

Student's Full name :	Group :
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**Course:** Psycholinguistics

**Level:** L03

**Teachers:** Dr. Elbah & Malkia

**Academic Year:** 2025/2026

### **Second Semester Exam**

**Task one:** For each statement, write the term that best matches the description (10 Pts)

1. .... A branch of study that investigates how humans understand, produce, and acquire language by linking linguistic structures to cognitive processes such as perception, memory, and attention, rather than focusing only on external social or grammatical descriptions.
2. .... A learner's internal, abstract knowledge of the rules and patterns of a language that may never be fully visible in real-life performance, yet allows them to judge the grammaticality and well-formedness of sentences they have never heard before.
3. .... The proposition that linguistic competence unfolds according to an internally constrained developmental sequence, such that conscious pedagogical intervention can accelerate exposure to forms but cannot fundamentally reorganize the hierarchy in which the cognitive system renders those forms psychologically available for spontaneous production.
4. .... A hypothesized internal mechanism that uses consciously learned language rules to check, edit, or correct language output, usually under conditions where the speaker has time, focuses on form, and knows the relevant rule.
5. .... A language impairment that results from focal brain damage, typically in the left hemisphere, and that affects the ability to produce and/or understand language, while leaving general intelligence and other cognitive abilities relatively less impaired.
6. .... A field that studies how language is represented and processed in the brain, including how different cortical areas contribute to comprehension and production, and how patterns of breakdown after brain damage can reveal the underlying organization of the language system.
7. .... A proposed mental "barrier" that can block or allow language input to be internalized, influenced by affective factors such as anxiety, motivation, and self-confidence, and which explains why some learners fail to benefit from input even when it is available
8. .... A pattern of language disorder in which speech is fluent and grammatically well-formed on the surface, but often semantically empty or inappropriate, with serious comprehension problems, typically associated with damage in a posterior temporal area involved in language understanding
9. .... A theoretical view which claims that language is picked up subconsciously when learners are engaged in meaningful communication and focuses on understanding messages, while deliberate grammar study is seen as limited to editing or polishing performance
10. .... The idea that there is a biologically determined window in human development during which exposure to language must occur for full, native-like proficiency to be attained, and after which certain aspects of language are significantly harder or impossible to acquire completely.

**Task Two:** For each statement, write TRUE or FALSE. Correct the false ones (5 Pts)

1. Psycholinguistics is mainly concerned with describing the grammatical rules of a language, and only secondarily with how such rules are stored and processed in the human mind.  
.....  
.....  
.....



## Answer key

### Task One:

1. Psycholinguistics
2. Linguistic competence
3. Natural Order Hypothesis
4. The Monitor (from Monitor Hypothesis)
5. Aphasia
6. Neurolinguistics
7. Affective Filter (from Affective Filter Hypothesis)
8. Wernicke's aphasia
9. Input Hypothesis (Krashen's view of acquisition vs. learning, emphasizing subconscious acquisition from comprehensible input)
10. Critical Period Hypothesis

### Task Two:

1. **FALSE**  
Psycholinguistics is mainly concerned with how language is acquired, stored, processed, and produced in the human mind, rather than simply describing grammatical rules.
2. **FALSE**  
According to Stephen Krashen, acquisition occurs when learners receive comprehensible input that is slightly beyond their current level ( $i + 1$ ), and when their affective filter is **low**, not high.
3. **FALSE**  
The Monitor Hypothesis suggests that fluent and spontaneous speech mainly results from **subconscious** acquisition, while consciously learned grammar rules serve only as a monitor or editor under certain conditions.
4. **FALSE**  
Semantic processing **does not end** in a permanently fixed cognitive closure; interpretations can continue to change and be reconstructed depending on context, inference, and new information.
5. **FALSE**  
From a neurobiological perspective, language functions are **not** distributed across the entire brain uniformly. Damage to different regions (such as Broca's area or Wernicke's area) produces different language impairments depending on the location of the lesion.

### Task Three:

Form	Content
<ul style="list-style-type: none"><li>✓ Clear and coherent paragraph</li><li>✓ Correct grammar and punctuation</li><li>✓ Academic vocabulary</li><li>✓ Logical organization of ideas</li><li>✓ Use of connectors (for example, therefore, thus)</li><li>✓ Avoid repetition</li><li>✓ Concise and focused writing</li></ul>	<ul style="list-style-type: none"><li>✓ Define aphasia briefly</li><li>✓ Mention brain damage as the cause</li><li>✓ Explain effects on language (speaking, comprehension, reading, writing)</li><li>✓ Mention different types/manifestations of aphasia</li><li>✓ Relate symptoms to specific brain areas</li><li>✓ Explain localization of language functions in the brain</li><li>✓ Show how aphasia contributes to understanding cerebral organization</li></ul>