Q1	5.5	More effort is required to comprehend the concepts.
Q2	3.5	

MA ELT
Psycholinguistics (Eng511)
Student ID ████████
Fall 2019
Assignment No. 1

Q1.According to Halliday and Hasan (1976), the range of possibilities that exist for linking something with what has happened before is called cohesion. Discuss the four strategies with appropriate examples to establish cohesion in a text.

Ans:

A central concept is the notion of cohesion. Halliday and Hasan (1976) define cohesion as referring to ''the range of possibilities that exist for linking something with what has gone before''. One type of cohesion is called reference. Reference dealt with the links between words and objects or events in the world. In discourse, reference deals with the links between words (or phrases) and other words (or phrases) in discourse. More precisely, reference is a semantic relation whereby information needed for the interpretation of one item is found elsewhere in the text. We often use pronouns such as she, he, it, his, her, and there to refer to earlier items.

Four strategies to establish cohesion in a text:

Given information:

Given information refers to information that an author or speaker assumes the reader or listener already knows, whereas new information is information that the comprehender is assumed to not know. Most sentences contain both given and new information. For example

(a) **It was Sajid who killed the snake**

(b) **It was the snake that Sajidkilled**

For example, sentences (a) and (b) convey different expectations but similar in their grammatical structure, In sentence (a) assuming that readers already know that the **snake was killed** (the given information) but do not know **who killedit** (the new information), and (b) assuming that readers know that **Sajidkilled something** but not **what it was he killed**.

Direct Matching:

The simplest case is surely that in which the given information in the target sentence directly matches an antecedent in the context sentence:

(a) Classroom was full with colorful chairs.

(b) The red chair was beautiful..

In comprehending the target sentence, we first divide it into given and new information. The definite article the marks **red chair** as given and was **<mark>beautifull</mark>** as new. We then search our memory for a previous reference to chairs and find it in the context sentence. Finally, we attach the information that the red chair was beautiful to the previously stored information.

Bridging:

In some cases, we do not have a direct antecedent for the given information but can still tie the sentences together:

   a) Last SundaySajid went to a lot of cinemas.
   b) This Sunday he watched very funny movie again.

Here, we must make a bridging inference, such as that <mark>**sajid watched funny movies at last Sunday**</mark>, to make sense of the word **again**. In contrast, a direct antecedent pair such as

   a) Last Sunday Sajid enjoyed a lot.
   b) This Sunday he watched very funny movie again.

Requires no such bridge for comprehension.Haviland and Clark (1974) have shown that target sentences that require bridges take longer to comprehend than those for which there is a direct match of antecedents.

Reinstating Old Information:

The best way to understand this strategy is to compare the following two passages:

I am trying to find a black dog. He is short and has a dog tag on his neck that says Fred. Yesterday that dog bit a little girl. She was scared, but she wasn't really hurt.

Yesterday a black dog bit a little girl. It got away, and we are still trying to find it. He is short and has a dog tag on his neck that says Fred. She was scared, but she wasn't really hurt.

We observe that the target (last) sentence in the first passage was easier to comprehend than in the second passage. Because a **direct antecedent for she is presented, we do not need to resort to bridging**.

The problem in the second passage is simply that the **antecedent is too far removed from the target**. Using Chafe's terms, the dog is in the foreground and the girl is in the background by the time we see the target, whereas the girl is in the foreground in the first passage. When a sentence refers to something or someone already introduced but no longer in

the foreground, the comprehender must reinstate the information that is to be matched with the target information. Several studies have shown that reinstatements increase comprehension time.

Q2.Working memory is a cognitive system with a limited capacity that is responsible for temporarily holding information available for processing. Explain the concept of working memory in detail with reference to second language.

Ans:

Definition of working memory:

Working memory is only able to hold about seven units of information. This could simply be seven words, but because many sentences are longer than this, we need some way to deal immediately with more than seven words. One way we do this is to chunk the words into grammatical constituents such as noun and verb phrases, thereby reducing the storage burden to perhaps two or three constituents. The processing function of working memory is used to organize the words into the constituents.

Working memory and second language:

The learning ability of a foreign language means the tendency people present when studying a second language. It is already accepted abroad that the learning capacity of a foreign language is one of the factors to predict the individual differences of the language learning results. Working memory is the important concept of cognitive psychology, and has great influence on many aspects of language learning (vocabulary acquisition, language understanding, language performance, reading comprehension and so on). So working memory is regarded as the important element of learning ability of a foreign language. As to the research at home so far, the concentration has been purely on academic reasoning as well as the introduction to research abroad during a selected period. The author of the paper is, having experimented with the psychological research mode, trying to analyze the individual differences in the foreign language learning because of their working memory which affects their vocabulary acquisition.

In terms of language acquisition, working memory has been found to be instrumental in the acquisition of new vocabulary and in more global measures of acquisition. Daneman and Green (1986) found that it played a significant role in determining how easily elementary school children extracted word meanings from context. Noting that readers use context to enrich their understanding of words that are only partly known, Daneman and Green also proposed that working memory may facilitate vocabulary growth in an indirect manner. Gathercole and Baddeley (1990) showed that subjects with a high-memory span were able to learn a new name in three trials, whereas subjects with a low span took more than five trials to do the same task. Service (1992) and Ando, Fukunaga, Kurahashi, Suto, Nakano, and Kage (1992) (cited in Miyake and Freidman, in press), two studies which will be reviewed more extensively later, found that working memory span played a significant role in predicting foreign language acquisition. In short, the literature provides convincing evidence for the importance of working memory to first language comprehension and acquisition and there is emerging evidence supporting the role of working memory in foreign language acquisition