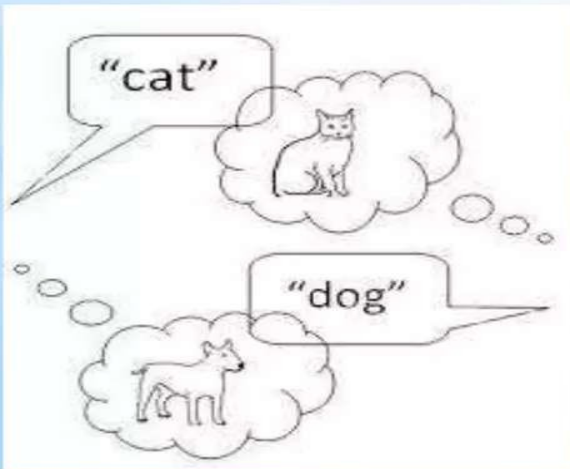
* Do you know the meanings of 'nice'.

- * 1. pleasant, enjoyable, attractive
- * 2. kind, friendly,
- * 3. (ironic) bad or unpleasant
- * 4. (formal) involving a very small detail or difference



*Language is Arbitrary

- *Means- not based on reason or evidence
- *No direct relationship between the word and the object.



Words are arbitrary:
They have NO inherent meaning

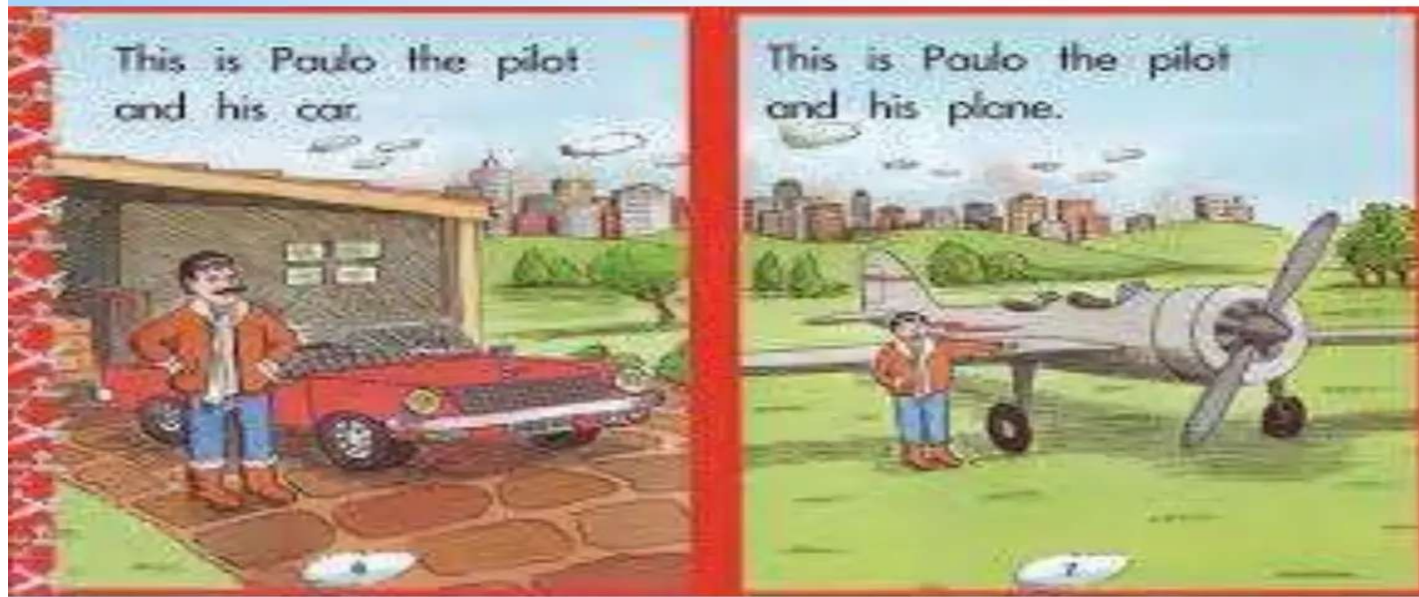
They have only the meanings people give them...



- * As the need arises, a word is created to explain that particular thought or process.
- * A lot of new words generated everyday. Ex: emoticons, mallidays, etc.
- * Or a noun is reduced to a word of another type usually a verb. Ex: opt from option, emote for emotion, etc.

* **Language is Creative**





*Language is Repetitive

Language has the capacity for redundancy or repetition. Repetition may improve or impede effective communication.

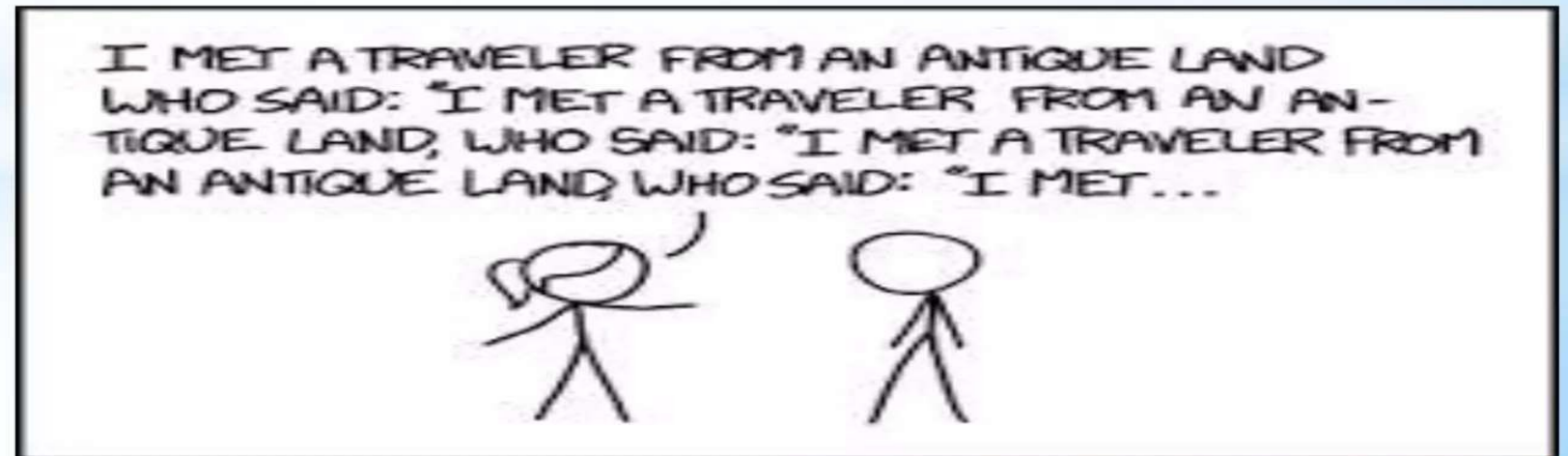
Ex: A couple of girls are riding their bicycles.

So many signals to indicate the presence of more than one person- girls, bicycles (plural nouns), are riding (agreement of the verbs), couple, their.

Dispense with the words that are unnecessary

- * Recursiveness is to generate any number of sentences using the same grammatical templates.
- * It allows to express any idea, thought or feeling using the same vocabulary.
- * Ex: this man who is wearing a crumpled coat, which he borrowed from me to wear to his interview, which was on Wednesday, which was the day it was raining.....

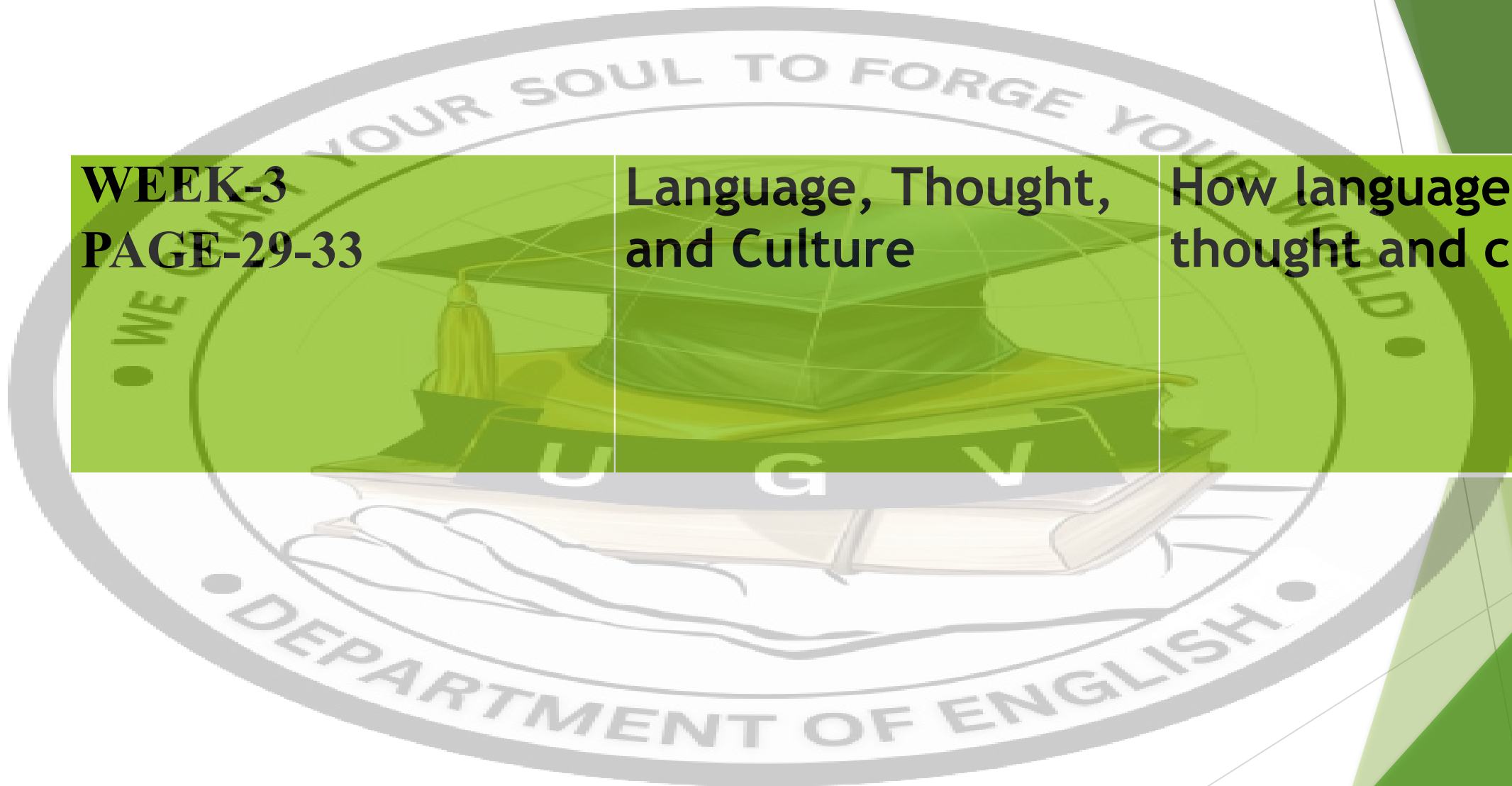
* Language is Recursive



WEEK-3
PAGE-29-33

**Language, Thought,
and Culture**

**How language shapes
thought and culture**





When we speak one language, we agree that words are representations of ideas, people, places, and events. The given language that children learn is connected to their culture and surroundings. But can words themselves shape the way we think about things? Psychologists have long investigated the question of whether language shapes thoughts and actions, or whether our thoughts and beliefs shape our language. Two researchers, Edward Sapir and Benjamin Lee Whorf, began this investigation in the 1940s. They wanted to understand how the language habits of a community encourage members of that community to interpret language in a particular manner (Sapir, 1941/1964). Sapir and Whorf proposed that language determines thought. For example, in some languages there are many different words for love. However, in English we use the word love for all types of love. Does this affect how we think about love depending on the language that we speak (Whorf, 1956)? Researchers have since identified this view as too absolute, pointing out a lack of empiricism behind what Sapir and Whorf proposed (Abler, 2013; Boroditsky, 2011; van Troyer, 1994). Today, psychologists continue to study and debate the relationship between language and thought.

Language may indeed influence the way that we think, an idea known as linguistic determinism. One recent demonstration of this phenomenon involved differences in the way that English and Mandarin Chinese speakers talk and think about time.

English speakers tend to talk about time using terms that describe changes along a horizontal dimension, for example, saying something like “I’m running behind schedule” or “Don’t get ahead of yourself.” While Mandarin Chinese speakers also describe time in horizontal terms, it is not uncommon to also use terms associated with a vertical arrangement. For example, the past might be described as being “up” and the future as being “down.” It turns out that these differences in language translate into differences in performance on cognitive tests designed to measure how quickly an individual can recognize temporal relationships. Specifically, when given a series of tasks with vertical priming, Mandarin Chinese speakers were faster at recognizing temporal relationships between months. Indeed, Boroditsky (2001) sees these results as suggesting that “habits in language encourage habits in thought” (p. 12).





Language does not entirely dictate our thoughts—our thinking is much too adaptable for that—but our habitual language use can shape our patterns of thought and behavior. For example, certain linguistic practices appear to be linked to cultural values and social institutions. A prime example is pronoun dropping. In English, pronouns like "I" and "you" denote the speaker and listener in a conversation. In English sentences, these pronouns cannot be omitted when they serve as the subject; for instance, "I went to the movie last night" is acceptable, while "Went to the movie last night" is not considered standard English. Conversely, languages like Japanese often allow for the omission of pronouns. Research has shown that individuals from cultures that utilize pronoun dropping tend to exhibit more collectivistic values, such as greater loyalty among employees toward their employers, compared to those from non-pronoun drop languages like English (Kashima & Kashima, 1998). It has been suggested that the explicit use of "you" and "I" reinforces the distinction between self and others, highlighting individuality. This linguistic practice may serve as a continual reminder of cultural values, which can, in turn, encourage people to adopt it.

One group of researchers who wanted to investigate how language influences thought compared how English speakers and the Dani people of Papua New Guinea think and speak about color. The Dani have two words for color: one word for light and one word for dark. In contrast, the English language has 11 color words. Researchers hypothesized that the number of color terms could limit the ways that the Dani people conceptualized color. However, the Dani were able to distinguish colors with the same ability as English speakers, despite having fewer words at their disposal (Berlin & Kay, 1969). A recent review of research aimed at determining how language might affect something like color perception suggests that language can influence perceptual phenomena, especially in the left hemisphere of the brain. You may recall from earlier chapters that the left hemisphere is associated with language for most people. However, the right (less linguistic hemisphere) of the brain is less affected by linguistic influences on perception (Regier & Kay, 2009)

Link to Learning

The background of the slide features a large, light green watermark of the University of Guelph logo. The logo is circular and contains the text "CRAFT YOUR SOUL TO FORGE YOUR WORLD" at the top and "DEPARTMENT OF ENGLISH" at the bottom. In the center of the logo is an illustration of a graduation cap (mortarboard) resting on a stack of books. The letters "U", "G", and "V" are visible on the books.

WEEK-4
PAGE-34-42

**Sapir-Whorf
Hypothesis**

**Linguistic
relativity and
linguistic
determinism**

Introduction



Edward sapir (1884-1939)

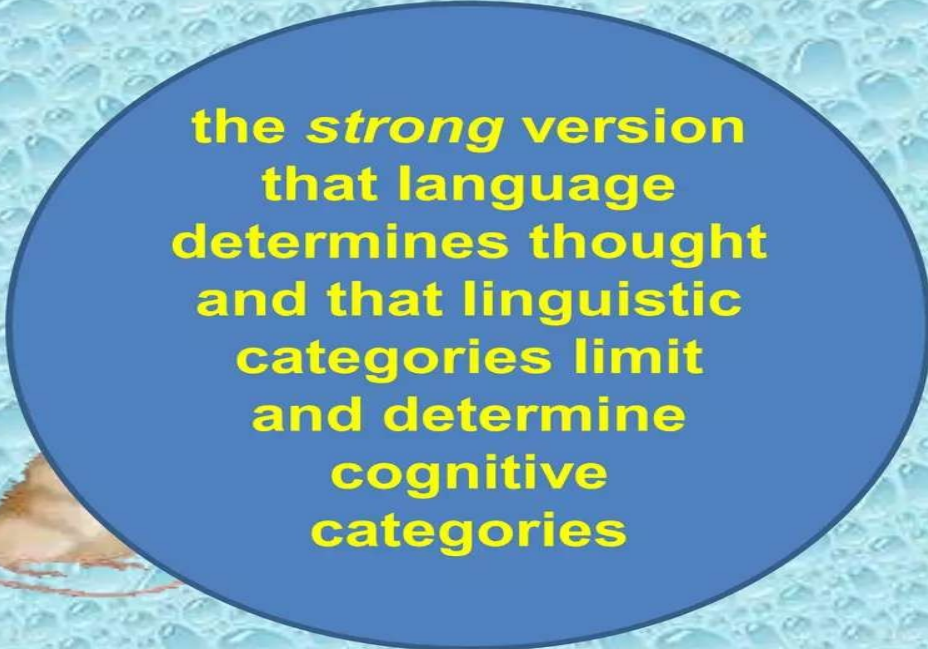
**Benjamin Lee Whorf
(1897-1941)**

SAPIR-WHORF

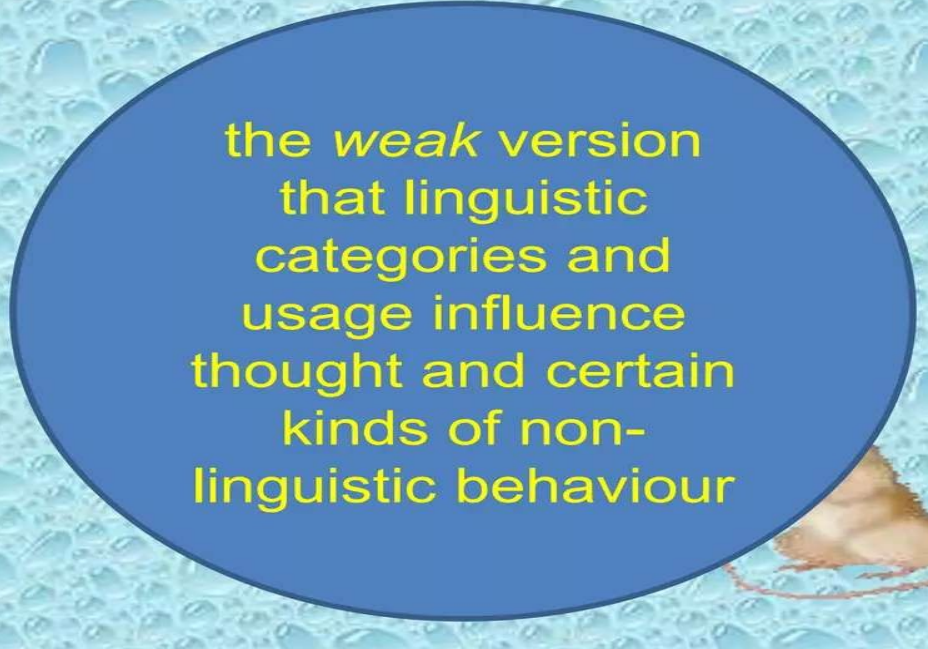
First discussed by Sapir in 1929, the hypothesis became popular in the 1950s following posthumous publication of Whorf's writings on the subject.

- After vigorous attack from followers of Noam Chomsky in the following decades, the hypothesis is now believed by most linguists only in the weak sense that language can have *some small effect on* thought.

Popularly known as the **Sapir–Whorf hypothesis**, or **Whorfianism**, the principle is often defined as having two versions:



the *strong* version
that language
determines thought
and that linguistic
categories limit
and determine
cognitive
categories



the *weak* version
that linguistic
categories and
usage influence
thought and certain
kinds of non-
linguistic behaviour

Franz Boas

Edward Sapir

*embraced forms of the idea
to one extent or another, but
Sapir in particular wrote
more often against than in
favor of anything like
linguistic determinism*



SAPIR-WHORF HYPOTHESIS II

Language
Determinism



Can the theory of language determinism be accepted?

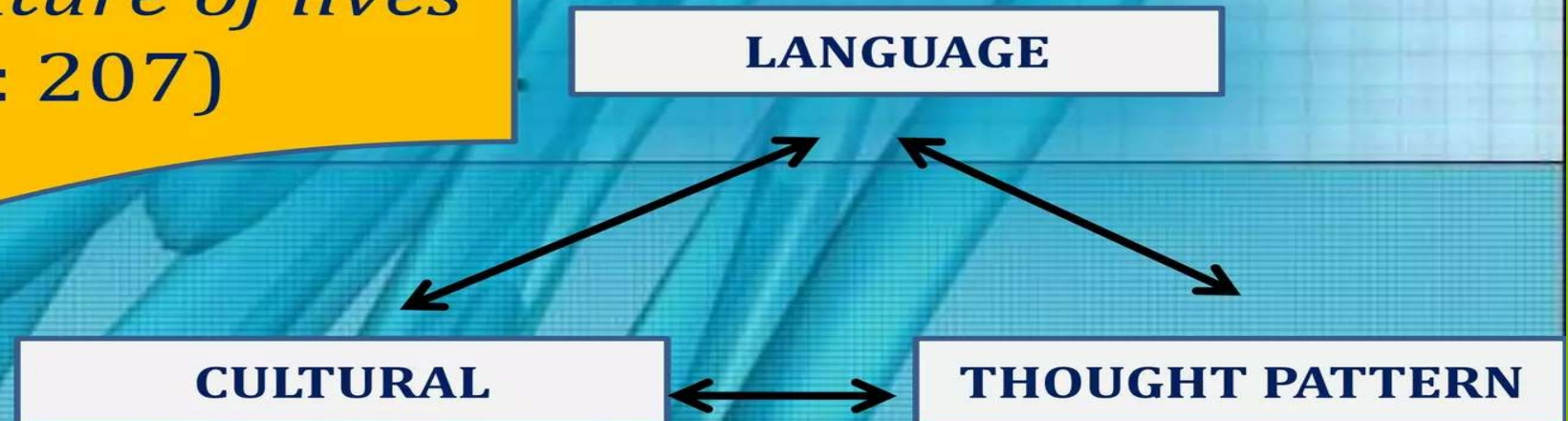
- If the theory of language determinism is right, the cross-language and cross-cultural communication will never occur.

If the theory of language determinism is right, the translation toward foreign language is impossible.

If the theory of language determinism is right, the foreign language learning will never occur



Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of lives
(Sapir, 1921: 207)



For example

because Indonesia has collective culture, the kinship system is very prominent in their language. We'll see the expression like:

- *Bapak/Ibu/Saudara/Kakak/Adik tinggal di mana?*

In English, we'll find the express

- *Where do you live?*



CONCLUSION

Final Conclusion

- The extreme version of this idea, that all thought is constrained by language, has been disproved
- The opposite extreme - that language does not influence thought at all - is also widely considered to be false



WEEK-5 AND 6

PAGE-43-54

**Necessity of
Language for
Thought**

**Language and
human perception**

**Influence of
Language on
Culture and
Society**

**Cultural
transmission
through language**

ANIMAL COMMUNICATION AND HUMAN LANGUAGE

- Animal make noises to communicate with other member of their group. Human being also make noises to communicates with other human beings.

❖ “The systems of sounds and words used by human to express their thoughts and feeling”

❖ Language is an integral part of culture and it has the ability to transmit a people's culture.

❖ Language is used in different ways by different group, and what counts as appropriate usage of language differs from society to society

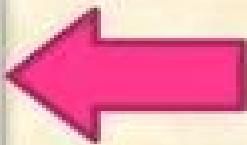


**LANGUAGE
IS Tamil**

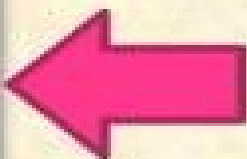




LANGUAGE IS SINHALA



LANGUAGE IS
ARAPU (IN THE WORLD)
("TAMIL ,SINHALA"
IN THE SRI LANKA)



Official language
in English
usually use in Tamil

❖ “Culture is related to the ideas, beliefs or custom society”.



Longman dictionary of contemporary English

❖ Culture includes every from what a particular group of people eat to their laws and punishments for crimes . Every language represents a thinking.

❖ There fore language is most important tool for transmitting culture from one generation to another.

❖ A main purposes of language is to transmit culture from generation to generation.



**Homo sapiens used
in group of
Language(sign ,signals)**



**This group is use
society of agriculture
language**



Western culture in English



**This process is
to human language**

• While we may inherit physical features such as

Brown eyes

Dark hair

from our parents.

❖ We do not inherit their language.

❖ We argue a language in a culture with other speakers and not from parental genes.



**Our physical features
is inherit
from our parents**



**We do not inherit
their language .
language is change
our culture,
habits and style**

❖ EX:-1 A baby was born to Korean parents in Korea but adopted brought up from birth by English speakers in the united states.

❖ EX:-2 Will have physical characteristics inherited from his or her natural parents .but will inevitably speak English.



WEEK-7
PAGE-55-69

**Chomsky's
Universal
Grammar**

**Key concepts,
principles, and
critiques**

NOAM CHOMSKY

NOAM CHOMSKY IS ONE OF THE MOST INFLUENTIAL PEOPLE IN THE FIELD OF LANGUAGE ACQUISITION. HE HAS BEEN Hugely INFLUENTIAL IN THE FIELDS OF LINGUISTICS, PHILOSOPHY OF THE MIND AND HUMAN NATURE, AND POLITICS.

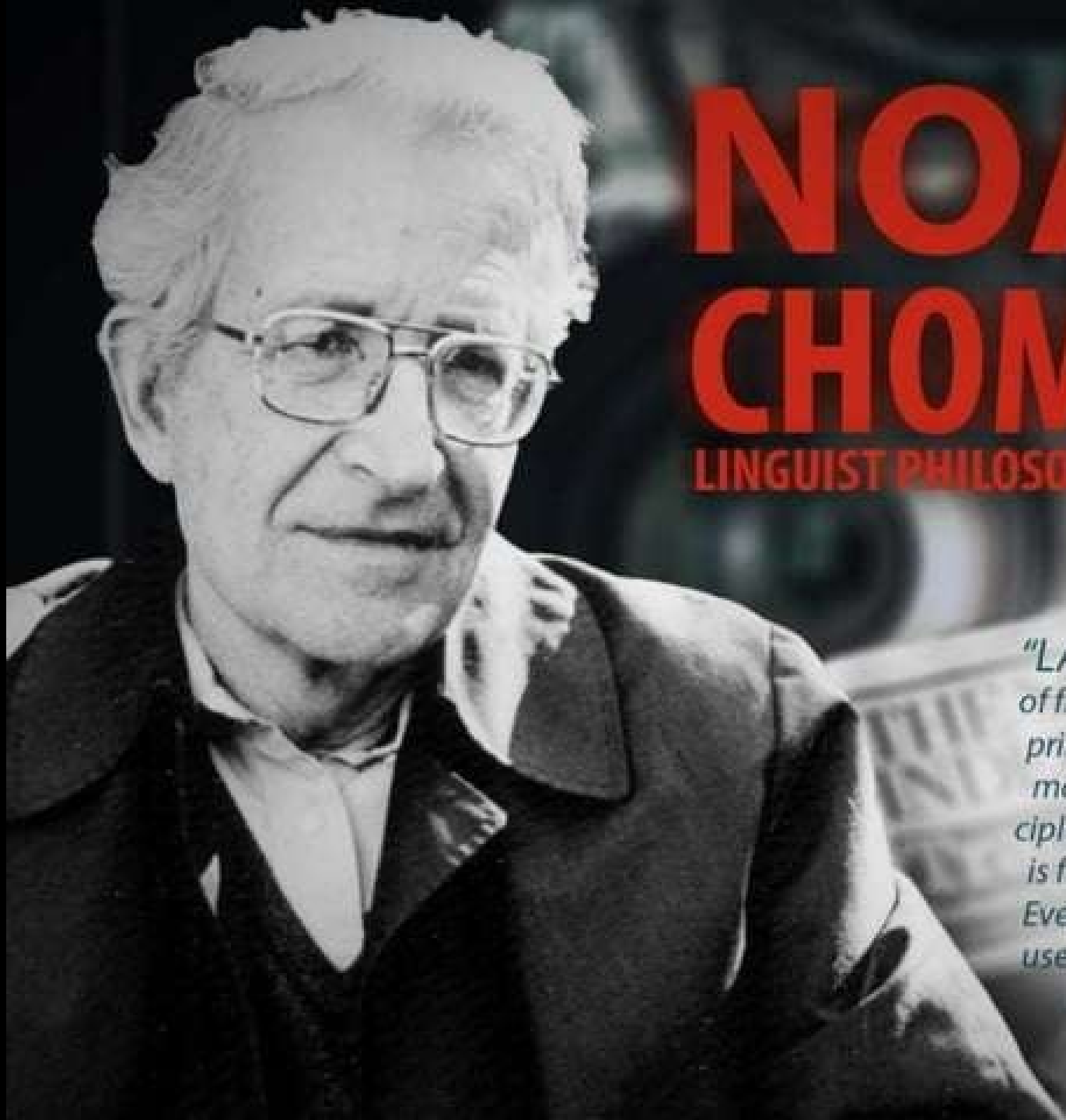
LINGUISTS IN THE CHOMSKYAN TRADITION THINK OF THEMSELVES AS NATURAL SCIENCES (NOT SOCIAL SCIENCES.)

NOAM CHOMSKY

HE BELONGS TO THE LINGUISTIC SCHOOL OF THOUGHT KNOWN AS GENERATIVE LINGUISTICS.

HE IS ALSO THE PROPONENT OF NATIVIST THEORY THAT IS INCORPORATED WITH THE LANGUAGE ACQUISITION APPROACH AND THE LAD.

HE IS ALSO THE MOST IMPORTANT PROPONENT OF UNIVERSAL GRAMMAR(UG).



NOAM CHOMSKY

LINGUIST PHILOSOPHER ACTIVIST

"LANGUAGE is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation."

NOAM CHOMSKY CLAIMS THAT ALL LANGUAGES HAVE A COMMON UNDERLYING SYSTEM AND ALL HUMAN BEINGS INHERIT A UNIVERSAL SET OF PRINCIPLES THAT PROVIDE SLLS TO ACQUIRE L2 AS THEY ACQUIRE THEIR NATIVE LANGUAGE WITH THE HELP OF AN ACQUISITION DEVICE THAT IS UG.

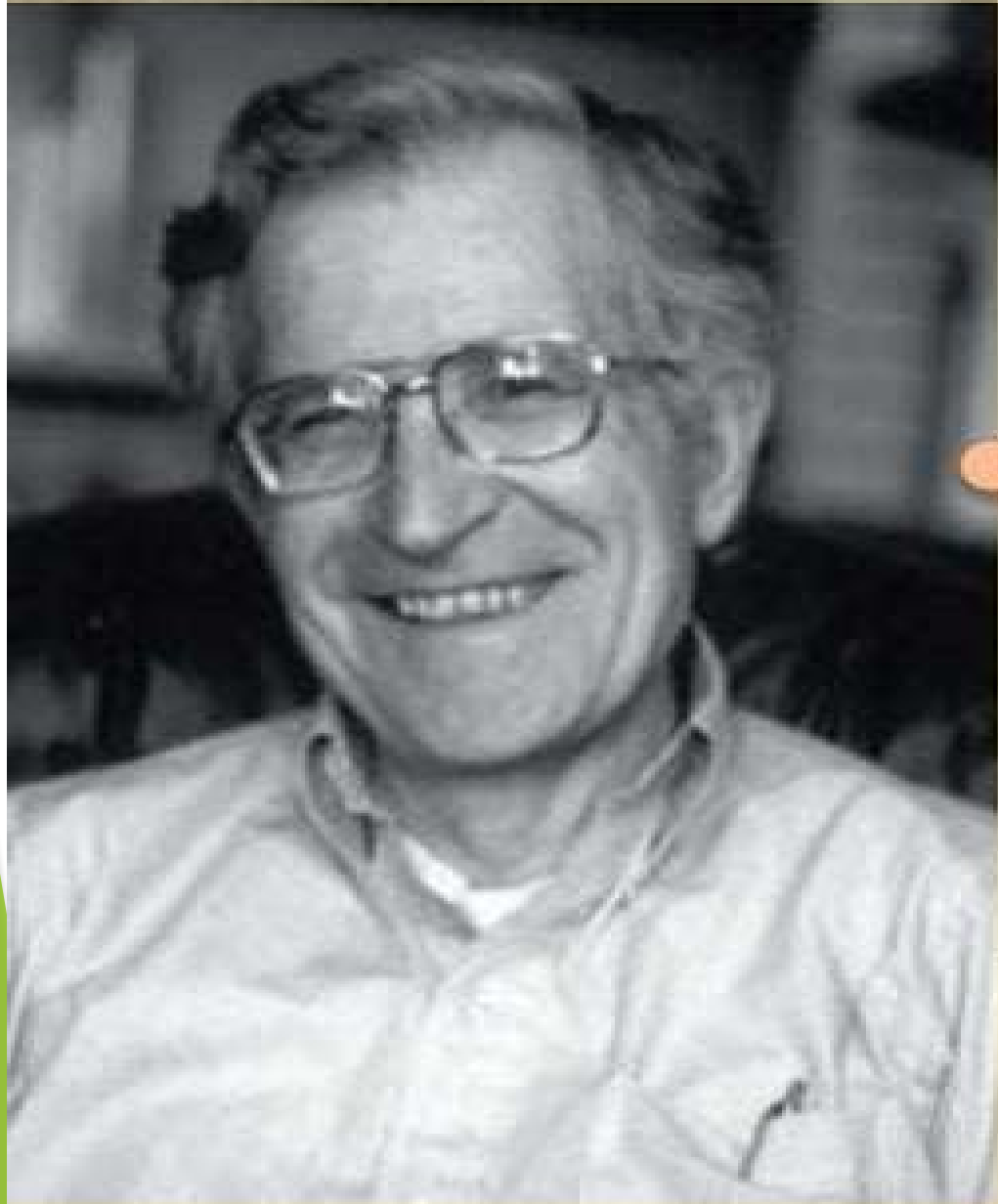
MUCH OF UNCONSCIOUS KNOWLEDGE OF GRAMMAR

(ABSTRACT LINGUISTIC SYSTEM)DOES NOT NEED TO BE LEARNED

IN THE COURSE OF L1 ACQUISITION AS IT DERIVES FROM UG.

A CHILD'S LINGUISTIC SYSTEM IS SHAPED TO A SIGNIFICANT DEGREE BY THE UTTERANCES TO WHICH THAT CHILD HAS BEEN EXPOSED. THAT IS WHY A CHILD SPEAKS THE LANGUAGE AND DIALECT OF HIS FAMILY AND COMMUNITY. NONETHELESS, THERE ARE ASPECTS OF THE LINGUISTIC SYSTEM ACQUIRED BY THE CHILD THAT DO NOT DEPEND ON INPUT DATA IN THIS WAY. SOME CASES OF THIS TYPE, IT HAS BEEN ARGUED, REFLECT THE INFLUENCE OF A GENETICALLY PRESPECIFIED BODY OF KNOWLEDGE ABOUT HUMAN LANGUAGE. THE TERM UNIVERSAL GRAMMAR -- COMMONLY ABBREVIATED UG -- REFERS TO THIS "HARD-WIRED" KNOWLEDGE.

DURING THE FIRST HALF OF THE 20TH CENTURY, LINGUISTS WHO THEORIZED ABOUT THE HUMAN ABILITY TO SPEAK DID SO FROM THE BEHAVIOURIST PERSPECTIVE THAT PREVAILED AT THAT TIME. THEY THEREFORE HELD THAT LANGUAGE LEARNING, LIKE ANY OTHER KIND OF LEARNING, COULD BE EXPLAINED BY A SUCCESSION OF TRIALS, ERRORS, AND REWARDS FOR SUCCESS. IN OTHER WORDS, CHILDREN LEARNED THEIR MOTHER TONGUE BY SIMPLE IMITATION, LISTENING TO AND REPEATING WHAT ADULTS SAID.



Acquiring language cannot be reduced to simply developing an inventory of responses to stimuli, because every sentence that anyone produces can be a totally new combination of words. When we speak, we combine a finite number of elements—the words of our language—to create an infinite number of larger structures—sentences.

UNIVERSAL GRAMMAR, THEN, CONSISTS OF A SET OF UNCONSCIOUS CONSTRAINTS THAT LET US DECIDE WHETHER A SENTENCE IS CORRECTLY FORMED. THIS MENTAL GRAMMAR IS NOT NECESSARILY THE SAME FOR ALL LANGUAGES. BUT ACCORDING TO CHOMSKYIAN THEORISTS, THE PROCESS BY WHICH, IN ANY GIVEN LANGUAGE, CERTAIN SENTENCES ARE PERCEIVED AS CORRECT WHILE OTHERS ARE NOT, IS UNIVERSAL AND INDEPENDENT OF MEANING.

Robert book reads the.

The grass eats the cow.

THINK OF THIS....

A pair of dice offers a useful metaphor to explain what Chomsky means when he refers to universal grammar as a “set of constraints”. Before we throw the pair of dice, we know that the result will be a number from 2 to 12, but nobody would take a bet on its being 3.143. Similarly, a newborn baby has the potential to speak any of a number of languages, depending on what country it is born in, but it will not just speak them any way it likes: it will adopt certain preferred, innate structures. One way to describe these structures would be that they are not things that babies and children learn, but rather things that happen to them. Just as babies naturally develop arms and not wings while they are still in the womb, once they are born they naturally learn to speak, and not to chirp or neigh.

IMPLICATIONS:

1. THERE IS NO NEED TO TEACH PRINCIPLES BECAUSE THEY ARE UNIVERSAL AND EXIST IN ALL HUMAN LANGUAGES.
2. WE SHOULD DESIGN OPTIMUM INPUT FOR TRIGGERING PARAMETERS.
3. THE TEACHING OF VOCABULARY ITEMS WITH SPECIFICATIONS OF HOW THEY CAN OCCUR IN GRAMMATICAL STRUCTURES IS IMPORTANT.

STRENGTHS:

1. CHILDREN RAPIDLY ACQUIRE NATIVE SPEECH OR LANGUAGE WITHOUT HAVING AN INTENSIVE LEARNING.

2. UNIVERSAL GRAMMAR OFFERS A SOLUTION TO THE POVERTY OF THE STIMULUS PROBLEM BY MAKING CERTAIN RESTRICTIONS UNIVERSAL CHARACTERISTICS OF HUMAN LANGUAGES. LANGUAGE LEARNERS ARE CONSEQUENTLY NEVER TEMPTED TO GENERALIZE IN AN ILLICIT FASHION.

WEAKNESS:

1. THE APPLICATION OF UG IN CLASSROOM TEACHING IS LIMITED BECAUSE IT IS CONCERNED WITH THE ABSTRACT MENTAL REPRESENTATION OF LANGUAGE AND THE COMPUTATIONAL MECHANISM ASSOCIATED WITH IT, WHICH ALL HUMAN BEINGS POSSESS, CALLED COMPETENCE.

WEAKNESS:

2. THIS APPROACH TO GRAMMAR AFFECTS THE NATURE OF INTERLANGUAGE – THE KNOWLEDGE OF THE SECOND LANGUAGE IN THE LEARNER'S MIND. THEIR SOURCE (OF KNOWLEDGE) MIGHT BE PARTLY THE LEARNERS ' L1, PARTLY THEIR LEARNING STRATEGIES, PARTLY OTHER SOURCES.

WEEK-8

PAGE-70-74

**Contrastive Analysis
Hypothesis (CAH)**

**Framework and examples
in language learning**



Robert Lado 1915-1995

The son of Spanish immigrants to the US, he learned English as an adult, which inspired his interest in the practical aspects of foreign language learning.

With Charles Fries, he was involved with the University of Michigan ELI (English Language Institute), which researched the best methods of foreign language teaching for military purposes during WW2, particularly teaching English to Spanish speakers in Latin America.

They developed the **contrastive analysis hypothesis** and the Army method, which later developed into the **Audio-Lingual Method (ALM)**.

Transfer: main difficulty of foreign language learning

"Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture -- both **productively** when attempting to speak the language and to act in the culture, and **receptively** when attempting to grasp and understand the language and the culture as practised by natives." (Lado, 1957)

- *J'ai visité* → I have visited
 - I have visited Monaco several times.
 - *I have visited Monaco last week.
- Minimal pairs

A minimal pair consists of two words which differ only in one sound.



Contrastive analysis hypothesis: predictions

the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult.

Those elements that are **similar** to his native language will be **simple** for him, and those elements that are **different** will be **difficult**.



Minimal pairs

- | | |
|----------|-------|
| 1. sheep | ship |
| 2. bean | bin |
| 3. _____ | chick |
| 4. _____ | hill |
| 5. peach | _____ |
| 6. _____ | skim |
| 7. _____ | sick |
| 8. steal | _____ |

Contrastive analysis hypothesis: predictions

the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are **similar** to his native language will be **simple** for him, and those elements that are **different** will be **difficult**.



(Lado, 1957)

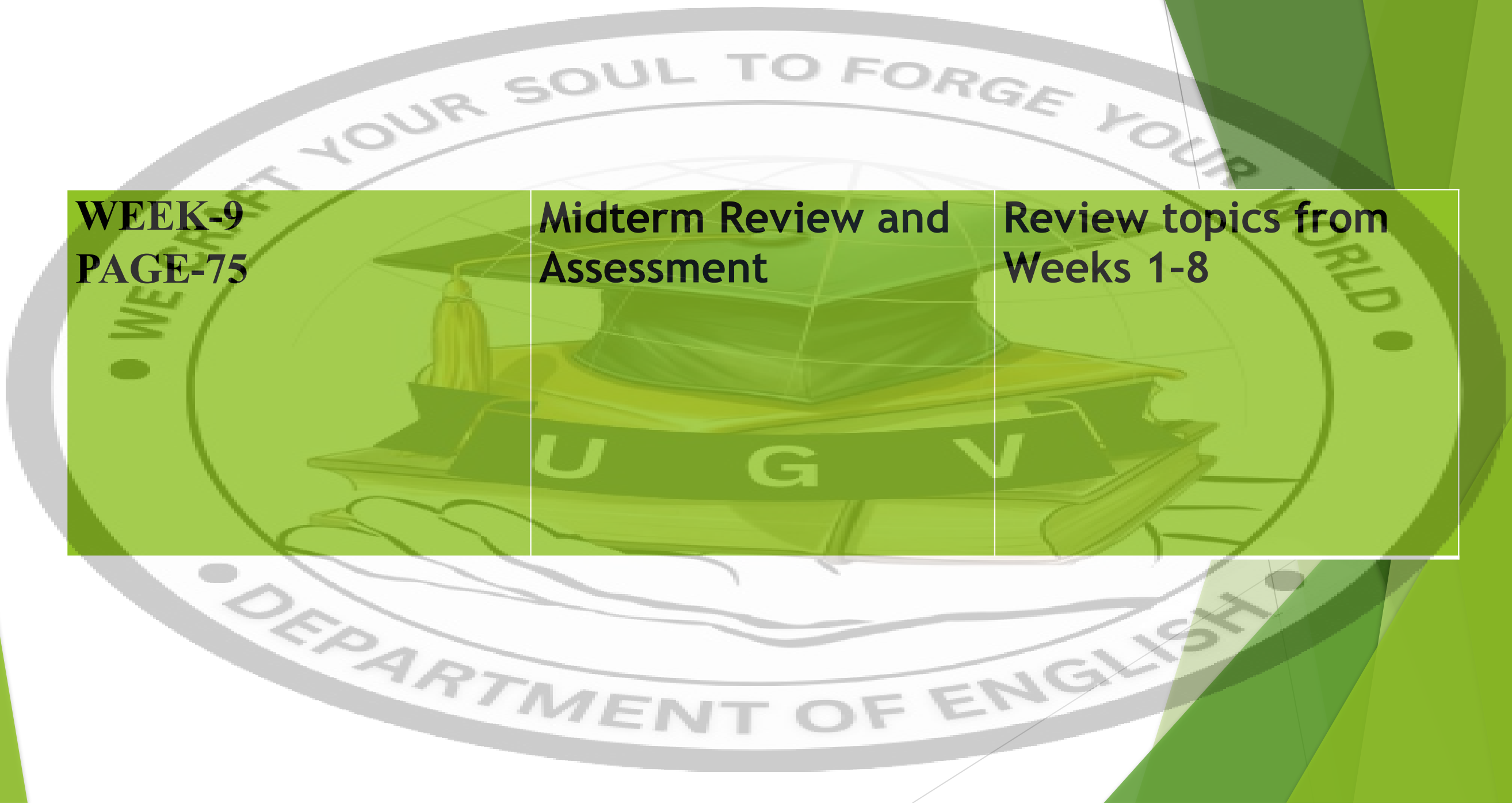
Minimal pairs

- | | |
|-----------|-------|
| 1. sheep | ship |
| 2. bean | bin |
| 3. CHEEK | chick |
| 4. HEEL | hill |
| 5. peach | PITCH |
| 6. SCHEME | skim |
| 7. SEEK | sick |
| 8. steal | STILL |

WEEK-9
PAGE-75

**Midterm Review and
Assessment**

**Review topics from
Weeks 1-8**



WEEK-10
PAGE-76

**Juxtaposition in
Language Learning
Systems
(CLASS TASK BASED
WORK)**

**Impact of
juxtaposition on
learning systems**

The background features a large, faint watermark of the University of Guyana logo. The logo is circular and contains the text "CRAFT YOUR SOUL TO FORGE YOUR WORLD" at the top and "UNIVERSITY OF GUYANA" at the bottom. In the center of the logo is a stylized illustration of a graduation cap (mortarboard) resting on a stack of books. The letters "U", "G", and "V" are visible on the books.

WEEK-11
PAGE-77-94

Sociolinguistics

**Definition, scope,
and social factors**

Linguistics

Language

Micro Linguistics

Macro Linguistics
(Applied Linguistics)

Other Branches

Sociolinguistics

Lexicology

Psycholinguistics

Comparative
Historical
Linguistics

Neurolinguistics

Anthropological
Linguistics

Language
Acquisition

Morphology

Syntax

Semantics

Morpho
phonemic /
Morphophonology

Morphosyntax

SOCIOLINGUISTICS

Sociolinguistics

Definition of
Sociolinguistics

Field of
Sociolinguistics

Conclusion

Varieties of
Language

Language
in Contact

Language
Maintenance
and Shift

Language
Change

Language
Planning

DEFINITION

LINGUISTICS

"The scientific study of human language meaning, form and context" Stowell (2000)

SOCIOLINGUISTICS

"The study of language in relation to society..." (Hudson 1996)

Contrast between
Sociolinguistics and
Sociology of Language

Sociolinguistics

It's main focus is "society on language."

Sociology of Language

It's main focus is "language effects on society."

Characteristics of Sociolinguistics (Campoy, 1993)

A branch of Linguistics.

A science, concerned with the relationship between language and society.

It considers that language is a social and a cultural phenomenon.

It studies language in its social context, in real life situations by empirical investigation.

It is related to methodology and contents of social sciences.

Field of Sociolinguistics

1. Varieties
of
Language

2. Language
in Contact

3. Language
Maintenance
and Shift

4. Language
Change

5. Language
Planning



The image features a stylized map of the Americas, including North and South America, with various national flags and symbols. Three callout boxes point to different regions: a grey box for North America, a green box for Central America, and an orange box for South America. Each box contains a variation of the sentence 'My hair needs combing'.

"My hair needs combing"

**"My hair needs
to be combed"**

**"My hair needs
combed"**

Regional (geographical) dialects

- variety of language spoken by people living in an area.
- e.g. The north American people use sentence "My hair needs combing" but it becomes "My hair needs to be combed" in the mid-north, and "My hair needs combed" in the south.



Brahimn

Non-
Brahimn

social dialect (sociolects)

- forms of a language that characterize the speech of different social classes
- e.g. there are quite differences in Indian languages between the speech of Brahimns and non-Brahimns castes. The Brahimn word to say 'milk' is *haalū*, while the non-brahimn says *aalū*.

Bermain kartu (gadis. ?), 1880



registers (functional varieties)

- a term widely used in sociolinguistics to refer to “varieties according to use”
- Use to describe specific vocabulary associated with different occupational group.
- e.g. language of doctors, engineers, journals, legalese, etc.



2. Language in Contact

Pidgin

- A language which **has no native speakers**. It develops as a means of communication between people who do not have a common language.
- e.g. pidgin is Juba Arabic spoken in southern Sudan.

Creole

- Creole as a **pidgin which has acquired native speakers**
- e.g. Hawaiian creole, Jamaican creole, Guyana creole, etc. are all English-based

the use of more than one language during a single communicative event



Code switching

- change from one language or dialect to another – sentences or utterances in one language

Code mixing

•Last longer

- inside a sentence – elements of one language incorporated in another – words, phrases, particles

Code Switching

X: Lima menit lagi rapat dimulai, tapi tumben sekali Pilar belum datang.

Y: Tapi dia tadi bilang mau datang.

X: Itu dia datang. Woi,,*tumben je mepet le mangkat. Seko ngendi?*

Z : *Mampir ngomah sikek.*

Code Mixing

A: Tadi waktu kuliah Pak Lanjar, saya *chatting* dengan orang Lombok

B: Kuliah kok malah *chatting* dengan orang Lombok.

A: Habisnya kuliah tadi membosankan. Materi tidak bisa ditampilkan karena laptop Pak Lanjar *LCD*-nya rusak, ditambah *AC* mati, membuat ruangan terasa panas.

3. Language Maintenance and Shift

- Language shift happens when the language of the wider society (majority) displaces the minority mother tongue language over time in migrant communities or in communities under military occupation.
- some factors lead the language shift:



How to maintain a minority language?

- If families from a minority group live near each other and see each other frequently, their interaction will help to maintain the language.
- For emigrate individuals from a minority group, the degree and frequency of contact with the homeland can contribute to language maintenance.
- Intermarriage within the same minority group is helpful to maintain the native language
- Institutional support from domains such as education, law, administration.



4. Language change

- According to Holmes (2001: 195) the cause behind the language change is the variation of use in the areas of pronunciation and vocabulary.

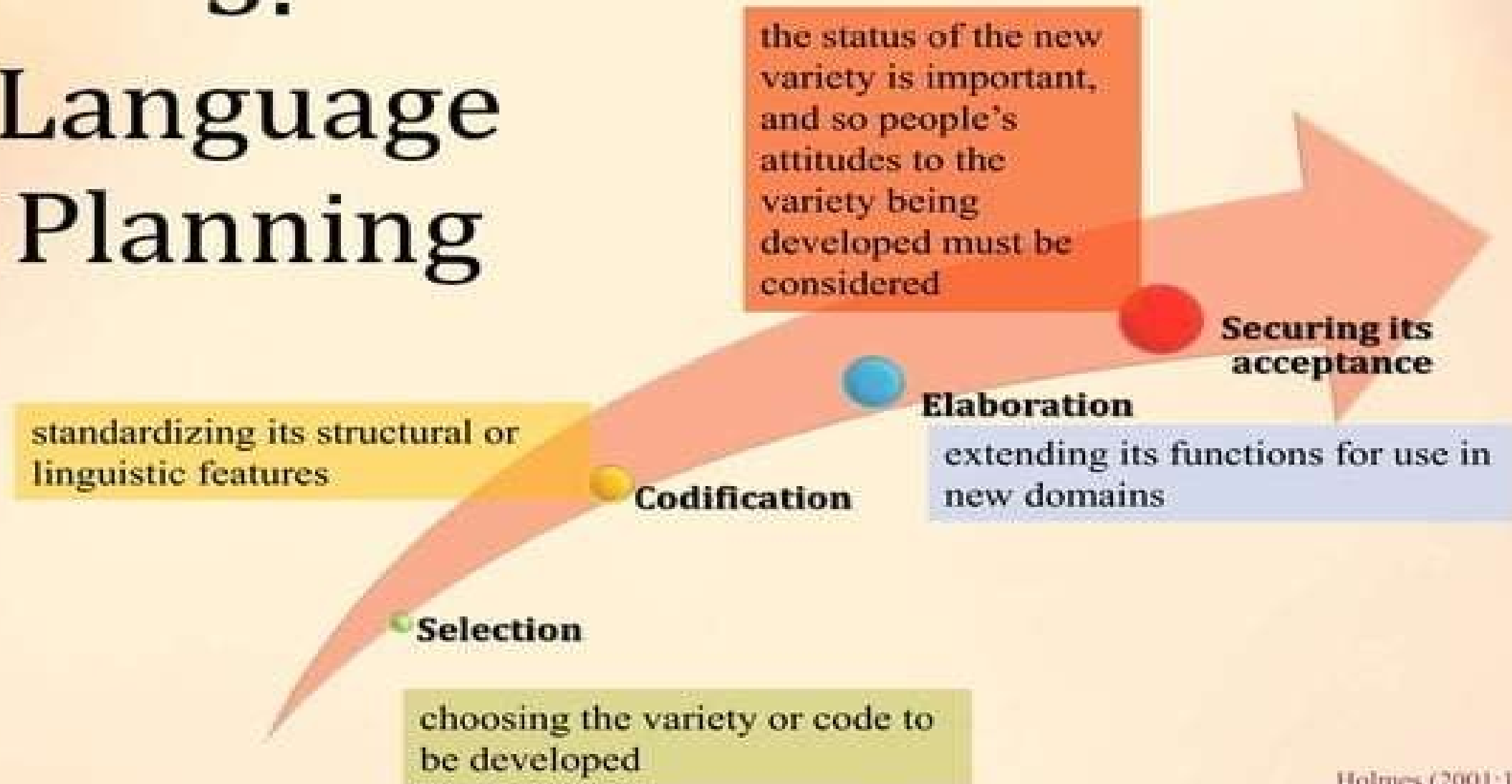
Post-vocal [r] its spread and its status

- In many part of England and Wales, Standard English has lost the pronunciation post-vocal r.
- Accents with post-vocal [r] are called *rhotict*, and these accents are regarded as rural and uneducated.
- On the other hand, in cities like New York, pronouncing the letter [r] is regarded as prestigious.

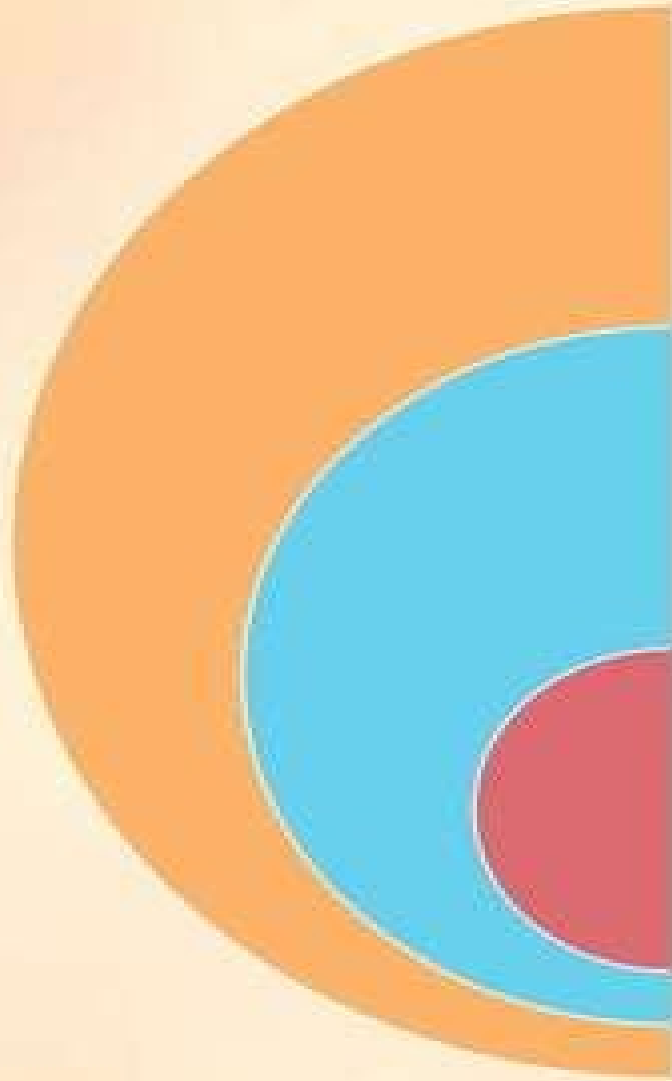
The spread of vernacular form.

- The example of the spread of vernacular form is like what happen in Martha's Vineyard Island.
- When the island was invaded by summer tourists, the island community of fisherman changed their pronunciation of some word vowels from the past as a reaction to the language of the tourists.
- Light was pronounced [ləit] (it sounds a bit like *layeet*) and house was pronounced [həus] (a bit like *heyoose*)

5. Language Planning



Conclusion



Basically Sociolinguistics deals with language-society relationships and its study is based on empirical analysis from real life social context.
Sociolinguistics is different with sociology of language. Sociolinguistics focuses on society on language while sociology of language focuses on language effects on society.
Field of sociolinguistics studies consists of varieties of language, language in contact, language maintenance and language shift, language change, language planning, and etc.

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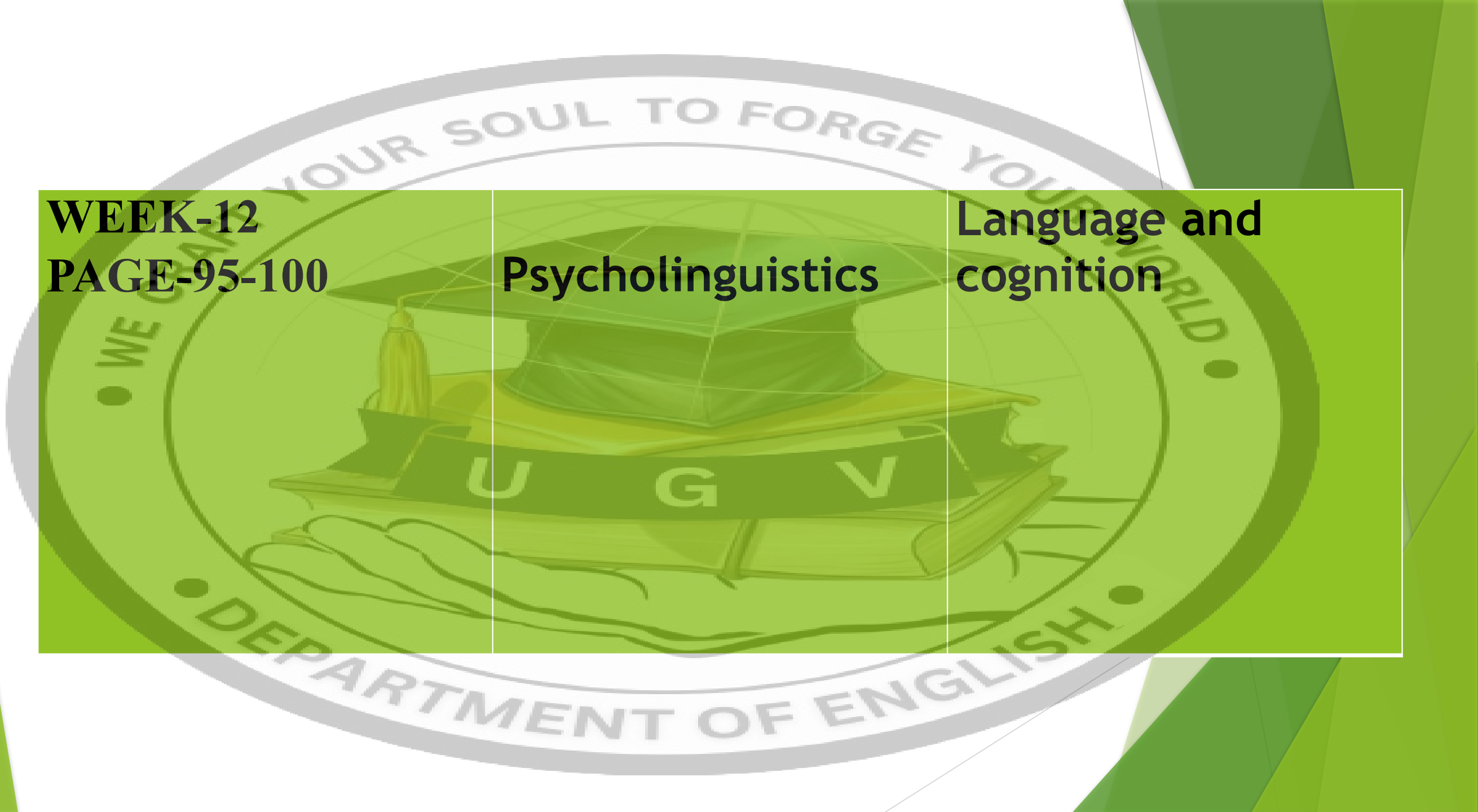
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WEEK-12

PAGE-95-100

Psycholinguistics

**Language and
cognition**



What is Cognitive Development?

Cognitive Development Refers to.....

- Internal process and the product of the mind leading to knowledge development
- Covers a wide aspects of mental activities:
 - ❑ Memorizing Categorizing & symbolizing
 - ❑ Problem solving & creativity
 - ❑ Inventions
 - ❑ Dreaming & fantasizing
 - ❑ Reading & Writing
 - ❑ Language acquisition etc



Language and Cognition

Humans are not born with language but they learn with over time.

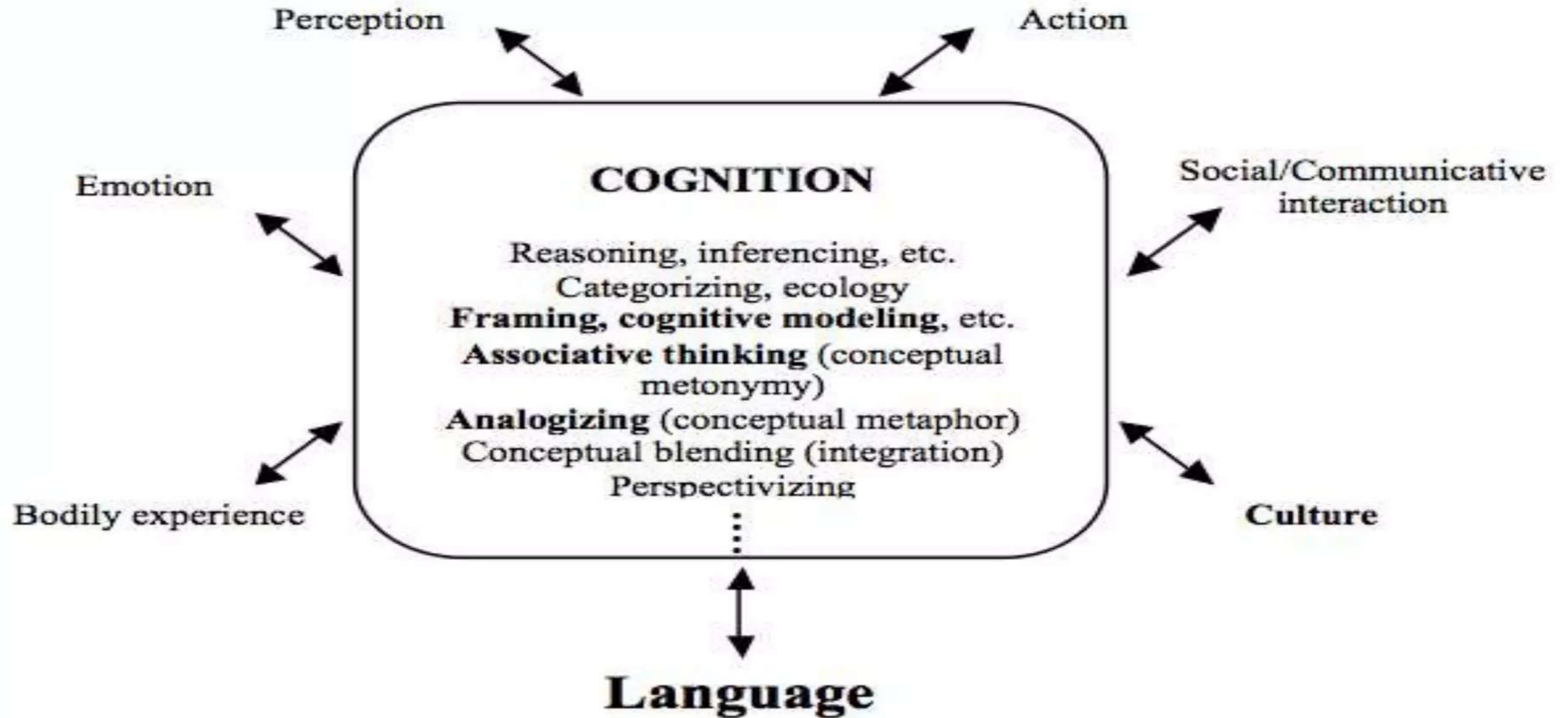
- As our mind learn language, the language creates a framework that allows our mind to form consistent and conscious thought.
- Language allows our minds to process the information in a consistent way.
- More language we learn, the faster our mind may be able to work.



Language and Cognition

- Help for effective way for respond to various situations.
- Help to think , think in image it helps the mind to interpret and remember information – written language is converted system of image.
- Language has important role in memory and thinking.
- Help for transfer of thoughts from one mind to another.
- Thoughts comes first, while language is expression of it.





COGNITION

LANGUAGE

SURROUNDING LANGUAGE

abstract ideas



situations



objects



**Sensory-motor
signals**

**abstract
words/phrases**



phrases



words



**Sensory-motor
language models**



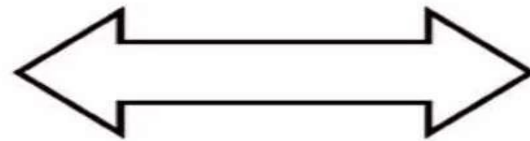
**language
descriptions
of abstract
thoughts**

**phrases for
situations**

**words for
objects**



**language
sounds**



The background of the slide features a large, faint, circular logo of the University of Georgia Department of English. The logo contains a central illustration of a stack of books with a graduation cap on top, and the text "UNIVERSITY OF GEORGIA" and "DEPARTMENT OF ENGLISH" around the perimeter. The top arc of the logo reads "CRAFT YOUR SOUL TO FORGE YOUR WORLD".

WEEK-13
PAGE -101-120

Language and Memory

**Short-term memory,
long-term memory,
schema theory**

Aims and Objectives



- ❧ The main objective of this presentation is to investigate the role of memory in language learning.
- ❧ Its purpose is also to highlight the functions of memory in human brain.
- ❧ Its aim is to describe the role of memory in language comprehension and production.



What is memory?

Memory - is the process by which we encode , store , and retrieve information.

Introduction



- ❧ In psychology, **memory** is the process in which information is encoded, stored, and retrieved.
- ❧ Encoding allows information that is from the outside world to reach our senses in the forms of chemical and physical stimuli. In this first stage we must change the information so that we may put the memory into the encoding process.
- ❧ Storage is the second memory stage or process. This entails that we maintain information over periods of time.
- ❧ Finally the third process is the retrieval of information that we have stored. We must locate it and return it to our consciousness.

Sensory memory



- ❧ Sensory memory holds sensory information for less than one second, after an item is perceived. The ability to look at an item, and remember what it looked like with just a split second of observation, or memorization, is an example of sensory memory.
- ❧ It is out of cognitive control and is an automatic response. With very short presentations, participants often report that they seem to "see" more than they can actually report.

Short-term memory

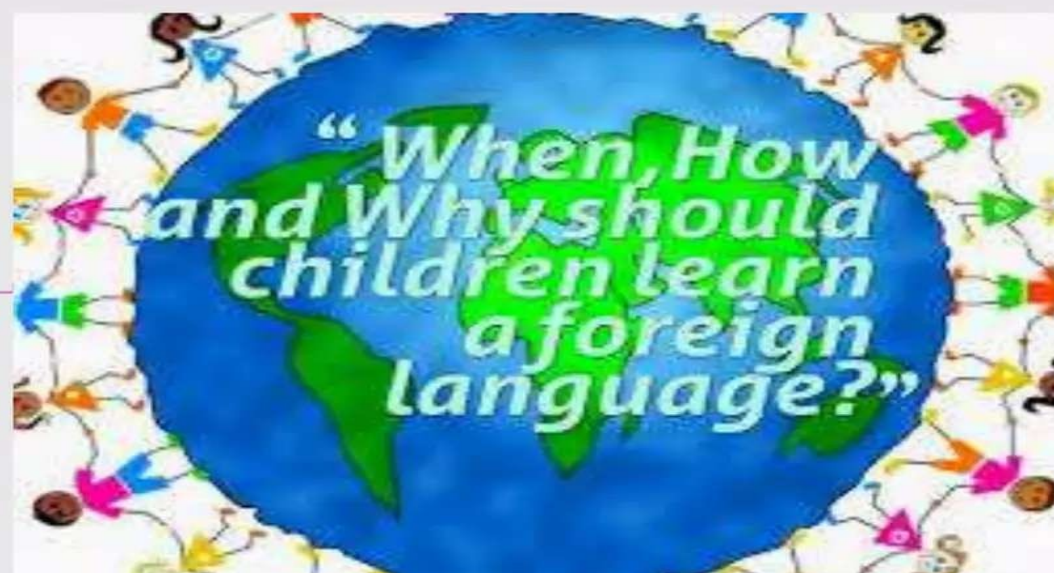


- ❧ Short-term memory allows recall for a period of several seconds to a minute without rehearsal.
- ❧ Short-term memory is believed to rely mostly on an acoustic code for storing information, and to a lesser extent a visual code.
- ❧ The storage in **sensory memory** and **short-term memory** generally has a strictly limited capacity and duration, which means that information is not retained indefinitely.

Long-term memory



- ❧ Long-term memory can store much larger quantities of information for potentially unlimited duration (sometimes a whole life span).
- ❧ Its capacity is immeasurably large. For example, given a random seven-digit number we may remember it for only a few seconds before forgetting, suggesting it was stored in our short-term memory.
- ❧ On the other hand, we can remember telephone numbers for many years through repetition; this information is said to be stored in long-term memory.



Memory in infancy



- ❧ Up until the middle of the 1980s it was assumed that infants could not encode, retain, and retrieve information.
- ❧ A growing body of research now indicates that infants as young as 6-months can recall information after a 24-hour delay.
- ❧ Furthermore, research has revealed that as infants grow older they can store information for longer periods of time; 6-month-olds can recall information after a 24-hour period, 9-month-olds after up to five weeks, and 20-month-olds after as long as twelve months.
- ❧ In addition, studies have shown that with age, infants can store information faster. Whereas 14-month-olds can recall a three-step sequence after being exposed to it once, 6-month-olds need approximately six exposures in order to be able to remember it.

Memory construction and manipulation

- ❧ Although people often think that memory operates like recording equipment, it is not the case. The molecular mechanisms underlying the induction and maintenance of memory are very dynamic and comprise distinct phases covering a time window from seconds to even a lifetime.
- ❧ In fact, research has revealed that our memories are constructed. People can construct their memories when they encode them and/or when they recall them.

The role of memory in learning a language



- ❧ Language is a means of communication, in this case human uses language as a tool to convey the ideas and decode the message. Human always uses language to communicate with one another.
- ❧ Basically, there are two kinds of languages that human learned in their life, the first language (L1) and the second language (L2). The first language is human's mother tongue, the language when they firstly hear and try to acquire after they were born. While second language is the language that they learn after they have mastered their first language. Usually they learn the second language in the formal school.
- ❧ The most important thing that we should notice is that we acquire rather than learn the first language and the other way around. When we learn the second language, memory plays the important role.

Continue...



- ❧ Memory is one of factors which can be used to predict the performance of a student's learning foreign language.
- ❧ There are two kinds of memories in our mind, short term memory and long term memory.
- ❧ Short term memory or better known as working memory plays three important roles before the messages are being transferred to the long term memory or permanent memory. There are three important roles of working memory in learning language, the language processing, namely language comprehension, language production, and vocabulary acquisition.

Language Comprehension



- ❧ In language comprehension, working memory provides the temporary storage space for the information before it is sent on in a recorded form to the long term memory. When comprehending the interlocutor's messages, a person must do more than retrieve the meanings of the individual words.
- ❧ Moreover a person must determine the relations among the word meanings, based on the syntactic structure of the sentence. Regarding of this fact, we need the temporal storage to store the string of the words and then process it so that we can comprehend the language that is being uttered by the interlocutor including foreign language or utterances.

Language Comprehension



- ❧ According to the famous psycholinguist, George Miller, When people hear someone speaking they can recall five to nine chunks of information in short period of time. These chunks of information must be at first reordered into analysis unit before they are held in working memory.
- ❧ In this case, when we learn language we try to remember a chunk of the words that is being uttered by our teacher or native speaker. These words are stored in our working memory.
- ❧ Then, we try to not only to retrieve the meaning of the individual words but also to determine the relations among the word meanings, based on the syntactic structure of the sentence. In learning a new language this process may become long.

Language Production



- ✧ In language production, working memory becomes the place where the pronunciations of the words are put in linear order on the basis of the syntactic and semantic relations in the intended utterance before the construction of a motor program that produces the utterance.
- ✧ When we try to say something or produce the utterance from the foreign language, certain sound must be presented in working memory so that we will not make error in speech.

Continue...



- ❧ Lashley (1951) gives us an example that to be able to pronounce the sentence “Consider Reverend Spooner's *sour queer old dean* in place of *our dear old queen*” correctly, the /kw/ sound to be inserted in the intended word *dear*, must already be presented in working memory, waiting its turn for phonological integration.
- ❧ This means that speech cannot be produced by simple chaining of words one to another; rather some overall planning must be going on in advance.

Vocabulary Acquisition



- ❧ In acquiring the new vocabulary, working memory has a limited-capacity that is called “phonological loop” in which phonological material is stored, maintained in sequence, and rehearsed.
- ❧ Neuropsychological studies have provided strong evidence suggesting that the phonological loop plays a critical role in vocabulary acquisition.
- ❧ The phonological loop system is specialized in storing verbal material and is composed of two subsystems: a phonological store and an articulatory rehearsal process.

Continue...



- ❧ The phonological store receives directly and unavoidably any information auditorily presented and stores it in terms of a sound-based code.
- ❧ Although material in this store is subject to decay and interference, it can be maintained and reinforced through the articulatory rehearsal mechanism.
- ❧ The phonological store is also able to receive visually presented items but these must first be converted into an articulatory form before gaining access to the store. These items are conveyed to the store by the articulatory rehearsal process.

Conclusion



- ❧ Memory has three important roles in learning a language.
- ❧ Working memory is the place where language is being processed. Working memory provides the temporary storage that is very useful in language comprehension process.
- ❧ In language production, working memory becomes the place where the pronunciations of the words are put in linear order on the basis of the syntactic and semantic relations in the intended utterance before the construction of a motor program that produces the utterance.

Continue...



- Moreover through phonological loop the new vocabulary is being stored and rehearsed in working memory before it is transferred to the long term memory.
- This information is very useful to not only the teacher who teaches the second language in formal class but also for the independent learner who tries to learn language. In this case they can maximize the function of memory in learning language.

WEEK-14

PAGE-121-125

Language Processing

Bottom-up and top-down processing

DEPARTMENT OF ENGLISH

Bottom-Up Processing

Externally Based

Involves the listener playing close attention to every detail of the language input.

The understanding of the 'heard' language is worked out proceeding from sounds to words to grammatical relationships to lexical meaning.

Top-Down Processing

Internally Based

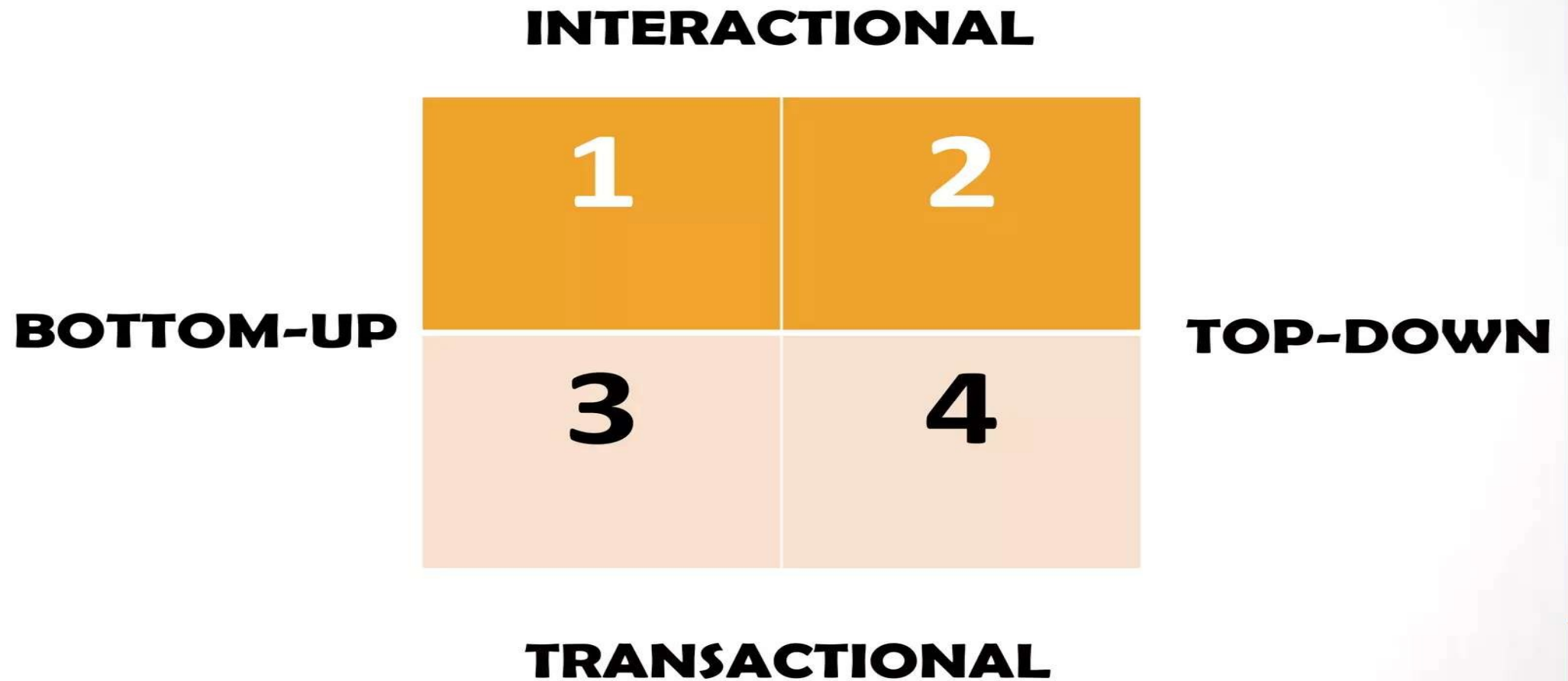
Involves the listener's ability to bring prior information to bear on the task of understanding the 'heard' language.

Used by the listener to make predictions about what the incoming message is expected to be at any point, and how the pieces fit into whole.

Language Functions

- 1. Interactional** – to interact with the teacher and other students while accomplishing class tasks (i.e. “classroom” talk).
- 2. Transactional** – to assimilate new information, construct new concepts, and acquire new skills.

Richard's Functions/Processes Chart



In the bottom-up mode:

Cell #1:

Listening closely to a joke (*interactional*) in order to know when to laugh.

Cell #2:

Listening closely to instructions (*transactional*) during a first driving lesson.

In the top-down mode:

Cell #3:

Listening casually to cocktail party talk (*interactional*).

Cell #4:

Experienced air traveler listening casually to verbal safety instructions (*transactional*) which have been heard many times before.

WEEK-15
PAGE-126

**Serial vs. Parallel
Processing**

**(CLASS TASK
BASED WORK)**

**Controlled vs.
automatic
processing**

The background of the slide features a large, semi-transparent circular logo of the University of Guyana Department of English. The logo contains a globe at the top, a stack of books in the center, and a graduation cap at the bottom. The text 'UNIVERSITY OF GUYANA' is written in a circle around the globe, and 'DEPARTMENT OF ENGLISH' is written in a circle around the books. The motto 'WE CRAFT YOUR SOUL TO FORGE YOUR WORLD' is written in a circle around the top of the logo. The entire slide has a green geometric pattern on the right side.

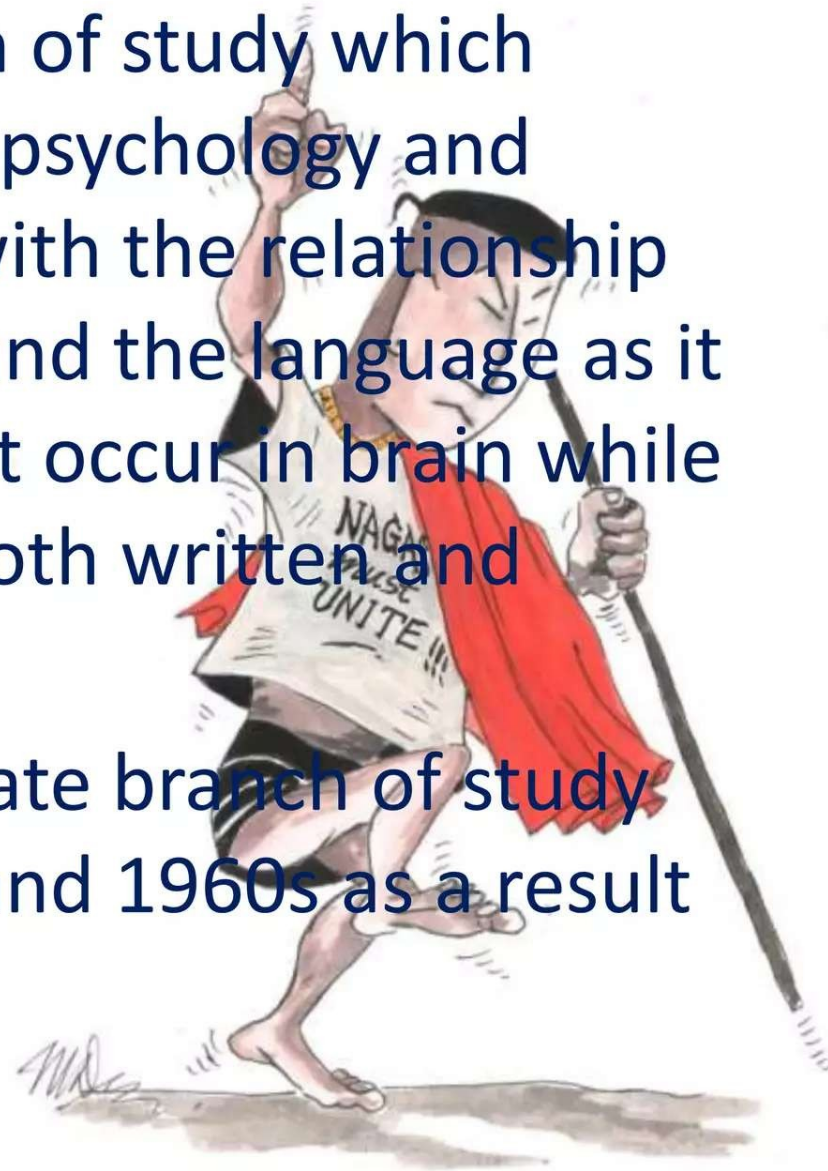
WEEK-16
PAGE-127-137

**Context in
Psycholinguistic
Studies**

**Role of context in
shaping meaning**

Definition

- Psycholinguistics is a branch of study which combines the disciplines of psychology and linguistics. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving both written and spoken discourse.
- Psycholinguistics as a separate branch of study emerged in the late 1950s and 1960s as a result of Chomskyan revolution.



The three primary processes investigated in psycholinguistics

- Language Comprehension
- Language Production
- Language Acquisition

Language Comprehension

- Understanding what other people say and write (i.e., language comprehension) is more complicated than it might at first appear. Comprehending language involves a variety of capacities, skills, processes, knowledge, and dispositions that are used to derive meaning from spoken, written, and signed language. Comprehension is mainly thought to occur in the Wernicke's area of the brain which is located in the left temporal lobe. Language comprehension is a complex process that occurs easily and effortlessly by humans. It develops along with the brain and is able to be enhanced with the use of gesture. Though it is unknown exactly how early comprehension is fully developed in children, gestures are undoubtedly useful for understanding the language around us.

Language Production

- language production is the production of spoken or written language. It describes all of the stages between having a concept, and translating that concept into linguistic form.
- Stages of production

The basic loop occurring in the creation of language consists of the following stages:

- Intended message
- Encode message into linguistic form
- Encode linguistic form into speech [motor system]
- Sound goes from speaker's mouth to hearer's ear [auditory system]
- Speech is decoded into linguistic form
- Linguistic form is decoded into meaning

Language Acquisition

- Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition usually refers to first-language acquisition, which studies infants' acquisition of their native language. This is distinguished from second-language acquisition, which deals with the acquisition (in both children and adults) of additional languages. Language acquisition is just one strand of psycholinguistics which is all about how people learn to speak and the mental processes involved.

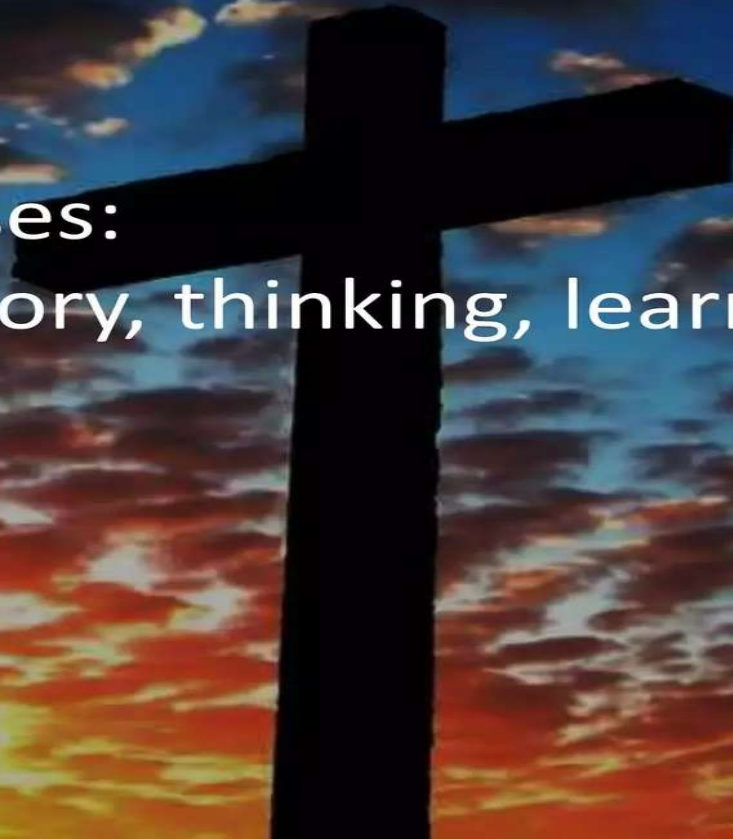
Central themes in psycholinguistics

1) What knowledge of language is needed for us to use language?

- Tacit (implicit) knowledge vs. Explicit knowledge.
 - Tacit: knowledge of how to perform something, but not aware of full rules
 - explicit: knowledge of the processes of mechanisms in performing that thing

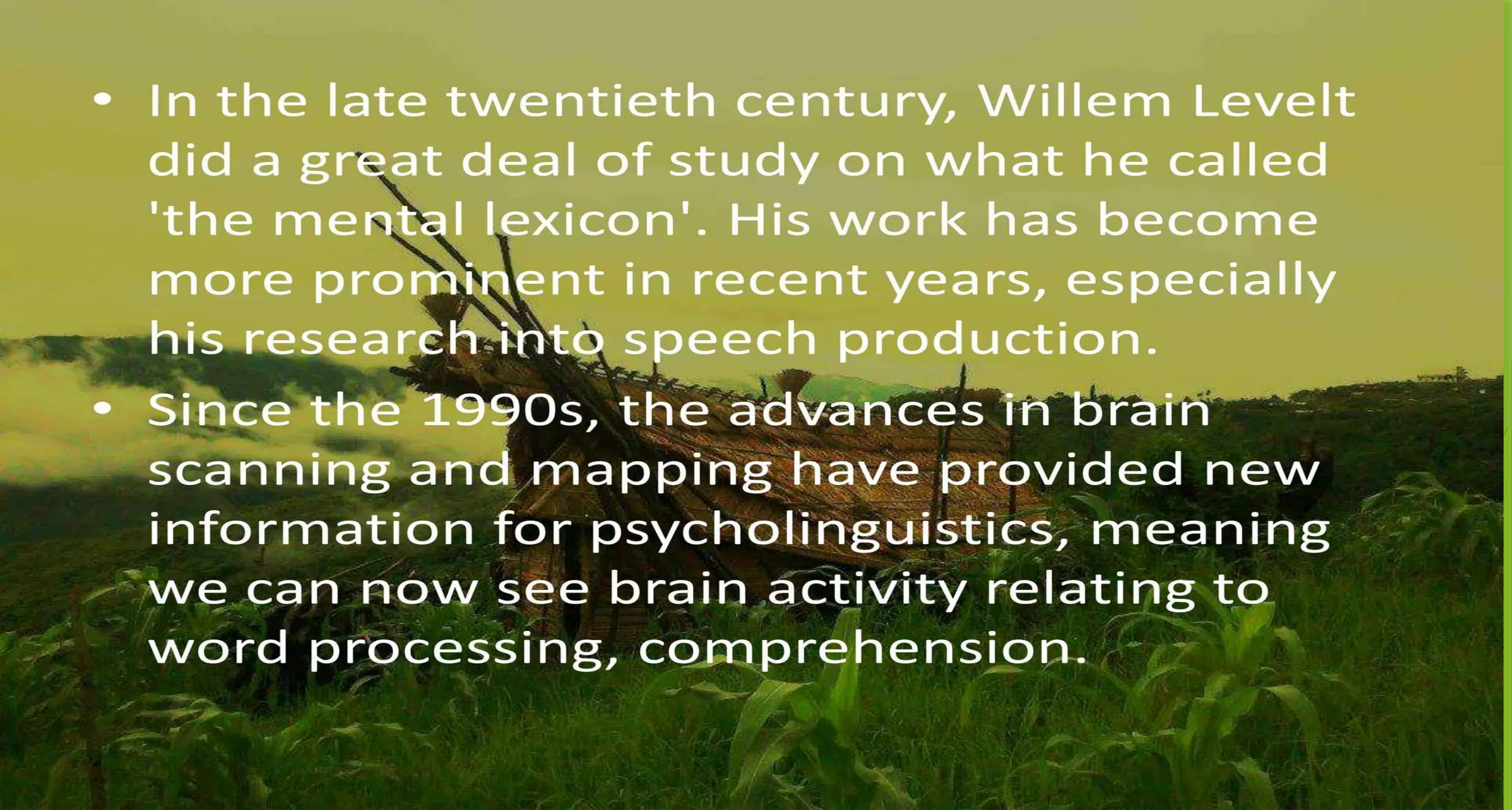
2) What cognitive processes are involved in the ordinary use of language?

- How do we understand a lecture, read a book, hold a conversation?
- Cognitive processes: perception, memory, thinking, learning



When is psycholinguistics studied?

- Psycholinguistic research started as far back as Plato, who was interested in human knowledge and language, however, it became a concern in linguistics during the second half of the nineteenth century with linguists looking at language acquisition.
- In 1960, Charles Hockett published a list of 'design features of human language', where he identified 13 different features, that the language we use to communicate as humans, is characterised by.

- 
- In the late twentieth century, Willem Levelt did a great deal of study on what he called 'the mental lexicon'. His work has become more prominent in recent years, especially his research into speech production.
 - Since the 1990s, the advances in brain scanning and mapping have provided new information for psycholinguistics, meaning we can now see brain activity relating to word processing, comprehension.

Where is psycholinguistics studied?

- Psycholinguistic research is not limited to a particular area in the world, but there is more evidence of psycholinguistic study in the Western world due to advanced science and technology.

The background of the slide features a large, faded circular logo for the University of Georgia Department of English. The logo contains a central illustration of a graduation cap (mortarboard) resting on a stack of books. The letters 'U', 'G', and 'V' are prominently displayed across the books. The outer ring of the logo contains the text 'IMPROVE CRAFT YOUR SOUL TO FORGE YOUR WORLD' at the top and 'DEPARTMENT OF ENGLISH' at the bottom.

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**Course Recap and Final
Assessment**

**Summary of all key
concepts**